

Santa Maria Independent School District



2023-2024 District Multi-Hazard Emergency Operations Plan

PROMULGATION STATEMENT

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

This Basic Plan is the core of the Santa Maria ISD Multi-Hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. The SMISD's planning process is supported by collaboration, training and exercise. The plan is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed at least annually by the District's School Safety and Security Committee and shall be updated at least every three years as required by Chapter 37 of the Texas Education Code. The Plan is to be regarded as guidelines rather than performance guarantees.

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

The Director of Student Support Services is responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The Director of Student Support Services may also identify individuals whose responsibilities are to support the district emergency management program. Significant changes to this EOP will be signed by the Director of Student Support Services. However, comprehensive or major revisions will be signed by the Superintendent of Schools.

APPROVAL FOR IMPLEMENTATION - (ATTACHED)

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

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Approved:

Martin Cuellar

Superintendent of Schools

Santa Maria ISD

Date Signed:

Martin Cuellar
August 9, 2023

Concurred:

Doralee Rivera-Munoz

District Project Manager

Santa Maria ISD

Date Signed:

Doralee Rivera-Munoz
August 9, 2023

TxSSC, 2023

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 Santa Maria Independent 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 duty authorized designee. Copying, dissemination, or Distribution of these documents, attachments or graphics to unauthorized user is prohibited.

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	8/08/2023	Doralee Rivera-Munoz, Emergency Management Coordinator	Update the position name & new-hires
2	8/09/2023	Safety and Security Committee	Annual EOP Review Conducted
3	8/14/2023	District Training and Introduction of all Safety and Security Committee Members before entire district employees convocation	Included additional response activities that were needed based on the results from the annual safety and security audit.
4	9/7/2023	Safety and Security Committee	Included additional response activities that were needed based on the results of the security audits and refreshers for all faculty and staff

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 COPIES
Martin Cuellar	Superintendent	August 14, 2023	1
Doralee Rivera-Munoz Rene Salinas Salvador Acosta Reymundo Sanchez Baudelio Castillo	District Project Manager Director of Student Support Services Director of Oper. & Spec. Programs Maintenance & Grounds Santa Maria ISD Police Chief	August 14, 2023	5
Yadira Flores, Jay Viera, Jacob Camacho	Campus Principals	August 14, 2023	3
Katherine Gonzalez & Noemi Trevino	District Nurse and CNA	August 14, 2023	2
LudybinaTorres, Lizette Marroquin, Mauricio Villegas	Campus Facilitators	August 14, 2023	3
Nora Jimenez, Ida Martinez, Mary Moreno, Rosalinda Aguayo	Academic and GEAR-UP Counselors	August 14, 2023	4

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Arturo Hinojosa, Jr.	Technology Coordinator	August 14, 2023	1
Margarito Jimenez, Jose Vela	Academic Interventionist(s)	August 14, 2023	2
Ana Vega	Family Engagement Specialist	August 14, 2023	1

Elizabeth Garza	Child Nutrition Director	August 14, 2023	1
Israel Gracia & Anthony Perez	Athletic and Band Director	August 14, 2023	2

2022-2023

School Safety and Security Committee (more information found in Section 5.0, Committees Table) Texas Education Code 37.108(f) (8) mandates that EOPs for school districts and charter schools contain specific information about School Safety and Security Committees. Districts and charters are required to have a School Safety and Security Committee and must include this attachment.

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS HELD DURING THE 2022-2023 ACADEMIC YEAR	
Meeting Date	Meeting Time
Date	Time
6/30/2022	Update the position name & new-hires
8/04/2022	Annual EOP Review Conducted
8/15/2022	Included additional response activities that were needed based on the results from the annual safety and security audit.
9/13/2022	Included additional response activities that were needed based on the results of the security audits.
9/13/2022	Safety and Security Meeting
2/07/ 2023	Safety and Security Meeting
8/09/2023	Safety and Security Meeting

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
July 22, 2022	Doralee Rivera-Munoz	August 15, 2022

2022-2024

SMISD takes pride in a collaborative effort to ensure the safety and security of our students, staff, and the community. We conduct drills to prepare for potential crisis situations and work together during emergencies. Our Chief of Police and Peace Officers play a vital role in maintaining a safe learning environment by building positive relationships with students and addressing any concerns or issues that may arise. By partnering with local law enforcement agencies, we strive to create a safe and supportive environment for all members of the SM community. Emergency response maps have been provided to the Texas Department of Public Safety and the following first responder agencies (Police, Fire, EMS), in compliance with Texas Education Code 37.108(f) (9).

EMERGENCY RESPONSE MAP CERTIFICATION STATEMENT		
Date Map Provided	Agency Receiving Map	Agency Staff Receiving Map
August 4, 2022	City of La Feria Police Department	Chief Cesar Diaz
August 4, 2022	City of La Feria Fire Department	Chief Tom Sweeny
August 4, 2022	Cameron County Sherriff's Depart.	Lt. Robert Rodriguez
August 4, 2022	City of Los Indios	Chief Eddie Mendoza
August 4, 2022	La Feria Fire Department	Chief Reynaldo
August 4, 2022	Cameron County Sherriff's Office	Asst. Chief Silver Cisneros

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

WALKTHROUGH CERTIFICATION STATEMENT			
Date Walkthrough Offered	Agency Contacted	Agency Supervisor Accepting or Declining Walkthrough	Date Walkthrough Completed
July 11, 2022	City of La Feria Police Depart.	Chief Cesar Diaz	August 4, 2022
July 11, 2022	City of La Feria Fire Department	Chief Oscar Reynaldo	August 4, 2022
July 11, 2022	Cameron County Sherriff's Office	Lt. Robert Rodriguez	August 4, 2022
July 12, 2022	Texas Department of Safety DPS	Trooper Longoria	August 4, 2022
July 12, 2022	US Border Patrol	Agent Robert Mireles	August 4, 2022

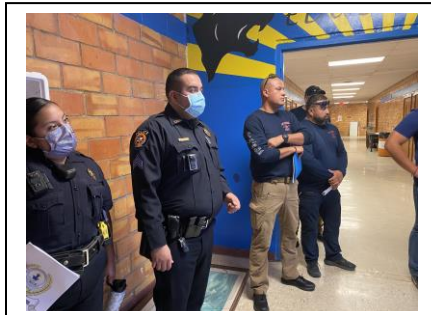


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Attachment 12Safety and Security Committee Meetings

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose.

The purpose of this multi-hazard emergency operations plan (EOP) is to educate and inform the district on what to do before, during, and after an incident by outlining the responsibilities and duties of administrators, faculty, staff, substitute teachers, students, response agencies, and the community. It also provides parents and other members of the community with assurances that SMISD has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way. The goal of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency management practices, relationships, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been tailored to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

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

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.

SMISD 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.

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.

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

B. Scope

This EOP addresses district planning for all incidents and is applicable to all district facilities and campuses and ensures that individuals with disabilities, those with access

and functional needs, and those with limited English language proficiency are addressed. This Plan 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.

SECTION 2.0 – LEGAL REQUIREMENT

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

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 and exercises

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview.

To provide an effective response to an incident, this multi-hazard emergency operation plan (EOP) may be activated in part or in whole, as necessary, by the Superintendent or Director of Student Support Services.

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Cameron County, in Santa Maria, Texas and is serviced by Education Service Center (ESC) Region 1. The Santa Maria 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.

1. Individuals with Disabilities or Access and Functional Needs.

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

2. Individuals with Limited English Proficiency.

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

3. Facilities and Campuses

The district has a total of 5 facilities. The district has 1 high school, 1 middle school, and 1 elementary school. A master list of facilities is available at the Administration Building. A map of each facility annotated with evacuation routes, shelter locations, fire alarm pull-stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shut offs is included in the Facilities Annex.

The district has 4 campuses. The Santa Maria ISD is a diverse school district that covers 1.4 square miles and is located within Cameron County, the City of Santa Maria, and has 4 non-campus facilities including Central Office Administration Building, Bus Barn, High School Stadium and Parental Involvement Learning Center. The District has 4 campuses that include: Tony Gonzalez Elementary, Santa Maria Middle School and Santa Maria High School.

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

4. Hazard Summary.

There are many hazards that have the potential to disrupt district operations resulting in loss of life and damage to property. Specific hazards have been identified through conducting a district hazard analysis. Santa Maria ISD, 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. The Hazard Priority Table for identified district's hazards is located in Attachment 1: District Hazard Analysis Summary Data. The district has addressed each hazard in a separate annex attached to this Basic Plan (refer to Section 12 – Annexes).

5. Resources

Santa Maria ISD will use its own resources to respond to incidents. If these resources prove to be inadequate, the district has formal agreements (contracts, inter-local 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.

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

B. Assumptions

Planning requires a commonly accepted set of assumptions that provide a foundation for establishing emergency management protocols and procedures. The following assumptions identify what the district regards to be true in this EOP. Should an assumption prove to be false, this EOP will be modified accordingly.

1. This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment. 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.

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

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

It is the policy of Santa Maria ISD that no guarantee is implied by this plan for an exact incident management. As personnel and resources may be overwhelmed, Santa Maria ISD 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 multi-hazard emergency operations plan (EOP) is based on an all-hazards approach and may be activated in its entirety or in part, based on the incident and decisions of leadership.

This EOP does not replace the responsibility of each facility and campus to develop and test emergency plans. To the extent possible, the same personnel and resources used for daily operations will transition to response operations. Faculty, staff, and resources may be limited, so some routine services and activities that do not contribute to the incident response will be redirected or suspended to accomplish response and recovery efforts. The Santa Maria 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 management planning for the District and may designate an individual to serve as District emergency management coordinator to support a strong school-centered emergency management program for Santa Maria ISD. The superintendent also may identify individuals whose responsibility it is to support emergency management programs and emergency response.

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

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on August 24, 2018.

B. Emergency Operations Organization

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

C. Phases of Emergency Management

In compliance with Texas Education Code 37.108, this EOP addresses each of the five phases of emergency management, as defined by the Texas School Safety Center

(TxSSC), in conjunction with the Governor's Office of Homeland Security, and the Commissioner of Education, Mike Morath. 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:

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. The District also supports local, regional and statewide emergency preparedness and response activities.
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. 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.
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. The District also will endeavor to coordinate its assessment of damage to District property with its local jurisdictions and subdivisions to facilitate the state and federal disaster assistance.

D. Physical and Psychological Safety

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

In addition to physical safety, this EOP ensures provisions for supporting the psychological safety of students, faculty, staff, and others in the community during an incident. These provisions are aligned with best practice-based programs and research-

based practices in accordance with Texas Education Code 37.108, and in alignment with Section 161.325 of the Health and Safety Code.

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

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES

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

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

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

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS		To Be Fulfilled
Executive Staff	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Superintendent or Director of Student Support Services Maintenance Director Chief of Police	Assumes responsibility for emergency management planning, ensuring the process includes each phase of emergency management.	All Phases
	May designate an individual to serve as the emergency management coordinator who oversees the emergency management program.	Preparedness
	May identify individuals whose responsibilities are to support the emergency management program.	All Phases
	Approves and ensures promulgation of the multi-hazard emergency operations plan (EOP).	Preparedness
	Signs-off on all significant changes to this EOP.	Preparedness
	Activates, in part or in whole, this EOP in order to provide for an effective response to an incident.	Response

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	Provides guidance for the direction and control of an incident according to NIMS and the district's emergency management program.	All Phases
	Assigns a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the community response to an incident.	Response
	Establishes a line of succession for making district decisions during an incident.	Preparedness Response
	Ensures this EOP is reviewed annually.	Preparedness
	Communicates with the School Safety and Security Committee regarding the objectives and priorities for the emergency management program.	All Phases
	Advises the board of trustees of incidents and provides periodic reports as needed.	Response Recovery
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery

Principals	Ensures development of campus site-specific emergency management plans.	Preparedness
	Responsible for the emergency management program on their campus.	All Phases
	Takes steps to ensure overall safety of students, faculty, and staff.	All Phases
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
<p>ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED</p>		
Committees	Responsibility	During Which Phase of Emergency Management it is Fulfilled
School Safety and Security Committee	Participates in the development and implementation of emergency plans ensuring they are consistent with this EOP and reflect the specific needs that exist for each facility and campus.	Preparedness
	Provides, periodically to the board of trustees and administration, recommendations to update this EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	Preparedness
	Provides information required to complete the safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC.	Preparedness
	Ensures a safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108.	Preparedness
	Ensures a Safety and Security Audit Report is submitted to the board of trustees.	Preparedness
	Reviews each report submitted to the TxSSC to ensure it contains accurate and complete information regarding each facility and campus and follows the criteria established by the TxSSC.	Preparedness
	Consults with local law enforcement agencies on how to increase their presence near campuses.	Preparedness

	Selects where bleeding control stations are to be placed in schools, ensuring they are in easily accessible areas.	Preparedness										
	Meets as required by Texas Education Code 37.109.	Preparedness										
	Attends Psychological First Aid Training.	Preparedness										
Policy Committee	Provides policy and strategic guidance.	All Phases										
	Helps ensure adequate resources are available.	All Phases										
	Keeps elected officials and other executives informed of situations and decisions.	Response Recovery										
<p>ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED</p> <table border="1"> <thead> <tr> <th>Departments</th><th>Responsibility</th><th>During Which Phase of Emergency Management it is Fulfilled</th></tr> </thead> <tbody> <tr> <td rowspan="3">Transportation Department</td><td>Develops plans to recall bus drivers.</td><td>Response</td></tr> <tr> <td>Develops plans to adjust bus routes.</td><td>Response</td></tr> <tr> <td>Participates in drills, exercises, training, and after-action reviews.</td><td>Preparedness Recovery</td></tr> </tbody> </table>			Departments	Responsibility	During Which Phase of Emergency Management it is Fulfilled	Transportation Department	Develops plans to recall bus drivers.	Response	Develops plans to adjust bus routes.	Response	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
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Transportation Department	Develops plans to recall bus drivers.	Response										
	Develops plans to adjust bus routes.	Response										
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery										

Maintenance Department	Develops plans to survey and report the condition of buildings.	Preparedness Response Recovery										
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery										
	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery										
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery										
	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident	All Phases										
	Protects, maintains, and stores essential records in collaboration with the Superintendent or President or Authorizing Official, in accordance with legal requirements for document retention.	All Phases										
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery										
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	Assists with the reunification of students with parents or guardians.	Response										
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery										

Nurses	Organizes first aid and medical supplies.	All Phases
	Administers first aid or emergency treatment as needed.	Response
	Supervises those trained to provide first aid to others.	Response
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Teachers		
	Remains with students until directed otherwise.	Response
	Takes attendance of their class when relocating to a safe location.	Response
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Emergency Management Coordinator (EMC)	Oversees the emergency management program.	All Phases
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery
Public Information Officer (PIO) Technology Department	Assumes responsibility as the official spokesperson for the district during an incident.	Response
	Creates and maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex of the District's Basic Plan.	Preparedness
	Prepared and delivered accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, training, and after-action reviews.	Preparedness Recovery

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 o 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.

- o Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.
- o The Executive Group includes the Superintendent, key members of the executive or leadership staff and other individuals designated by the Superintendent.

• **Support Group**

- o 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.
- o Help sustain emergency response and recovery at the scene or as part of staging and logistical support
- o Support accountability and reunification efforts for campuses and other District facilities.

- **District Staff: Superintendent's Office Director of Finance and Operations
HR/Media Communication Specialist**

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.

- **District Emergency Management Coordinator/Health and Safety Facilities
Compliance Officer Police Chief/Peace Officers and Security:**

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 Principal/ Facilitators/Facility Managers**

- **Maintenance Director/ Technology Director/ Child Nutrition Director/
Athletic Director/ Parental Involvement Coordinator/ACE Director**

- 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.

Campus Principals

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

Athletic/ Band Director

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

Campus Crisis Teams

Support for 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.

Student Health/ District Nurse and Nurse Assistant:

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

Campus Counselors/ GEAR-Up Counselor and At-Risk Interventionists:

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

Parental Involvement Coordinator/ACE Department Coordinator

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

Options/ISS/DAEP Teacher

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

City of La Feria/ City of Los Indios Police Department & Fire Department

Cameron County Emergency Management

Cameron County Sheriff/Constable, Department of Public Safety, Border Patrol

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.
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 Santa Maria ISD and/or local government may be called upon to assist.
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.
Maintain accurate records of costs of responding to emergency situations, including but not limited to personnel (regular and overtime), equipment, supplies and services. The documentation may be required to seek local, state and federal assistance and reimbursement.

SECTION 6.0 – DIRECTION AND CONTROL

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 Director of Student Support Services will provide guidance for the direction and control of an incident according to the National Incident Management

System (NIMS) and the emergency management program. The district will implement the Incident Command System (ICS) to manage the incident.

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

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.

A. 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. Director of Student Support Services
2. Chief of Police
3. Maintenance and Operations Director

B. Coordination with Response Agencies This subsection identifies the mandated agencies, according to Texas Education Code 37.108(a)(5) and (c-2)(1), that districts must coordinate within the event of an incident.

In accordance with Texas Education Code 37.108, Santa Maria ISD has measures in place to ensure coordination with the following agencies during an incident. When possible, these agencies will also be included in district drills, exercises, training, and after-action reviews. Department of State Health Services:

1. Cameron County Sheriff's Office
2. Texas Department of Public Safety
3. Cameron County Health Authority

4. La Feria Police Department and La Feria Fire Department

C. Coordination with Response Agencies

- Santa Maria ISD uses Internet Website www.santamariaisd.net and REMIND Message system to inform the public. Black Board (mass text message system) 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, 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.
- Television, District and local websites and radio will support warning and emergency information and Santa Maria ISD 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 9-1-1, to provide additional emergency information to its constituents.
- 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.
- District Emergency Operations Center Primary Functions
- Collect accurate information on the situation to make informed decisions.
- Work with representatives of emergency services to determine and prioritize response and recovery actions.
- Provide resource support for emergency operations.
- Provide emergency information
- Provide policy support.
- Provide appropriate staff support for multiple shifts
- The Executive Group may staff the EOC with other support from the Response Group as available or needed.
- Lines of Succession for Santa Maria ISD mirror those of day-to-day operations. The lines of succession for each campus, District facility or department shall be in accordance with the SOGs established by respective entities.
- The line of succession for the Superintendent is:
 - Building & Grounds Director
 - Business Manager
 - Principal
- Activation of the District EOC does not relieve individual campuses or facilities of their coordination responsibilities until or unless that operational phase has reached a logical and complete conclusion.
- 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. Usually, the incident commander at a campus will be the principal or their designee; however, the role assignment may change based upon the incident progression. At non-campus District facilities, including the administration building, the Superintendent or their designee, may fill that role.

- 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. Santa Maria ISD 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 Santa Maria ISD 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 the Appendix 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.

SECTION 7.0 – PUBLIC INFORMATION OFFICER

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

SECTION 8.0 – ADMINISTRATION AND SUPPORT.

- A. Purchasing This subsection states the district's commitment, as a tax-exempt entity, to follow established financial policies involving an incident.

1. The Santa Maria ISD 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. Santa Maria 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 insert the title of the document that outlines the district's emergency purchasing authority by the Business Manager.

B. Reporting

1. Situational Reports

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.

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. 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 form.

2. Federal Emergency Management Agency (FEMA) Incident Command System (ICS) Forms To Be Used ICS Form 213 is the form responding agencies will most likely use to communicate their needs to districts ("we need your gym for sheltering people") and that they will expect districts to use to communicate district needs to them ("we need portable

restrooms for the people sheltering in our gym”). ICS Form 214 is the form that can be used by every individual to keep track of important activities during an incident.

- 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 This subsection describes the records the district will keep, protect, and retain due to an incident’s impact upon the district.

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 Director of Student Support Services and District Human Resources. These records will be stored and kept in accordance with legal requirements for document retention.

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 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 the 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 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.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS This section identifies the process and individuals involved in developing, maintaining, and updating your district's EOP.

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 Director of Student Support Services. 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 Director of Student Services to sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new Director of Student Support Services 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 Emergency management plans often use specialized acronyms and definitions. To promote a better understanding of this document you should include the acronyms and definitions used in your district's Basic Plan.

- A. Acronyms Ensure all acronyms used in your district's Basic Plan are included here; delete those that are not used.

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

- B. Definitions.

1. Actions: Critical activities that need to be accomplished during all phases of emergency management.
2. Agreement: Can consist of contracts, inter-local 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. Inter-local 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

Attachments are used to provide additional information about topics introduced in your Basic Plan. The attachments provided on the next several pages are samples of those your district should consider including in its Basic Plan. Please note that these attachments include a reference back to the Section in this Basic Plan where the topic is introduced. Once your district's Basic Plan is complete, you will need to ensure these references are correct; ensure you remove all yellow highlighting. If you need to create additional attachments, there is a blank Additional Attachment Template at the end of this Section.

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

Santa Maria 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 to 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

	LIKELIHOOD OF OCCURRENCE	ESTIMATED IMPACT ON HEALTH & SAFETY	ESTIMATED IMPACT ON PROPERTY
HAZARD	UNLIKELY/OCCASIONAL/LIKELY /HIGHLY LIKELY	LIMITED/MODERATE/ MAJOR	LIMITED/MODERATE/ MAJOR
NATURAL			
DROUGHT	LIKELY	LIMITED	MODERATE
EARTHQUAKE	UNLIKELY	LIMITED	LIMITED
FLOODING	HIGHLY LIKELY	MAJOR	MAJOR
HURRICANE	HIGHLY LIKELY	MAJOR	MAJOR
TORNADO/HIGH WINDS	OCCASIONALLY	MODERATE	MODERATE
WILDFIRE	UNLIKELY	LIMITED	LIMITED
WINTER STORM	UNLIKELY	LIMITED	LIMITED
SEVERE HEAT	LIKELY	LIMITED	LIMITED
TECHNOLOGICAL			
IRRIGATION DAM FAILURE	UNLIKELY	LIMITED	LIMITED
HAZMAT/LAB SPILL	UNLIKELY	LIMITED	MODERATE
HAZMAT/OIL SPILL	UNLIKELY	LIMITED	LIMITED
MAJOR STRUCTURAL FIRE	OCCASIONALLY	MODERATE	MODERATE
WATER SYSTEM FAILURE	OCCASIONALLY	MODERATE	MODERATE
PIPELINE LEAK EXPLOSION	OCCASIONALLY	MODERATE	MODERATE
PAD MOUNTED TRANSFORMER	LIKELY	MODERATE	MAJOR
POWER OUTAGE	OCCASIONALLY	MODERATE	MODERATE
TRANSPORTATION ACCIDENT	OCCASIONALLY	MODERATE	MODERATE
HUMAN CAUSED			
CIVIL DISORDER	UNLIKELY	LIMITED	LIMITED
KIDNAPPING/ABDUCTION	OCCASIONALLY	MAJOR	MAJOR

INTRUDER IN BUILDING	OCCASIONALLY	MAJOR	MAJOR
SUICIDE	OCCASIONALLY	MAJOR	MAJOR
WEAPON ON CAMPUS	OCCASIONALLY	MAJOR	MAJOR
SEXUAL ASSAULT	OCCASIONALLY	MAJOR	MAJOR

Attachment 2: Formal Agreements (more information found in Section 3.0, A.5) In this attachment, the EOP Planning Team should include a list of all formal agreements for needed resources. The agreements in this attachment should be categorized using the two tables below.

A. Resources Needed by the District

The district has the following formal agreements (contracts, inter-local 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)
I love u guys foundation	Mutual Aid Agreement	Publications
City of La Feria	Inter-local Agreement	Law Enforcement
Catholic Diocese of Brownsville	Mutual Aid Agreement	Reunification Plan

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

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

RESOURCES NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)
Saint Anne's Catholic Church	Contract	Use of Church for Meeting
City of Los Indios	Mutual Aid Agreement	Police Backup
Texas DPS	Mutual Aid Agreement	Police backup

Attachment 3: School Safety and Security Committee (more information found in Section 5.0, Committees Table) Texas Education Code 37.108(f)(8) mandates that EOPs for school districts and charter schools contain specific information about School Safety and Security Committees. Districts and charters are required to have a School Safety and Security Committee and must include this attachment.

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

Name and Title	Phone Number	email
Martin Cuellar Superintendent	956-565-6308 Ex. 1002	martincuellar@smisd.net
Salvador "Sal" Acosta Director of Operations & S. Programs	956-565-6308 Ex. 1009	sacosta@smisd.net
Doralee Rivera-Munoz District Project Manager	956-565-6308 Ex. 1005	doraleemunoz@smisd.net
Rene Salinas Director of Student Support Service	956-565-6308 Ex. 5002	renesalinas@smisd.net
Baudelio Castillo Chief of Police	956-565-5348 Ex. 2007	baudeliocastillo@smisd.net
Elizabeth Stenhouse HR/Media	956-565-6308 Ex. 1006	elizabethstenhouse@smisd.net
Arturo Hinojosa, Jr. Technology Coordinator	956-565-6308 Ex. 5050	arturohinojosajr@smisd.net
Reymundo Sanchez Maintenance & Operations Supervisor	956-565-6308 Ex. 5001	reysanchez@smisd.net
Elizabeth Garza Child Nutrition	956-565-6308 Ex. 5011	elizabethgarza@smisd.net
Israel Gracia Athletic Director	956-565-9144 Ex. 4012	israelgracia@smisd.net
Adolfo Hinojosa School Board President	adolfohinojosa@smisd.net	
Lt. Rodriguez Sheriff's Office	Rrodriguez31@co.cameron.tx.us	
Cesar Diaz Chief of Police La Feria	cdiaz@cityoflaferia.com	
Lt. Julian Rodriguez La Feria Police Department	jrodriguez@cityoflaferia.com	
Assistant Chief Lozoya La Feria Fire Department	laferiafirerescue@gmail.com	

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 2023-2024 ACADEMIC YEAR	
Meeting Date	Meeting Time
Date	Time
8/08/2023	Update the position name & new-hires
8/09/2023	Safety and Security Meeting Annual EOP Review Conducted
8/14/2023	Safety and Security Committee Members Introduced before the entire district staff. District In-Service Training for All District Employees & Included additional response activities that were needed based on the results from the annual safety and security audit.
8/21/2023	Based on Review- Active Shooter Training for all District Employees in conjunction with the Cameron County Sheriff's Office & Included additional response activities that were needed based on the results of the security audits.
8/29/2023	Safety and Security Committee Meeting to discuss additional training for all district staff based on review
9/07/2023	Safety and Security Committee Meeting based on review to discuss individualized training per campus Organization meeting for resources, tools and handouts
9/07/2023	Safety and Security Committee Meeting based on review of safety internal information
9/08/2023	Safety and Security Committee Meeting with principals pre-meeting individual campus meeting
9/14/2023	Safety and Security Committee Meeting for each campus training for all staff
9/22/2023	Safety and Security Committee Meeting Active Shooter Training for each campus
10/05/2023	Safety and Security Committee Meeting for Cafeteria and all other staff based on review

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)

This attachment verifies that the district has completed a safety and security audit.

Complete the table below with the appropriate information. Please, do not attach your safety and security audit to your Basic Plan.

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
November 2022	Texas School Safety Center	December 14, 2022
January 2023	Texas School Safety Center & Region One	February 21, 2023
April 2023	Region One Service Center	May 8, 2023

Attachment 5: REFERENCES AND ACKNOWLEDGEMENTS**Acknowledgements**

Martin Cuellar- Superintendent of Schools

Salvador "Sal" Acosta- Director of District Operations & Special Programs

Doralee Rivera-Munoz- District Project Manager

Rene Salinas-Director of Student Support Services

Elizabeth Stenhouse- Human Resources

Yadira Flores- Santa Maria High School Principal

Jay Viera- Santa Maria Middle School Principal

Jacob Camacho- Tony Gonzalez Elementary Principal

Reymundo Sanchez Maintenance and Transportation

Yliana Gonzalez- Business Manager

ATTACHMENT 6: SAFETY AND SECURITY COMMITTEE

As identified in this plan, Santa Maria 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 Santa Maria 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 original 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.

Name and Title	Work Phone	Email
Martin Cuellar Superintendent	956-565-6308	martincuellar@smisd.net
Doralee Rivera-Munoz District Project Manager	956-565-6308	doraleemunoz@smisd.net
Rene Salinas Director of Student Support Services	956-565-6308	renesalinas@smisd.net
Baudelio Castillo Chief of Police/SSSP Lead	956-565-6308	baudeliocastillo@smisd.net
Elizabeth Stenhouse HR/ Media Spokesperson/SSSP Lead	956-565-6308	elizabethstenhouse@smisd.net
Yadira Flores Santa Maria HS Principal	956-565-9144	yadiraflores@smisd.net
Jay Viera Santa Maria Middle School Principal	956-565-6309	jayviera@smisd.net
Jacob Camacho Tony Gonzalez Elementary Principal/SSSP Members	956-565-5348	jacobcamacho@smisd.net
Arturo Hinojosa, Jr. Technology Coordinator/SSSP Member	956-565-6308	arturohinojosajr@smisd.net
Ida Martinez High School Counselor/SSSP Member	956-565-9144	idamartinez@smisd.net
Israel Gracia Athletic Director/ SSSP Member	956-565-9144	israelgracia@smisd.net
Elizabeth Garza Food Nutrition Director/ SSSP Member	956-565-6308	elizabethgarza@smisd.net
Katherine Gonzalez District Nurse/ SSSP Member	956-565-5348	katherinegonzalez@smisd. net

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 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.

Santa Maria ISD - 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

I HAVE NOT appointed a District Emergency Management Coordinator (EMC) and will personally direct the ☐ Santa Maria ISD emergency management program.

☐ 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 June 9, 2022 and continues until TBD

EMC Name: Doralee Rivera-Munoz

Mailing Address: 11119 Military Highway
Santa Maria, Texas 78592

Office Phone Number: 956-565-6308

Home Phone Number: n/a

Cell Phone Number: 956-245-1496

E-mail: doraleemunoz@smisd.net

I HAVE appointed an Assistant EM Coordinator identified below.

☐

X _____

I HAVE NOT appointed an Assistant EM Coordinator and will personally serve the Santa Maria ISD in that role.

Effective Date: This appointment is June 9, 2022 effective and continues until TBA.

Assistant EMC: Baudelio Castillo

Mailing Address: 11119 Military Highway
Santa Maria, Texas 78592

Office Phone Number: 956-565-6308

Home Phone Number: n/a

Cell Phone Number: 956-793-4008

E-mail: baudeliocastillo@smisd.net

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:	On File		
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 checked="" 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 September 9, 2010 and continues until TBD.		
EM Point of Contact Name:			
Mailing Address:			
Home Phone Number:			
Cell Phone Number:			
E-mail:			
<input checked="" 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:			

ATTACHMENT 7: DRILL GUIDANCE

Overview

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.

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 Santa Maria 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 Santa Maria 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.

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

ATTACHMENT 8: 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.

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 humancaused).

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 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.

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.

Reunification: A process to return students to their parents 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, it 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.

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.

ATTACHMENT 9: 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.

Santa Maria 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.

Phase 1.0	Prevention/ Mitigation- 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.
1.1	The school district should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state and regional partners.
1.2	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.
1.3	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.
1.4	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.
1.5	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 humancaused incidents, including violence and property crime.

1.6	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.
1.7	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.
1.8	The school district should develop and follow policies and/or procedures that govern access to each facility.
Phase 2.0	Preparedness – Coordinated actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.
2.1	The school district should develop multi-hazard preparedness activities, plans, and practices consistent with the National Incident Management System (NIMS).
2.2	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.
2.3	The school district multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.
2.4	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.
2.5	The school district multi-hazard emergency operations plan should include procedures for public information, notification, and communication with all stakeholders.
2.6	The school district multi-hazard emergency operations plan should address processes for accounting for all persons, student reunification, and release.
2.7	The school district should educate all stakeholders about their safety and emergency management practices.

2.8	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.
2.9	The school district should adopt mutual-aid agreements, memoranda of understanding, inter-jurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.

2.10	The school district should document, maintain, and replenish emergency supplies, go kits and equipment.
2.11	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.
2.12	The school district should ensure that each facility has a designated emergency management program liaison.
Phase 3.0	Response – Coordinated actions taken to resolve an incident.
3.1	The school district should assess each incident/event, then determine and activate a response.
3.2	The school district should establish response guidance that empowers staff to initiate protective actions.
3.3	School district personnel should initiate internal and/or external notification.
3.4	The school district should use the Incident Command System (ICS).
3.5	The school district should take action to preserve the scene following an incident or potential crime.
3.6	The school district should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
3.7	The school district should monitor, document, reassess, and adjust its response, as necessary.

Phase 4.0	Recovery – Coordinated actions taken to restore the learning environment and support functions.
4.1	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.
4.2	The school district should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.
4.3	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.
4.4	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.

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

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

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

Annex 1: Active Threat Annex

Annex 2: Catastrophic Building Damage Annex

Annex 3: Communicable Disease Annex

Annex 4: Continuity of Operations Plan Annex

Annex 5: Cybersecurity Annex

Annex 6: Active Shooter Annex

Annex 7: Reunification Annex

Annex 1

Active Threat Annex



August 14, 2023

Section 1 is – 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

Santa Maria 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

Santa Maria 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

Santa Maria ISD Active Threat Annex

Santa Maria 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.

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

Santa Maria 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

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

- Technology alerts
- See Something, Say Something QR Code
- Safety and Security Measures such as metal detectors

2.4 Safety in Portable Buildings

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

- No instruction is executed in portable buildings • All of 2 portable buildings are used for storage.
- Buildings are under lock and key throughout the day.

2.5 Access and Functional Needs

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

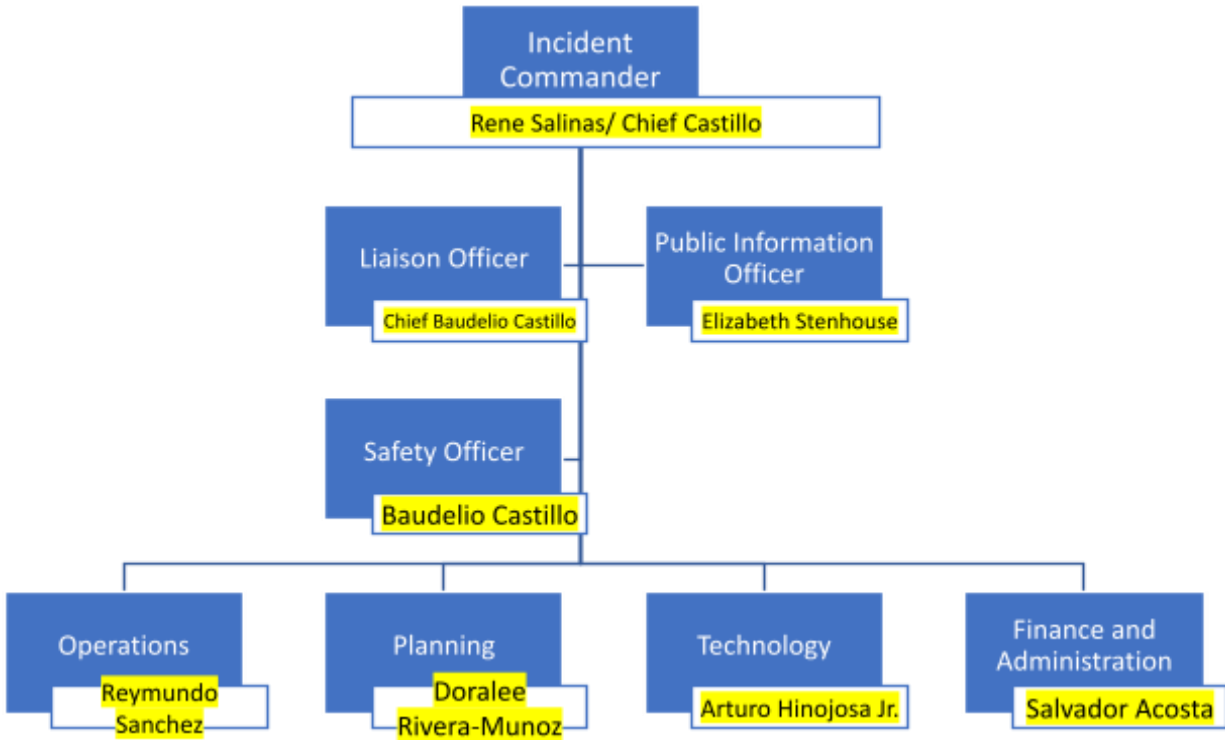
- Time barriers to include RFID cards
- All classroom and exterior doors were rekeyed the entire district.

- Use of more hired security team of 6 more individuals on site

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

3.1 Annex-Specific ICS Organizational Chart

Santa Maria 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

Overall Review of the Standards	
District Actions	Responsible Role
The Five Phases of Emergency Management involve a critical piece of each category: Prevention, Mitigation, Preparedness, Response and Recovery.	Chief Castillo

Santa Maria ISD Active Threat Annex

As a district, our processes were limited in a rural district; however, the community, teachers, parents and students deserve the upmost respect for their lives and well-being while at work and school.	Chief Castillo
Students and parents were asked to comply with rules that included mandatory clear backpacks for all students. Students and teachers alike were asked to only enter through one entrance at all times.	Doralee Munoz
A written directive issued by the Superintendent required all teachers' classrooms to be shut and locked at all times throughout the day (instruction).	Doralee Munoz
Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
Improving the safety of the entire perimeter of all campuses; Fencing of perimeter in all campuses took effort. New motorized fencing allowed for visitors to have limited access to the school until the permission was granted through Internal and External cameras.	Rey Sanchez
Hiring 4 additional security individuals to assist in duties, The duties include conducting Weekly Exterior Door Sweeps on 96 exterior doors in the district including all facilities.	Chief Castillo
Improving the technology and Raptor & Hall Pass system	Arturo Hinojosa Jr.
The maintenance department has bought Night lock devices for every classroom in the district. Each classroom was structured on the floor of the closed door to secure an adapter to ensure no entry. All rooms in the	Supervisor of Maintenance Operations

Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
Entire district classrooms, offices, closets, interior and exterior rooms were rekeyed.	Rey Sanchez

Santa Maria ISD Active Threat Annex

The visitor's access policy was updated to include the Hall Pass system of requiring a visitor's badge for all visitors including Food Cafeteria vendors. Administration is called once a Sexual Offender has been noted on the Hall Pass system. Additionally, a security guard is stationed outside the campuses at all times of the day.	Chief Castillo
Critical supplies like metal detectors were purchased for each of the three main campuses in which students feel more secure. Inappropriate objects are confiscated for safety. Metal detectors are managed by the Peace Officers of the district.	Chief Castillo
<p style="text-align: center;">Mitigation Phase Reduce the impact of an active threat incident.</p>	
District Actions	Responsible Role
Exercising the use of the See Something QR Code	Doralee Munoz
Training on the Protocol System with the I love U guys	Doralee Munoz
Student training at each grade level	Campus Principals
In August, a team of law enforcement officials were gathered in a scheduled meeting with District Administration to perform a multi-campus walkthrough of each campus. Attending the event were the closest Police Department, Fire Department, Texas DPS, Cameron County Sheriff's office, and US Border Patrol. The officials walked and made recommendations that were seriously viewed and modified.	Doralee Munoz
Surveillance Systems at the district were upgraded and increased by up to 20 additional new cameras Access was given to the Chief of Police and several administrators.	Technician Arturo Hinojosa
The district has requested that the window covering during lockdown procedures be created from the parental involvement volunteers as needed.	Ana Vega
All employees are required to wear name badges at all times and principals distributed lanyards for easy access. All employees were given one card for their vehicles labeled as the RIFD card that time-stamps each person as they use the newly purchased camera-ready access kiosk by the gates at the four campuses.	Arturo Hinojosa
At least 20 doors were repaired as a result of the Summer Safety audit that demonstrated doors that did not lock or	Maintenance and Operations Supervisor

Mitigation Phase Reduce the impact of an active threat incident.	
District Actions	Responsible Role
were too old for functionality in the older buildings of the school.	Rey Sanchez
Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
Drills and Lockdowns run adequately The information for Drills will be saved in the Raptor App, and we are working with PEIMS and Region One Service Center to upload all students' names for safety.	Rey Sanchez
Creating fabric covering for all classroom door windows	Ana Vega
Bleeding Kits and Life-saving devices were strategically placed throughout the district and presentations were given to students. Students at the high school level also took a certification test for STOP the BLEED.	Nurse Gonzalez
Our immediate assistance from personnel is our Chief of Police that will respond to any incidents.	Chief Castillo
During any drill, our Chief immediately notifies the La Feria Fire and Police department of our activities to not cause alarm and anxiety for the parents.	Chief Castillo
A Raptor system has been purchased to identify and take account of all students during a crisis. The Raptor App hold all students' names to make the Reunification process easier. The Raptor App also records the drills that include fire drills, tornado drills, lockdown and search drills, etc.	Technician Arturo Hinojosa
A video was created and sent to Region One Service Center specifically for substitute training at the district. All other staff was trained during first week professional development in August 2022.	Doralee Munoz
Law enforcement officials were given maps of the district for all campuses when they were invited to the District Walk-through tour.	Doralee Munoz
First Responders were given access to our rural district by allowing them an office in our district. First responders were also given 4 newly created keys from the district re-keyed process for each interior and exterior door.	Superintendent

Santa Maria ISD Active Threat Annex

The school district will ensure that Ripple Effects Counseling program will be initiated this school year to deal with social-emotional crisis,	Counselors
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Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
The district reorganized and adopted the Standard Response Protocol. Students were trained in assemblies. Students viewed videos about the SRP from the website. The video was shared on Facebook. An MOU was emailed to SRP I love U guys Foundation.	Principals
A reunification plan was designed with the partnership of St. Anne Margaret Catholic Church under the Brownsville Diocese of the Valley. An MOU was signed.	Doralee Munoz
Portable buildings are not used as classrooms in the district. Only 2 exists for storage.	Rey Sanchez
Scripts were created for the media that demonstrated information for parents as needed	Elizabeth Stenhouse
Response Phase District actions during an active threat incident.	
District Actions	Responsible Role
Reunification at the local church	Chief Castillo
Secure partnerships with local agencies. Several agencies across the Rio Grande Valley were asked if they could be of assistance to our rural district. They agreed to help or continue to help our rural district since it is on the edge of a county line and away from a larger municipality.	Chief Castillo
Students have been trained in the Standard Response Protocol. Students were given the protocol in their ID badges. Students and parents attended a Safety Parent meeting held at the beginning of the new school year.	Director Munoz Campus Principals
The Standard Response Protocol was shared with parents on social Media in the School's Facebook.	Technology Arturo Hinojosa
To assist with protecting life and as one more time barrier, each facility was required to install a doorbell/camera pad to request access into the buildings such as to the Central Office.	Technology and Maintenance Supervisor

Santa Maria ISD Active Threat Annex

Recovery Phase Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
Raptor Accountability System	Campus Principals
Technology assistance	Arturo Hinojosa, Jr.
Counselors provide appropriate assistance as necessary for the Social Emotional Learning aspect of a crisis.	School counselors

Recovery Phase Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
Corrective Action Plans will be conducted to improve the quality of service for the students.	Safety and Security Committee
Damage assessed will be the responsibility of maintenance at the incident reporting of the campuses.	Maintenance
Costs will be determined by the business office as necessary.	Salvador Acosta
Debriefing meetings will be held to recover the damage	Safety Committee

Section 5 – Resources

5.1 Acronyms

ICS	Incident Command System
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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.

Annex 2: Catastrophic Building Damage and Recordkeeping Annex

Annex 2

Severe Weather Annex



August 14, 2023

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** 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.

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
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. The AAR may include both written and verbal input from participants.

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. Santa Maria 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 Santa Maria ISD departments and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

All Santa Maria 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.

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, Santa Maria 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.

Santa Maria 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

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.

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 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

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 remain 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.

THE EMERGENCY ALERT COLOR CODES:



Threat of Fire or Fire in Building



Intruder or Gunman in Building or School Bus



Call of Bomb Threat or Bomb in Building




Threat of Flash Flood



Threat of Tornado or Severe Weather Conditions



All Clear and Secured



The following are steps to take when in threat of a Fire or Fire in building,

Step:1 Maintain calm and orderly

Step:2 Call 911 or Fire Department

Step:3 Contact an Administrator, Principle, or Supervisor or person in charge to give the order to Evacuate and sound the Fire alarm immediately don't panic


Step:4 Instruct Teachers and Students to pay attention to evacuation maps or diagrams. They should be posted in all classrooms and offices.

Step:5 Be aware of location of emergency equipment, fire extinguishers, first aid kits, and AEDs

Step:6 Once out of building move Students to a safe location at least 300 ft. away from harm.

Step:7 Account for all students and staff and provide any first aid needed.

NOTE: Emergency procedures and regular drills or exercises should be conducted at all District facilities, not just campuses.



Intruder or gunman in school building

The following steps can help you Survive an Intruder or shooter in school

Step:1 Report any suspicious activity

Step:2 Maintain calm call 911 or local law enforcement if possible an immediately and go into lockdown mode

Step:3 Run away (if possible safely if shooter is far enough away).

Step:4 Hide or Barricade yourself (if Shooter is rapidly approaching the room your in).


Step:5 Attack the Shooter (if face to face, don't try to reason)

Step:6 If fire alarm is activated do not react stay in your room.

Step:7 Wait for police to arrive to assess the situation (Don't reveal your position wait till situation is under control.

Step:8 Listen to Law enforcements instruction.

Step:9 Leave the area immediately if you are able.



Call of Bomb Threat or Bomb in School Building

The following things to do when you receive a bomb threat by phone

Step:1 Remain calm. try to keep caller on the line for as long as possible (don't hang-up)

Step:2 Listen carefully. Be polite and show interest.

Step:3 Try to keep caller talking to learn more information

Step:4 Write a note or signal to colleague to call authorities

Step:5 If phone has a display, copy the number or letters

Step:6 If bomb threat is received by handwritten note call law enforcement and handle note as minimally as possible

Step:7 If Bomb Threat is received by email call Law enforcement do not delete message

Step:8 If you receive a suspicious package don't touch it or move it call Law enforcement

Step:9 Move all students into the hallway Teacher account for all students, wait for instruction from Law enforcement.

NOTE: Do not Evacuate the building until police arrive.



Threat of Flash Flood

The following procedures to follow if a flash flood warning has been issued by Local and National Weather Service during school hours. Evacuation Plan

Step:1 Stay calm assign a person to pay attention at weather bulletins and contact law enforcement for evacuation escort.

Step:2 Contact the district Transportation Dept. so the school buses can be place in front of the schools

Step:3 School Principles and Teachers organize all student to assemble at a designated area and use a head count list to account for every student boarding the buses.

Step:4 principles order the evacuation to begin boarding the school buses

Step:5 Law enforcement officers and school bus drivers coordinate the planned emergency route to a point of high ground planned by the Superintendent, operations spec. and law enforcement.

NOTE: School Administrators will make contact with student parents and guardians immediately.



Threat of Tornado or Severe Weather Conditions

The following are procedures to take when the school is Threatened by an oncoming Tornado.

Step:1 Monitor the radio or television advisory or warning alerts

Step:2 Stay calm and collected

Step:3 Immediately and quickly send order to teachers and staff to evacuate students from classrooms and into the hallways or small interior room

Step:4 Once students are in the hallways teachers account for students in there classroom (head count)

Step:5 Have students sit on the floor and use arms to protect there head and neck.

Step:6 If students are outdoors and if possible, get them inside a substantial building. if there is no time to get indoors, have students lie in a low-lying area. use arms to protect head and neck. Stay away from window.

Step:7 After a Tornado listen for emergency information or instructions

Step:8 Account for students and staff,

Step:9 Check for injured victims. Render first Aid if necessary.

Step:10 Do not attempt to move severely injured victims unless absolutely necessary. Wait for emergency medical assistance to arrive.

Step:11 Look out for broken glass and down power lines

Step:12 Use the telephone only for emergency calls.

Step:13 Try to get out of the damaged buildings. Once out, do not reenter unless its absolutely necessary. Use great caution at all times.

NOTE: Remember Tornadoes strike with very little warning and incredible wind velocity. Your preparedness and awareness can make all the difference when severe weather strikes.



All Cleared and Secured

The all clear and secure sign means that all threats have been secured and under control by Law Enforcement and Fire Department or any other Agency, follow all instructions to safety.

Annex 3

Santa Maria ISD

Hazardous Material Annex



Santa Maria ISD

Hazardous Material Annex

2023-2024

Santa Maria ISD

Santa Maria ISD Infectious/Communicable Disease Annex

- I. Purpose and Scope**
 - A. Purpose**
-

The purpose of the Infectious/Communicable Disease Annex is to provide standardized guidance in the response to the onset and spread of an infectious/communicable disease within the Santa Maria Independent School District and/or in the surrounding area.

This Plan is to promote the safety and well-being of Santa Maria Independent School District students, faculty, staff, and visitors by:

1. Preventing the spread of disease
2. Protecting School District workers who will need to keep the operations and educational programs functional
3. Providing support for the essential services that must be maintained

There are several aspects of an infectious/communicable disease emergency that differentiate it from other emergencies and that require variation in widespread planning, response, and recovery. The intention of this document is to provide guidance throughout an outbreak situation, but nothing in this document precludes the primary parties (Santa Maria Independent School District stakeholders) from modifying their actions to meet the unique conditions presented. These unique actions and responses may be based on one or more of the following:

- The current threat of disease in the world, region, state, and local area
- The unique nature of the disease including the incidence, morbidity, and mortality of the disease
- The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person
- Mandates and/or orders by federal, state, or local public health or public safety authorities

B. Scope

This annex incorporates, by reference, a similar emergency planning and response structure of the Santa Maria Independent School District Core Emergency Operations Plan (EOP).

However, the special circumstances of an infectious/communicable disease outbreak may require some variance from the EOP.

This Infectious/Communicable Disease Annex applies to all Santa Maria Independent School District Campuses. While the general concepts and considerations remain constant for all district campuses, each campus will assign critical tasks and responsibilities differently based on their respective structure and governance. Each campus is responsible for developing response plans that are more targeted and appropriate for their locations while ensuring alignment and with this overall plan (such as off-campus leased locations, field stations, and faculty, staff, and students traveling outside of the district under campus

auspices). Staff, students, and faculty who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for prevention, preparedness planning, response, and recovery for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of School District personnel and units and the functions that public partners can be expected to provide to the School District.

II. General Information on Pandemic Communicable Disease Events

A pandemic is a “geographically widespread outbreak” of communicable disease. An emergency can result when there is enough morbidity and mortality to disrupt the essential operations of a community and when the communicable disease:

- a. is highly virulent (harmful),
- b. is readily transmissible from person-to-person, and
- c. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

The communicable diseases with the highest risk for a pandemic event are those that are new to the population, either a mutated strain of a known pathogen or a newly emerging pathogen to which the general population has little or no immunity (resistance). Therefore, it spreads easily and is sufficiently virulent enough to cause social disruption. In the remainder of this document, “novel pathogen” will be used to refer to the latter agents. Animal viruses infecting humans are considered novel pathogens, thus the avian influenza concern in 2006 and the H1N1 influenza (aka “swine” influenza) in 2009 both had the pandemic potential to significantly interrupt usual operations.

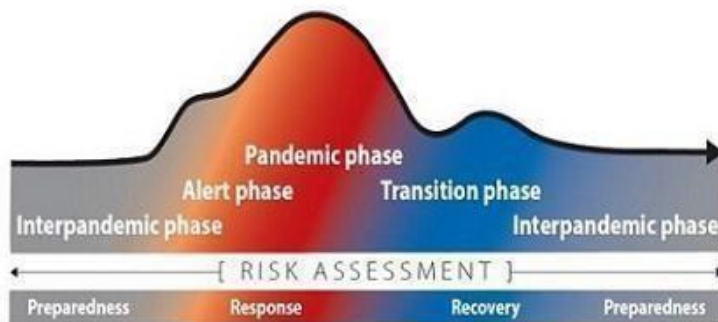
The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the 4A Independent School District recognizes as most likely to occur on campuses include norovirus, measles, mumps, and meningitis.

A. Phased Pandemic Framework

To assist communities in planning for a potential pandemic, the World Health Organization (WHO) developed a phased pandemic alert system framework:

1. Interpandemic Phase (the period between pandemics)

- i. A new virus appears in animals but there is no or low risk of human cases



- ii. Increased H2H transmission
- iii. Significant H2H transmission
- iv.

Efficient and sustained H2H
transmission

3. Pandemic Phase

- i. Global spread of communicable disease caused by new subtype

4. Transition Phase

- i. Reduction in global risk ii. Reduction in response activities iii. Progression towards recovery actions

Further, the Centers for Disease Control and Prevention (CDC) has developed an interval system framework which can be applied to federal, state, or local indicators:

1. Investigation (of a novel pathogen in humans or animals)

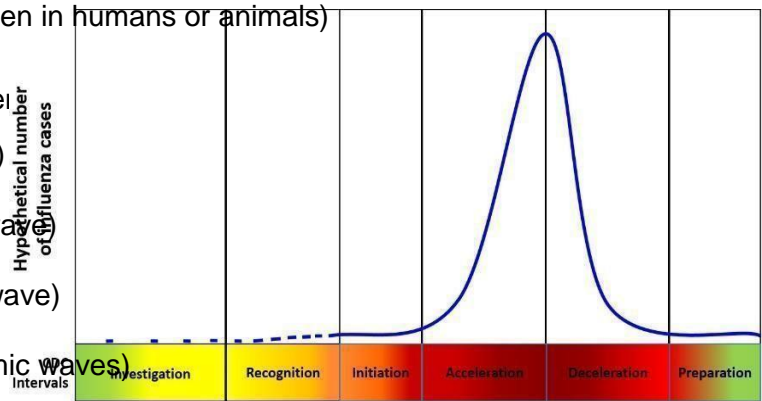
2. Recognition (of increased potential)

3. Initiation (of a pandemic wave)

4. Acceleration (of a pandemic wave)

5. Deceleration (of a pandemic wave)

6. Preparation (for future pandemic waves)



The WHO and CDC frameworks complement one another, giving governments, institutions, and individuals information and timeframes to plan their response to a communicable disease outbreak. Relying on both frameworks, this Communicable Disease Outbreak Management Plan has developed a five-level action plan to follow throughout the course of a communicable disease outbreak:

1. **Plan**
2. **Prepare**
3. **Mobilize**
4. **Sustain**
5. **Recovery**

Additionally, the CDC has released the Influenza Risk Assessment Tool (IRAT) which evaluates potential pandemic risk based on emergence and public health impact and the Pandemic Severity Assessment Framework (PSAF) which predicts the severity of a pandemic by considering clinical severity and transmissibility during an initial assessment and then again during the refined assessment provided that more information becomes available. Clinical severity asks about the strength of the illnesses' association with the infection and transmissibility considers the ability of the pandemic virus to spread person-to-person.

Federal, state, and local public health agencies such as the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (TDSHS), and the local health department also provide communicable disease planning and response guidance and support. The School District planning and response levels described in this document are informed by the WHO pandemic alert system and are consistent with the TDSHS planning levels wherever appropriate. 4A Independent School District and campus actions may deviate from WHO and/or CDC recommendations when necessary in order to follow guidance or directives from local public health authorities that more closely reflect the current situation in the surrounding communities in Texas.

III. Concept of Operations

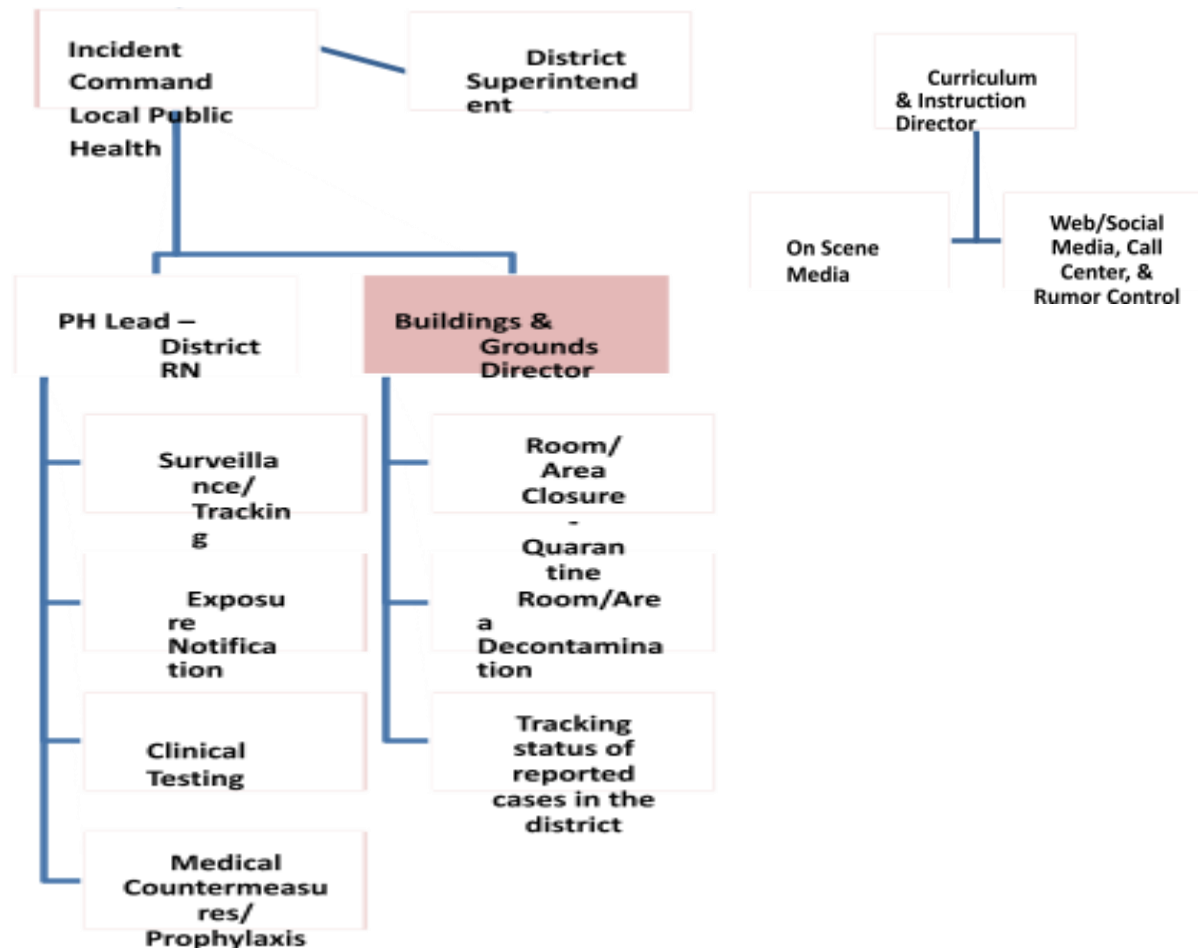
This section contains general information about the tasks that will most likely need to be completed to ensure an effective **Infectious/Communicable Disease** response. The following tasks represent a logical flow of response from the time an impending or actual Infectious/Communicable Disease Incident is perceived through recovery.

The Infectious/Communicable Disease Annex is based upon the concept that the incident management functions that must be performed by the School District and its partners generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. General

1. Santa Maria Independent School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to an Infectious/Communicable Disease Incident affecting the Santa Maria Independent School District.
2. When a potential Infectious/Communicable Disease Incident in the Santa Maria Independent School District is reported, the person receiving the initial report will immediately notify the district's superintendent's office.
 - a. The district superintendent's office should work with the local health department to confirm the report.
3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.
4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:
 - a. coordinate with environmental services for any decontamination services needed in the School District.
 - b. coordinate with the School District support services for any classroom closure or area quarantine needed on School District
 - c. provide district-wide communications notification support as necessary to the incident requirements

5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and intergovernmental agreements between school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agents **The Incident Command System (ICS) will be used to manage all incidents and major planned events on the Santa Maria Independent School District.**



B. Public Health Incident Operations

Confirming a Public Health Incident

Determining if there is an outbreak hinges on if the number of cases is unusually high for the given population for that time of year. Factors included in determining if an outbreak exists are:

- Etiologic agent
- Size and composition of the population
- Previous occurrence of the specific disease in the community
- Season

If a disease is common, such as seasonal influenza, the number of cases before an outbreak is declared likely need to be incredibly high; however, if the disease is rare, like smallpox, a single case may be considered an outbreak.

During Fall and Spring Semesters, the School District population composition is approximately 650 students and 70 employees.

Disease tracking in the School District is based on incidental reporting from the student population. The local health department may identify one case of a rare or uncommon disease, or notice an increase in cases of a common disease during a given period.

When this occurs, the local health department shall commence with notification procedures to the school district.

Should the Santa Maria Independent School District be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the Principal(s) of the affected campus(s), and subsequently, the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS. **General Procedures**

Procedures for responding to an infectious/communicable disease follow the same general pattern including monitoring, detection, implementation of pharmaceutical and non-pharmaceutical interventions, and coordinating with local and state health authorities. Specific application of interventions depends on the specific disease.

This plan may be activated for situations including but not limited to:

- Unusual cluster of disease in the School District population
- Disease with unusual geographic or seasonal distribution
- Single case of an unusual disease
- Endemic disease with unexplained increase in incidence
- Significant media inquiries or public calls concerning a health-related issue
- Local public health emergency in one or more of the surrounding jurisdictions
- Statewide disease outbreak

C. Infectious/Communicable Disease Response Protocol

When faced with an actual outbreak, local authorities may be required to use absolute limits to determine when to institute isolation, quarantine, vaccination, and other methods of infection control to protect the public health and safety. A balance must be struck between the implementation of such limits with an awareness of the public's rights to liberty.

This protocol recommends employing the most conservative authoritative medical and epidemiological evidence when faced with a range of possible actions. This statement is based upon the principle that lack of scientific certainty or consensus must not be used

to postpone preventive action in the face of a threat to public health or safety. Preventative actions may include vaccination, medical prophylaxis, or social distancing.

The protocols outlined below shall serve as a guide in the event of an infectious disease outbreak in the Santa Maria Independent School District. Depending on the disease and the spread of the disease, some or all of these steps may be expanded, modified, or eliminated. The district superintendent, or their delegated representative, will work directly with the local health department and TDSHS to implement appropriate actions based on the public health hazard. ***Social Distancing***

Social distancing measures that reduce opportunities for person-to-person virus transmission can help delay the spread and slow the exponential growth of a pandemic. Social distancing measures can reduce virus transmission by decreasing the frequency and duration of social contact among persons of all ages. These measures are common-sense approaches to limiting face-to-face contact, which reduces person-to-person transmission.

During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures should be considered in the Santa Maria Independent School District:

- Postponement or cancellation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.
- Postponement or cancellation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

Isolation Protocols

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department and TDSHS. In cases of highly infectious diseases or rare viral strains with high rates of mortality, the local health department has the authority to "...order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state."

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.
-
2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

Cleaning Protocols

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning shall be activated by the Santa Maria Independent School District and its campus stakeholders upon recommendation from the local health department.

1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate Santa Maria Independent School District campuses and campus maintenance and custodial staff (based on areas to be sanitized).
 - a. These locations may be based on where confirmed ill students and/or employees were on campus.
 - b. Viruses generally survive on surfaces for about 48 hours.
2. If necessary, the local health department shall supply guidance to the district's maintenance and custodial staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
3. Maintenance and custodial staff and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants

IV. Direction, Control, and Coordination

A. Responders Standard Operating Procedures/Guidelines (SOP/SOGs)

Responders' department policy manuals provide said departments' members with best practice guidelines and procedures to conduct emergency operations. The policies provide department members with guidance that is both legal and practical. The department SOP/SOGs establish consistent procedures and provide members with a common understanding and focus. This common understanding and focus should translate into more effective operations during emergency incidents.

B. Emergency Operations Plan

Santa Maria Independent School District maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The EOP has been developed to fit into the larger City/County and State EOPs in the case of a large-scale incident. The Santa Maria Independent School District maintains the plan, and conducts regular training and exercises to validate operational efficiency and readiness of the EOP. The EOP and other Santa Maria Independent School District emergency plans may also make critical School District personnel available beyond their regular job description in an incident or crisis event taking place in the Santa Maria Independent School District.

C. Coordination with Responders

An important component of emergency operations is interagency agreements with various neighboring agencies to aid timely response to, and recovery from, emergencies on campus. Agreements with these agencies and services (including such local governmental agencies as law enforcement, EMS, and public health) help coordinate services between the agencies and the Santa Maria Independent School District. The agreements specify the type of communication and services provided by one agency to another. If the campuses or City/County resources are insufficient or inappropriate to respond to the emergency situation, a request may be made for assistance from other jurisdictions, the state, or federal government. All response agencies are expected to fulfill mission assignments directed by the Incident Commander/Unified Command.

V. Communications

A. General Communication

In coordination with the local health department, the Santa Maria Independent School District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- General communications to the School District – o information about the disease in general o information about the disease impacts on School District o what the School District is doing o what the School District should/should not do

- Targeted communications to affected or vulnerable populations on the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities

VI. Disease Descriptions

Name	Vaccine	Description
Measles (Rubella)	Yes	<p>Symptoms: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash</p> <p>Transmission: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface</p>
Meningitis	Yes	<p><i>Bacterial</i></p> <p>Symptoms: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion</p> <p>Transmission: germs spread person-to-person (depends on type of bacteria)</p> <p><i>Viral</i></p> <p>Symptoms: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy</p> <p>Transmission: caused by other viruses like mumps, measles, influenza, etc.</p>
Mumps	Yes	<p>Symptoms: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection</p> <p>Transmission: coughing, sneezing, or talking; sharing items; touching contaminated objects</p>

Norovirus	No	Symptoms: diarrhea; vomiting; nausea; stomach pain Transmission: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected
Hepatitis A	Yes	Symptoms: Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Claycolored bowel movements; Loss of appetite; Lowgrade fever; Dark urine; Joint pain Transmission: fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person
Influenza	Yes	Symptoms: fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea Transmission: person-to-person via droplets
Tuberculosis		Symptoms: A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs) Transmission: person-to-person via droplets
Varicella (chicken pox)	Yes	Symptoms: fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters

		Transmission: touching or breathing in the virus particles that come from the blisters
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VII. Definitions

Case – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

Confirmed Case – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

Coronavirus (COVID-19) – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

Direct Transmission – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

Endemic – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

Epidemic – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent
- Recent introduction of the agent into a setting where it has not been before
- Enhanced mode of transmission so that more susceptible persons are exposed
- Change in the susceptibility of the host response to the agent
- Factors that increase host exposure or involve introduction through new portals of entry

Incubation Period – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

Indirect Transmission – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

Infectious Period – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called “period of communicability.”

Isolation – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

Mode of Transmission – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

Outbreak – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

Pandemic – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

Pandemic Flu – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person- to-person.

Quarantine – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

Social Distancing – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

Transmissibility – Ability to easily spread from human-to-human.

Travel Advisory – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

Travel Alert – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

Virulence – The capacity of a microorganism to cause disease.

VIII. Legal Authority

In order to institute and enforce non-pharmaceutical interventions, the public health agency must have legal authority. Legal authority within Texas is primarily wielded by the local public health agency. The State of

Texas also has authority, but typically defers to the locals. Additionally, federal agencies have legal authority derived from a variety of statutes, regulations and executive orders. **State**

HS § 81 Communicable Diseases.

Sec. 81.002 The state has a duty to protect public health. Each person shall act responsibly to prevent and control communicable disease.

Sec. 81.083 APPLICATION OF CONTROL MEASURES TO INDIVIDUAL. (a) Any person, including a physician, who examines or treats an individual who has a communicable disease shall instruct the individual about:

- (1) measures for preventing reinfection and spread of the disease; and
- (2) the necessity for treatment until the individual is cured or free from the infection.

(b) If the department or a health authority has reasonable cause to believe that an individual is ill with, has been exposed to, or is the carrier of a communicable disease, the department or health authority may order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.

Federal

42 CFR § 71.20 Public health prevention measures to detect communicable disease.

- (a) The Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may conduct public health prevention measures, at U.S. ports of entry or other locations, through non-invasive procedures as defined in section 71.1 to detect the potential presence of communicable diseases.
- (b) As part of the public health prevention measures, the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may require individuals to provide contact information such as U.S. and foreign addresses, telephone numbers, email addresses, and other contact information, as well as information concerning their intended destination, health status, known or possible exposure history, and travel history.

42 CFR 71.21 Report of death or illness.

(b) The commander of an aircraft destined for a U.S. airport shall report immediately to the quarantine station at or nearest the airport at which the aircraft will arrive, the occurrence, on board, of any death or ill person among passengers or crew.

Santa Maria ISD*42 CFR § 70.11 Report of death or illness onboard aircraft operated by an airline.*

(a) The pilot in command of an aircraft operated by an airline who is conducting a commercial passenger flight in interstate traffic under a regular schedule shall report as soon as practicable to the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] the occurrence onboard of any deaths or the presence of ill persons among passengers or crew and take such measures as the Director may direct to prevent the potential spread of the communicable disease, provided that such measures do not affect the airworthiness of the aircraft or the safety of flight operations.

21 CFR § 1240.45 Report of disease.

The master of any vessel or person in charge of any conveyance engaged in interstate traffic, on which a case or suspected case of a communicable disease develops shall, as soon as practicable, notify the local health authority at the next port of call, station, or stop, and shall take such measures to prevent the spread of the disease as the local health authority directs.

Santa Maria ISD COVID 19 Plan

COVID 19 Monitoring

- There will be collaboration between the school nurse, principals, counselors, and secretaries to record symptoms when students have called in sick.
- Health Services will be notified of any positive findings immediately so contact tracing can be implemented.
- The school nurse will follow up with the employee or parent to determine if the individual will or has been seen by a physician and the plan of care.
- The school nurse must provide return-to-school clearance before the individual is allowed back on campus.
- Santa Maria ISD will maintain ongoing monitoring of local, national and global health trends.
- Santa Maria ISD will follow up-to-date communications from DSHS, CDC, TEA and the Office of the Governor regarding community specific communicable disease concerns, planning and interventions.
- Updates to plan will be made accordingly.

Isolation Area Visits

- Schools will immediately separate any students with COVID-19 symptoms.
- Prior to sending a student that is ill to the isolation area, teachers will be required to contact the school nurse to make sure the nurse is aware the student will be accessing the isolation area.
- Students with the following symptoms should be sent to the isolation area for assessment:
 1. Cough, shortness of breath (requires escort)
 2. Congestion, sore throat, runny nose
 3. Active vomiting
 4. Active diarrhea
 5. Severe headache, persistent
 6. Severe stomach ache, persistent
- If a student or employee becomes ill on campus, they will be isolated from other people.
- Parents of an ill student should have a plan to ensure they are prepared to pick up a student within 30 minutes of notification.
- Parents should remain in the vehicle, call the school upon arrival, and the student will be escorted out of the building to the awaiting parent. Parent identification will be required.

Screening for COVID-19

- Feeling feverish or a measured temperature greater or equal to 100.0

Santa Maria ISD

- Loss of taste or smell
- Cough
- Difficulty breathing
- Shortness of breath
- Headache
- Chills
- Sore throat
- Shaking or exaggerated shivering
- Significant muscle pain or ache
- Diarrhea
- Known close contact with a person who is lab-confirmed to have COVID-19 within the last 14 days

Notifications

- If an individual who has been on a campus is lab-confirmed to have COVID-19, parents, teachers, and staff of that campus will receive notification via Bright Arrow messaging.
- Please ensure that we have a correct phone number on file.
- For those individuals that have had close contact (as defined by TEA) with an individual who is lab-confirmed to have COVID-19, additional notification will be sent along with instructions about self-monitoring or required quarantine.
- Health Services will contact the local health department for any presumed or positive COVID-19 case.

If diagnosed with COVID-19 either by a positive test or assumed positive based on symptoms, the following criteria must be met to return to a Santa Maria ISD facility:

- at least 3 days (72 hours) have passed since recovery (resolution of fever without the use of fever-reducing medications);
- and the individual has improvement in respiratory symptoms (e.g., cough, shortness of breath);
- and at least 10 days have passed since symptoms first appeared; and
- if the individual has symptoms that could be related to COVID-19 and wants to return to work or school before completing the above self-isolation period, the individual must either:
 - obtain a medical professional's note clearing the individual for return based on an alternative diagnosis, or

- receive two separate confirmations at least 24 hours apart that they are free of COVID-19 via acute infection tests at an approved COVID-19 testing location (see the [Texas Department of Emergency Management's website](#) for more information).

Student, Teacher and Staff Safety Training

Students, teachers and staff will complete a Training that includes:

- proper use of PPE

Santa Maria ISD

- proper handwashing and use of hand sanitizer techniques
- communicable exposure guidelines
- steps to minimize disease spread
- the importance of covering coughs and sneezes with a tissue, and if not available, with an elbow

Face Masks

- Santa Maria ISD will comply with the Governor's executive order (Executive Order GA 29) regarding the use of face masks in a public setting.
 - It may be impractical during some non-UIL activities or other extracurricular activities to wear either face masks or shields, during times of exercise for instance. During these times, students, teachers and staff will adhere to six-foot distancing guidelines.

Student/Teacher Face Covering Expectations

- Students are required to wear masks on buses at all times.
- Students, teachers and staff will wear face coverings in classrooms, hallways, common areas and during arrival and dismissal in grades 3-12.
- PK- 3 will be encouraged to wear face masks during transitions and in common areas.
- Students' individual needs will be addressed on a case-by-case basis.
- Requests for accommodations should be submitted to campus administration.

RESOURCE REQUEST PROCESS & COMMUNICATION REQUEST

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 Annex 4 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.

Lanta Maria ISD

District Name ISD Hazard Analysis Tool (TxSSC, 2002)

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.

We've assigned a range of values from 0-10 for each column. *Districts may change the values to suit their local needs.*

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	2	2	2	0
Chemical Plant Release	0	0	0	0	0
Communicable Disease	3	0	0	0	0
Cyber Attack/Ransomware	3	0	0	0	0
Earthquake	1	1	0	0	0
Flooding	3	3	2	3	0
Highway Accident/HAZMAT	2	2	2	1	0
Hurricane/Tropical Storm	4	4	3	6	0
Major Utility Loss	2	2	2	2	0
Pipeline Release	2	2	2	1	0
Severe Thunderstorm	2	2	2	2	0
Tornado	2	3	3	2	0
Train Derailment	0	0	0	0	0
Wildfire	2	2	2	2	0
Winter Storm	1	1	1	1	0
List additional hazards					0
					0
					0
					0

Key: 0-10

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ANNEX4

Santa Maria ISD

Continuity of Operations Plan (COOP)



August 14, 2023

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view

A Continuity of Operations Plan (COOP) is an effort within Santa Maria Independent School District to ensure the continuity of essential functions, such as teaching, feeding, transporting, and protecting students, during disruptions to routine operations, including localized infrastructure outages and natural, technological, or human-caused disasters.

Some key components of a district COOP include knowledge of the essential functions (e.g., curriculum delivery, student meals, school safety, transportation); identification of the number of people needed to restore an essential function; the line of succession for leadership roles; and pre-arranging for backup facilities if the primary facility is damaged, destroyed, or not usable due to an incident.

Campus and Department Continuity Programs

Key personnel who are relocated under this plan are collectively known as the SMISD Safety and Security Committee. Upon activation, these team members will deploy to Saint Margret Anne Catholic Church Santa Maria if a critical district facility is compromised. Upon arrival, continuity personnel will work to establish an operational capability at an alternate facility (or work to establish remote operations for the affected critical district facility) and perform essential functions within 12 hours from the time of the activation of the COOP for up to a 30-day period or until normal operations can be resumed.

For purposes of this document, SMISD will refer to the Santa Maria Independent School District.

Each campus administrator and department manager is responsible for campus or department continuity programs, including development of operating guidelines and job aids to support essential functions, staff contact lists, coordinating continuity operations when activated, and completing training and testing as appropriate.

Department-specific plans and procedures are developed to facilitate the continuity and recovery process for the following District departments. Please list the name of each department in your school district below. (Use as many department names as are applicable).

Administration Team

Counseling Team

Technology Team

Safety and Security Team Meeting

Essential Functions

While all functions are important, not every activity is an essential function that must be continued with minimal disruption. District functions and services not deemed essential may be suspended to focus personnel and resources on essential functions during large-scale or long-term disruption incidents.

The table below is a table of the District's overarching essential functions, along with the lead position responsible, logistical support, and restoration timeline for each. **Please identify each essential function for the District and complete the table below:**

Function Restoration							
Essential function	Person(s) responsible (by position title)	Essential records or operations and systems needed	Location of record (Network , cabinet)	0 – 24 h .	2-3 days	1 week	2 Weeks Or more
Cybersecurity	A. Hinojosa	Yes	Tech Room	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secure Gates	D. Munoz	Yes	Tech App	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Door Safety	B. Castillo	Yes	Patrol	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitor Check	Secretaries	Yes	Principal	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Door Sweeps	Security	Yes	Campuses	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>

Identification of Continuity Personnel

During an event requiring activation of the COOP, emergency employees and other special categories of employees will be activated by the Superintendent or designee to perform assigned response duties. One of these categories is continuity personnel, which can include leadership staff, workers responsible for essential function continuity operations, curriculum coordinators, and support staff.

Support staff are not directly involved with restoring the essential function, but they support the essential function staff. An example may be the food services staff who provide meals to the essential function personnel or contractors or volunteers who are not district staff.

To support continuity of operations, individuals assigned to support these operations must be knowledgeable about their roles and responsibilities and have the proper access, equipment, and skills. The chart below identifies key continuity staffing needs. Contact information for each staff member filling these roles is critical and should be kept updated under separate

cover for privacy purposes. **Please complete the table below for each essential function listed in the table in Section 3 (see previous page):**

Essential Function	Function Leadership Staffing	Support Staff Needs (Number/Type)	Estimated Total Staff (by function)
Secure technology	Tech Coordinator	Webmaster	2
Security patrol	Chief of Police	Security team	7
Visitor's check	Software Program	Secretary	4
Gates Function	Maintenance	Gate operator	8
Metal Detect/wand	Peace Officer	Security team	7
Drills	Principals	Admin team	6

Tailor this list to the stakeholders and suppliers specific to your District.

The district also maintains a list of individuals trained and certified to support educational activities if assigned teachers and/or administrators are unavailable to support their routine or educational continuity activities.

Human Resources: Communication and Accountability

Communications and accounting for personnel

It is important that all staff, especially individuals not identified as continuity personnel, stay informed and accounted for during a continuity event. The district has established procedures for contacting and accounting for employees, including their operating status, in the event of an emergency.

District employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation.

Means of Communication

The district will provide staff with guidance in order to continue essential functions during an emergency. They may use any of the following methods to communicate with staff during a continuity event:

Email,
 Website or social media,
 Live employee briefings,
 Telephonic contact (voice, text),
 Local television, radio or print media, and

Other forms of communication, as necessary.

Specific procedures for communicating with internal stakeholders during an emergency are better outlined in the district's Crisis Communications Annex.

Accounting for all personnel during a continuity event is of utmost importance. To account for all staff, the district will access the checklist of all continuity personnel in each department's Go-Kit and attempt to contact unaccounted-for personnel. Accountability information is reported to the Superintendent at two-hour increments. The Superintendent's Office is responsible for attempting contact with unaccounted-for individuals.

An event that requires the activation of the COOP may personally affect district staff. Therefore, the business office is responsible for creating provisions and procedures to assist all staff, especially those who are disaster victims, with special human resource concerns following a disaster.

Responsibility for Human Resource Management

The district continuity program, annexes, and procedures incorporate existing district or campus-specific guidance and direction for human resource management, including guidance on pay, leave or time off, work scheduling, benefits, telework, hiring and termination, authorities, and flexibilities. The Human Resources Director is responsible for district human resource-related issues.

The District Continuity Manager works closely with the Human Resources Office to resolve human resource issues related to continuity activities. The Human Resources Director serves as the district liaison to work with the Continuity Manager when developing or updating the district's Emergency Plans.

Concept of Operations

The Concept of Operations section explains how the district will implement its COOP, and specifically how it will address each continuity element. The district's continuity implementation process should include the following **four phases**:

Readiness and preparedness,
Activation,
Continuity operations, and
Reconstitution.

Readiness and Preparedness Phase

Santa Maria Independent School District will participate in the full spectrum of readiness and preparedness activities to ensure personnel can continue essential District functions in a multi-hazard environment.

The Santa Maria Independent School District Superintendent's Office is the lead entity for developing and maintaining overarching District disaster readiness and preparedness plans and training including (but not limited to):

District hazard analysis,

District emergency operations plan (EOP), assisting District departments and campuses in developing and maintaining site-specific emergency response plans and procedures, coordinating emergency management training for personnel, and conducting drills and exercises for COOP operations.

Activation Phase

To ensure the ability to attain operational capability at alternate facilities and with minimal disruption to operations, Santa Maria Independent School District will execute activation plans as described in the following sections.

Decision Process Matrix

The Santa Maria Independent School District COOP will be activated by the Superintendent or designee based on a hazard or an emergency directed at the District.

If an incident only affects a single District campus, the principal of that campus has the authority to activate their campus continuity procedures, but they must communicate the activation to the Santa Maria Independent School District Superintendent (through the chain of organizational structure) as soon as it is possible to do so.

There may or may not be advance warning, depending on the disaster. To support the decision-making process regarding plan activation, key organization personnel will use the decision matrix below.

Decision Matrix for Continuity Plan Implementation		
	Business Hours	Non-business Hours
Event <u>with</u> warning (e.g., hurricane or winter storm)	<ul style="list-style-type: none"> Is the hazard aimed at the facility or campus area? Is the hazard aimed at campus personnel? Are employees unsafe remaining in the facility or campus area? 	<ul style="list-style-type: none"> Is the hazard aimed at the facility or campus area? Is the hazard aimed at campus personnel? Who should be notified of the hazard? Is it safe for employees to come to work the next day?

<p>Event without warning</p> <p>(e.g., fire or tornado)</p>	<ul style="list-style-type: none"> • Is the facility or campus affected? • Are personnel affected? Have personnel safely evacuated or are they sheltering-in-place? • What are instructions from first responders? • How soon must the District be operational? 	<ul style="list-style-type: none"> • Is the facility or campus affected? • What are instructions from first responders? • How soon must the District be operational?
--	---	---

As the decision authority, the Santa Maria Independent School District Superintendent (or their designee) will be kept informed of the situation and will evaluate all available information relating to:

- direction and guidance from local/state/federal emergency authorities.
- incident status of on-campus institutions.
- health and safety of personnel.
- ability to execute essential functions.
- changes in hazard advisories.
- intelligence reports.
- potential or actual effects on campus power infrastructure, communications and information systems, office facilities, and other vital equipment, infrastructure, and services.
- expected duration of the emergency situation.

Alert and Notification Procedures

Santa Maria Independent School District maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event.

Before an event, personnel in Santa Maria Independent School District will monitor potential hazard information, including (but not limited to):

- Relevant social media and news outlets.
- [National Oceanic and Atmospheric Administration \(NOAA\)](#) and [National Weather Service \(NWS\)](#).
- Intelligence provided by local, state, and federal public safety agencies.

- On-campus emergency alarms and notification systems.

In the event normal operations are interrupted or an incident appears to be imminent, Santa Maria Independent School District will communicate the campus' operating status with all stakeholders per the provisions of the Santa Maria Independent School District Crisis Communications Annex.

Upon the decision to activate the COOP, Santa Maria Independent School District will notify all affected and interdependent campus entities with information regarding continuity activation status, operational and communications status, and the anticipated duration of relocation(s).

Continuity Operations Phase

Moving Operations to an Alternate Facility¹

Upon activation of the COOP, all Santa Maria Independent School District departments will continue to operate at their home operating facilities (if safely possible) until ordered to cease operations by the Superintendent's Office through the heads of each department. At that time, affected departments' essential functions will transfer to their alternate facility. Santa Maria Independent School District should ensure that the COOP can be operational within 12 hours of plan activation.

First arriving department critical personnel at the alternate facility will prepare the site for essential function operations. Upon arrival at the alternate facility, critical personnel will:

- Ensure infrastructure systems, such as lighting, power, water, sanitation (bathrooms), and climate control (if applicable) are functional.
- Ensure communications and network connections are in place and functional.
- Verify all department critical personnel are on-duty, or enroute, and are aware of the move to the alternate facility.
- The current supervisor on site at the alternate facility will be responsible for verifying department personnel accountability (critical and support), and ensuring they are updated on current communications (department radio channels and phone numbers), and department leadership (who is in charge of the department operations at that time).
- Notify the Superintendent's Office (through the department head) when said department has resumed essential functions at the alternate facility.

If resumption of department essential functions will be delayed at the alternate facility, notify the Superintendent's Office immediately to give a status report and request additional resources as needed to restore department essential functionality.

- A requirement of each department head is to account for all personnel under their authority. Each District department will outline a process of personnel accountability in their department continuity procedures. This process may include using call-down

¹ There is a list of potential "Continuity Facilities" in Section 12 of this plan.

telephone trees, email, or text verification. The accountability process should also include what to do about department personnel who are unaccounted for.

Switching to Remote-learning Operations

Upon activation of the COOP, all Santa Maria Independent School District departments will continue to operate at their home operating facilities (if safely possible) until ordered to cease operations by the Superintendent's Office through the heads of each department. At that time, affected departments' essential functions will transfer to remote-learning operations. Santa Maria Independent School District should ensure that the COOP can be operational within 12 hours of plan activation.

IT and system network staff will support curriculum delivery staff (teachers and teaching assistants) for maintaining district IT network operations, particularly operations used to teach students via remote learning:

Ensure network servers are in a safe location, and in operational order for use in remote-learning (as well as other District remote-working operations).

Ensure all essential function staff have access to the network and operate their essential functions remotely (this may require issuing of portable computer equipment and VPN access for their connection to the server).

Ensure all students are able to connect to the network to enable interaction with teachers and teaching assistants (receive and deliver material in support of the required curriculum).

Ensure that a designated learning platform is readily available and teachers have received training on this system.

Curriculum delivery staff (teachers and teaching assistants) will coordinate with IT and network technicians for delivering educational material:

Ensure all presentation material is digitized and can be delivered over the district's chosen learning platform (Teams, Zoom, Seesaw, etc.).

Ensure all schoolwork to be submitted by students can be delivered via the web (email, Dropbox, Learning Platform, etc.).

During continuity operations, Santa Maria Independent School District may need to acquire necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis and/or to sustain operations for up to 30 days or until normal operations can be resumed. The Superintendent's Office maintains the authority for emergency procurement.

Reconstitution Phase

Within 48 business hours after receiving approval from the appropriate emergency services, and health and safety authorities that the incident has ended and is unlikely to immediately recur, reconstitution will begin. Santa Maria Independent School District will initiate a

reconstitution plan, and begin to coordinate operations to salvage, restore, and recover the district's primary operating functions and department home facilities.

A District **Reconstitution Manager** should be designated for all phases of the district or campus reconstitution process, and each district and campus department will designate a reconstitution point-of-contact (POC) to work with the Reconstitution Manager and to coordinate and communicate developments regarding department reconstitution statuses.

During continuity operations, the Reconstitution Manager should determine the status of the department/facilities affected by the event as soon as practical (once all essential District functions have been restored). Upon obtaining the status of the facilities, the Reconstitution Manager will determine how much time is needed to repair departments' home operating facilities and/or acquire a new facility. Should Santa Maria Independent School District decide to repair the facility, the Reconstitution Manager has the responsibility of supervising the repair process and should notify the district superintendent of the status of repairs, including estimates of when the repairs will be completed.

These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP. Once the appropriate District authority has made this determination, one or a combination of the following options may be implemented, depending on the situation:

The affected department(s) continues to operate from its alternate facility(s).

Reconstitute the affected department(s) home operating facility(s) and begin an orderly return to said facility(s).

Begin to establish a reconstituted affected department(s) in another facility or at another designated location.

Reconstitution Planning Levels

Reconstitution planning levels have been created to focus and support the reconstitution planning process. A description of the levels is provided in the table below:

Reconstitution Level	Description
Level 1: Operational Planning	<p>The primary operating facility has suffered no damage or has been minimally damaged.</p> <p>Planning for this level of disruption focuses on returning operations to the primary operating facilities, which includes restoring normal operations with personnel, records, and equipment at the primary operating facility once the incident or disruption has ended. This level generally would last less than 30 days.</p>

Level 2: Short-Term Planning	<p>The primary operating facility has been moderately damaged.</p> <p>Planning for this level of disruption focuses on moving operations to a temporary operating facility, which includes restoring normal operations with personnel, records, and equipment at a temporary operating facility. This level generally would last from one-to-six months.</p>
Level 3: Long-Term Planning	<p>The primary operating facility has been severely damaged or damaged beyond repair.</p> <p>Planning for this level of disruption focuses on moving operations to a new or temporary primary operating facility, which includes restoring normal operations with personnel, records, and equipment at a new or rebuilt operating facility.</p> <p>This level generally will last six months or longer.</p>

Before relocating back to the primary operating facility or another facility, the local or district law enforcement agency, environmental health and safety department, and facility services will conduct appropriate security, safety, and health assessments to determine building and/or workspace suitability. In addition, district IT or telecom will verify that all systems, communications, and other required capabilities are available and operational and that the affected District department(s) is fully capable of accomplishing its normal functions and operations at the new or restored home operating facility.

Upon a decision by the Superintendent's Office or designee that the home operating facility of the affected department(s) can be preoccupied or that the department(s) will be re-established in a different facility:

The reconstitution manager and the head(s) of the affected department(s) will develop space allocation and facility requirements for their affected department(s).

The head(s) of the affected department(s) will notify their personnel that the emergency has passed, and will develop procedures, as necessary, for restructuring/reassigning their staff in support of the reconstitution process.

Upon verification that the required capabilities are available and operational and that the affected departments are fully capable of accomplishing all normal functions and operations at the new or restored facility, the head(s) of the affected department(s) will begin supervising a return of personnel, equipment, and documents to the departments' permanent operating facility.

Santa Maria Independent School District Human Resources will develop processes for receiving and processing employee claims during the continuity event, including personnel claims (such as workers' compensation, compensation for injuries, overtime pay, etc.) and replacing lost or broken equipment.

Santa Maria Independent School District will conduct an after-action review (AAR) once back in

full operating functionality. The Superintendent's Office is responsible for initiating and completing the AAR, and all affected departments within Santa Maria Independent School District will have the opportunity to provide input to the report. The AAR will address the effectiveness of the continuity plans and procedures, identify areas for improvement, and then develop a Santa Maria Independent School District Continuity of Operations Improvement Plan as soon as possible after the reconstitution.

Budgeting and Acquisition of Resources

The district budgets for and acquires those resources and capabilities essential to continuity operations. The continuity budget is maintained by the Business Office. Within this budget, the district allocates funds for continuity resources and capabilities in accordance with District policy and other applicable directives and provides for the acquisition of those resources necessary for continuity operations on an emergency basis for up to 30 days or until normal operations can be resumed.

As part of the budget process, the district utilizes a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The district integrates the continuity budget with its long-term strategic plan and links the budget directly to objectives and metrics set forth in that plan.

For those contracts vital to the support of District/campus essential functions, the district has ensured contractor statements of work include the provision to provide staffing, services and resources during emergency conditions. A list of vital contracts is found at the administration building and maintained by the business office. During an emergency situation, the business manager is responsible for oversight of emergency work by contractors.

The district will keep thorough documentation of all expenses. The district must consider documentation of expenses that are in excess of normal operations. Specific documentation on forms provided by the State of Texas and/or FEMA may be required to be eligible for reimbursement in a declared disaster.

Key External Contacts and Continuity Communication

The district recognizes communication as a critical component of successful management of an emergency and continuity of operations. The district has identified primary and alternate modes of communication in the District Multi-Hazard Emergency Operations Plan (EOP)—Crisis Communications Annex and will use those capabilities in support of internal and external communication for continuity of operations.

Listed below are the key external contacts (e.g., gas, water, electricity, waste disposal, internet) that must be notified if continuity activation is declared. **Please list the key external contacts in the table below:**

Notification Level:

Level 1 Provide immediate notification of service interruption and coordinate for immediate continuity resource support.

Level 2 Provide notification of service interruption as time permits.

Level 3 Provide courtesy notification of service interruption.

Notification Priority* (1, 2, 3)	Supplier/Vendor/ Stakeholder/ Customer Name	Type of Service Provided/ Received	Email	24-hour contact number
Any level	AT&T	Gates Connect	sacosta@smisd.net	Yes
Any level	Military Water Supply	Water service	sacosta@smisd.net	Yes
Any level	Reliant Energy	Electricity	sacosta@smisd.net	Yes

Continuity Communications

The District has identified available and redundant critical communications systems located at the primary operating facility and continuity facility. Further, the District maintains fully capable continuity communications that support District/campus needs during all hazards.

All necessary and required District communications and IT capabilities shall be operational within 12 hours of continuity activation.

Additional detailed information on District communications systems and requirements will be in individual department Go-Kits.

Emergency Delegation of Authority

The Delegation of Authority outlines explicitly in a statement the authority of an official so designated to exercise the District's direction. The District at all levels must coordinate the development and revision of Delegations of Authority with their General or Chief Counsel to ensure legal sufficiency.

Initial COOP delegation of authority will follow department-specific guidelines utilizing the described orders of succession. In some circumstances, the District may choose to delegate specific authorities in a manner other than through the order of succession to ensure the requirements for competency related to essential functions are met. Additionally, specific limitations may be implemented during continuity or emergency situations. The authorities,

responsibilities, and exceptions for orders of succession are clearly noted in the District, and campus delegations of authority in the tables below.

Emergency Order of Succession

One of the fundamental principles of continuity planning is to maintain leadership in the event of an emergency by establishing an order of succession in the event the District, department or campus leaders are not available during an emergency. Orders of Succession run from three to five deep utilizing position titles rather than individual names.

Continuity succession is critical in the event leadership is debilitated or incapable of performing their legally authorized duties, roles and responsibilities. The following predetermined Orders of Succession is designed to allow for an orderly, and predefined, transition of leadership within the District. Successors to the Superintendent, will serve only until the Board of Trustees designates a replacement. Please complete the table below:

Emergency Order of Succession	
District level *	Campus level*
Superintendent	Principal
Director of Student Support	Facilitator
Director of Operation & SP	Counselor

*Use titles only; do not use names of specific individuals

Devolution of Control and Direction

The District is prepared to transfer all its essential functions and responsibilities to personnel at a different location should emergency events render leadership or staff unavailable to support the execution of the District's essential functions. If deployment of continuity personnel is not feasible due to the unavailability of personnel, temporary leadership of the District will devolve to Region One neighboring ISD, ESC, Texas Education Agency).

Go-Kits

Each department and campus is responsible for having available items such as checklists, contact lists, files important to department or campus continued operation, and any other specialized items essential to coordinate an effective response during an emergency and provide for the rapid resumption of essential functions.

Vital Data, Information Systems and Essential Records Management

The IT Disaster Recovery Guidelines, maintained under separate cover, include recovery time objectives, recovery point 0-objectives, and technical recovery guidance for each IT system that supports District essential functions. It is the responsibility of IT to support the operational needs of the District departments, campuses and essential functions. As such, IT disaster recovery guidelines and processes focus on supporting these needs rather than identifying limitations. Refer to Cyber Security Annex and/or Utilities Annex for more detailed information.

Essential records refer to information systems and applications, electronic and hard copy documents, references and records, including sensitive data, needed to support essential functions during a continuity incident. These records include information needed to protect the legal and financial rights of the District and its staff. The District has incorporated its essential records program into the overall continuity program, plans and procedures. The District Records Management Program is responsible for coordinating support of records management into the COOP.

The back-up of vital data and essential records listed in the IT Disaster Recovery Plan and Records Management Retention Schedule are coordinated between the IT department and records management staff in conjunction with input by each District operation or support department. When needed, vital data and essential records can be retrieved for duplication and distribution.² The District IT Disaster Recovery Plan and Record Management Retention Schedule can be found on the SMISD Website

Continuity Facilities

The District must identify locations that may serve as continuity facilities. Locations should be evaluated where the potential disruption of the organization's ability to initiate and sustain operations is minimized. This section should identify alternate facilities, and the infrastructure or resources needed to conduct essential functions at these facilities. **Please list the alternate facilities in the table below:**

Continuity Facility	Physical Address	Point of Contact	Site Capabilities (network, phone, Wi-Fi etc.)	District Owned	MOU in place	Length of Availability
St. Margret Anne Catholic Church	281 Military Highway	Father Garza	Yes	No	Yes with special permission from Brownsville Catholic Diocese	2022-2024

² Update guidance based upon District specific redundancies (off-site storage is considered the best practice).

Resources

Acronyms/Abbreviations

Definitions

ANNEX 5 Cybersecurity



Santa Maria ISD Cybersecurity Plan 2023-2024

Defend against cybersecurity threats to your school.

Across America, kindergarten through grade 12 (K-12) educational institutions are experiencing a significant increase in cyberattacks, especially during the transition to remote and virtual learning as a result of the COVID-19 pandemic. Malicious cyber actors are targeting school computer systems, slowing access, and rendering the systems inaccessible to basic functions.

Our Nation's students are also spending more time online than ever before, using technology to complete homework, communicate with peers, and engage with teachers and school staff. Our growing dependence on technology systems - coupled with emerging, evolving, and increasingly deceptive cyber threats – demands enhanced awareness and vigilance when it comes to our online world. It is important for schools, parents, and students to stay safe online by taking proactive steps to defend against risks and strengthen cyber safety and security both at home and within schools.

Social Media

Social media can be a great way to connect with family and friends, share memes, get a good laugh, watch videos, and catch up with the latest dance craze or viral trend. Here are a few tips to make sure your social media experience is safe and secure!

1. Ensure your profile is set to private.
2. Things posted online exist FOREVER.
3. Report, block, or hide any person bullying you or making you feel uncomfortable online.
4. Watch out for suspicious messages!

Annex 6

Santa Maria ISD Active Shooter Plan



Santa Maria ISD Active Shooter Plan 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.	Chief Castillo
Train staff in lifesaving techniques, including the use of bleeding control kits.	Nurse Gonzalez
Train staff 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 no instructional facilities, such as stadiums, administration buildings, etc. 	Doralee Munoz and Principals
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	Doralee Munoz Chief Castillo Presenters
Train staff on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Nurse Gonzalez
Train staff to notify first responders of an attacker by using multiple communication options.	Principals
Request that local emergency response agencies help develop training programs designed to educate staff members to safely observe and report information that would be useful to responders during an attack.	Chief Castillo

<p>Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students.</p> <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. 	Safety Chief Castillo and Rey Sanchez
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	Doralee Munoz
Empower all staff members to initiate SRP actions. Include this concept in drills and exercises.	Principals

Before an Active Shooter Incident

Tasks	Responsible Role
Assign two-way communication devices (e.g., radios, cell phones, etc.) to administrators and ensure that each major interior and exterior area has these devices.	Chief Castillo
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff and first responders.	Director Munoz
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Director Munoz
<p>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.</p> <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. 	Technology and Maintenance Sanchez and Hinojosa
Ensure that persons with access and functional needs have equal access to safety.	Safety Committee
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Director Munoz and Chief Castillo

<p>Provide opportunities for police, fire, and EMS to become familiar with district facilities.</p> <ul style="list-style-type: none"> • Host first responder tours on a regular basis. • Encourage law enforcement training on school campuses. 	<p>Director Munoz Chief Castillo</p>
<p>Provide first responders with access and navigation aids such as the following:</p> <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. 	<p>Chief Castillo</p>
<p>Encourage, celebrate, and advertise positive police relationships with staff and students. Consider the following:</p> <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. 	<p>Doralee Munoz and Principals</p>
<p>Prepare mass notification scripts for attacker incidents to include within your Communications Annex. Consider</p>	<p>Arturo Hinojosa</p>

Before an Active Shooter Incident

Tasks	Responsible Role
different audiences and situations, such as a common school day versus after-hours activities.	
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.	Technology Hinojosa

<p>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:</p> <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>Maintenance Sanchez</p>
<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. 	<p>Doralee Munoz Chief Castillo</p>
<p>Identify and mark safe rooms for visitors, staff, and students who may be away from their normal space.</p>	<p>Principals</p>
<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. 	<p>Chief Castillo</p>

Before an Active Shooter Incident

Tasks	Responsible Role
<ul style="list-style-type: none"> • 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. 	
<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 	Chief Castillo
<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. 	Director Munoz
At a minimum, provide suicide prevention and trauma-informed care training to required staff members.	Counselors
Ensure gates are closed at all times	Arturo Hinojosa
During an Active Shooter Incident	
Tasks	Responsible Role
Call for help using redundant communications systems.	Chief Castillo

<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. 	Chief Castillo
<p>Initiate SRP action using brief, clear language offered by SRP over the campus announcement system.</p>	Principals

During an Active Shooter Incident

Tasks	Responsible Role
<ul style="list-style-type: none"> • Lockdown: “Locks, Lights, Out of Sight” • Evacuate: “Evacuate to _____.” • Secure (Lockout): “Get inside. Lock Outside Doors.” 	
<p>Follow directions from law enforcement. Wait for law enforcement direction before leaving secured areas.</p>	Chief Castillo
<p>Use a simple response protocol, such as CRASE, when necessary. Avoid, Deny, Defend against Attackers.</p>	Chief Castillo
<p>Begin to account for all staff, students, and visitors.</p>	Principals
<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>If necessary, implement your Continuity of Operations Plan (COOP) to ensure that the district continues to perform essential functions.</p>	Superintendent

After an Active Shooter Incident

Tasks	Responsible Role
Perform an incident debriefing (hot wash) while staff and responders are still on scene.	Chief Castillo
Account for all personnel.	Arturo Hinojosa
Reunite children with parents using your Reunification Annex.	Chief Castillo
Conduct an AAR session for staff and responders to discuss what went well and what needs to improve.	Chief Castillo
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. 	Chief Castillo
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. 	Chief Castillo
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	Rey Sanchez

After an Active Shooter Incident

Tasks	Responsible Role
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. 	Counselors
Provide a visible security presence as staff and students transition back to school.	Chief Castillo

Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Chief Castillo

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.

Santa Maria ISD Active Shooter Policy

An active shooter is defined as one or more subjects who actively engage in killing or causing life-threatening injuries to multiple people in a confined and populated area. Active shooter situations are dynamic, evolve quickly, and often end before law enforcement arrives at the scene. How you respond to an active shooter will be dictated by the specific circumstances of the encounter. If you find yourself in an active shooter situation, try to remain as calm as possible and use these suggested actions to help you plan a strategy for survival.

Run. Hide. Fight.

Should you ever find yourself in the middle of an active shooter incident, your survival may depend on whether or not you have a plan. The plan doesn't have to be complicated. There are three things you could do that make a difference: Run. Hide. Fight.

Run. When an active shooter is in your vicinity:

If there is an escape path, attempt to evacuate.

Evacuate whether others agree or not.

Leave your belongings behind.

Help others escape, if possible.

Prevent others from entering the area.

Call 911 when you are safe.

Hide. If an evacuation is not possible, find a place to hide and:

Lock and/or blockade the door.

Silence your cell phone.

Hide behind large objects.

Remain very quiet.

Your hiding place should:

Be out of the shooter's view.

Provide protection if shots are fired in your direction.

Not trap or restrict your options for movement.

Fight. As a last resort, and only if your life is in danger:

Attempt to incapacitate the shooter.

Act with physical aggression.

Improvised weapons.

Commit to your actions.

Arriving law enforcement's first priority is to engage and stop the shooter as soon as possible. Officers will form teams and immediately proceed to engage the shooter, moving towards the sound of gunfire.

When law enforcement arrives:

Remain calm and follow instructions. Keep your hands visible at all times. Avoid pointing or yelling.
Know that help for the injured is on its way.

Lockdown

During an active shooter situation, individual buildings or the entire campus may be placed on lockdown. "Lockdown" is used to stop access to, or egress from all or a portion of the buildings on campus. Unless otherwise instructed, consider that all campus buildings may be on lockdown during an active shooter situation.

When inside a building during lockdown, find a safe place to hide or shelter-in-place. Lock or barricade doors, if possible, turn off lights and computers, silence mobile devices, and remain quiet. Hide behind or under desks and out of line-of-sight of windows.

Do not allow anyone you do not know or trust to enter the building or your sheltering area. Law enforcement will identify before unlocking doors or entering your area. Follow law enforcement directives and do exactly as instructed keeping your hands visible at all times.

If outside a building during lockdown, do not attempt to enter the building. Get as far away from the area as possible and seek shelter. Do not call individuals who may be inside the building as this may put them at risk of being found by the shooter.

You will be notified when lockdown has ended and be given instructions on how and when to exit the building. Always follow law enforcement directives.

Special Needs Population

Individuals with special needs such as visual or hearing impairment or limited mobility (walkers, wheelchairs, scooters) may need assistance in an active shooter situation. Be aware of those individuals within your work areas and assist them, if possible. Make them aware of the situation, and

assist them in evacuation or sheltering, and help them defend themselves if there are no other options.

The core actions and directives must remain intact. These are:

1. **Hold** "In your room or area. Clear the halls."
2. **Secure** "Get Inside. Lock outside doors"
3. **Lockdown** "Locks, Lights, Out of Sight"
4. **Evacuate** followed by the announced location
5. **Shelter** followed by the announced hazard and safety strategy

SRP IS ACTION BASED

The Standard Response Protocol is based not on individual scenarios but on the response to any given scenario. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility.

The premise is simple: there are five specific actions that can be performed during an incident. When communicating these actions, each is followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders.

- **Hold is followed by "In your Room or Area. Clear the Halls" and is the protocol used when the hallways need to be kept clear of people.**
- **Secure is followed by "Get Inside, Lock Outside Doors" and is the protocol used to safeguard students and staff within the building.**
- **Lockdown is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.**
- **Evacuation may be followed by a location, and is the protocol used to move students and staff from one location to a different location in or out of the building.**
- **Shelter is always followed by the hazard and a safety strategy and is the protocol for group and self-protection.**

These specific actions can act as both a verb and a noun. If the action is Lockdown, it would be announced on public address as "Lockdown! Locks, Lights, Out of Sight."

Communication to local responders would then be "We are in Lockdown."

The building blocks of crisis response. New action. New look. SRP-2023



Hold



Secure



Lockdown



Evacuate



Shelter

Annex 7

Santa Maria ISD

Reunification Plan



Santa Maria ISD

Reunification Plan

2023-2024

Reunification

The nation has experienced high profile acts of school violence. In response to this and the everyday types of crisis, The "I Love U Guys" Foundation develops programs to help districts, departments and agencies respond to incidents. One critical aspect of crisis response is

accountable reunification of students with their parents or guardians in the event a controlled release is necessary.

The Standard Reunification Method provides school and district safety teams proven methods for planning, practicing and achieving a successful reunification. Keep in mind though, this is an evolving process. While there is a smattering of science in these methods, there is certainly more art. Site-specific considerations will impact how these practices can be integrated into school and district safety plans. Successful planning and implementation will also demand partnerships with all responding agencies participating in a crisis response.

The Process in a nutshell

The materials in this manual provide the fundamentals for a comprehensive district plan. The beauty of the Standard Reunification Method is its simplicity.

- Establish a parent check-in location.
- Deliver the students to the student staging area, beyond the field of vision of parents/guardians.
- Once students are on site, notify parents of location.
- “Greeters” direct parents/guardians to the parent check-in location, and help them understand the process.
- Parents/guardians complete Reunification Cards.
- Procedure allows parents/guardians to self-sort during check in, streamlining the process.
- The “Reunifier” recovers students from the student staging area and delivers to the parent.
- Controlled lines of sight allow for an orderly flow, and issues can be handled with diminished drama or anxiety.
- Medical, notification, or investigative contingencies are anticipated.
- Pedestrian “flows” are created so lines don’t cross.
- When it’s all said and done, successful reunification is about managing the student and parent experience

Incident command System

Whether it is a man-made or natural crisis, or an act of violence in the school, law enforcement, fire and medical teams will be involved in the school or district’s reunification process. Learning to understand and speak a common language as well as being familiar with their procedures is imperative to a successful outcome.

With that in mind, district and school safety teams must understand and use the Incident Command System. not So Weird advice. At first blush, this bit of advice may sound weird to educators: “Check out FEMA. Go to <http://training.fema.gov> and complete the online training for IS-100 SCA Introduction to Incident Management for Schools.” The course takes about an hour and a half to complete and introduces some basic emergency response principles in the context of school safety. Here’s why this advice isn’t as weird as it sounds. Every first responder agency

that partners with schools uses “Incident Command” during a crisis. The “Incident Command System” (ICS) is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior. District and school safety teams need this shared vocabulary when interacting with first responders during a crisis. Equally important is that, when meeting with first responders, having the concepts and vocabulary of Incident Command removes some of the language barriers. It also shows a commitment to success that departments and agencies will appreciate.

Priority, objective, strategy, tactic

A valuable FEMA resource is the Incident Action Planning Guide, and it's a good start in understanding how first responders manage an incident. From a school or district perspective, it's important to understand that the incident commander has an expectation that to be useful during the event, the school or district personnel need to have some experience with incident command. If the school or district personnel don't exhibit any knowledge of the process, their input may be marginalized. Source: <https://www.fema.gov/media-library/assets/documents/25028>

The first step in incident management is defining the priorities, objectives, strategies and tactics that will be used during the event. While every incident will be unique, there are considerations that can be addressed in advance.

Priorities:

- **Student and staff safety and well-being.**
- **Student and staff whereabouts and condition.**
- **Starting the recovery process. objectives:**
- **Every student has been accounted for.**
- **Every staff member has been accounted for.**
- **Every student still in the school's control is reunited with their parents or guardian.**

Strategies:

- **The Standard Reunification Method tactics:**
- **Tactics will vary based on the event**

An essential role in the JIC is the Social Media Team. The team should have a couple of people monitoring social media outlets, and when directed by the lead Public Information Officer, releasing any information to social media outlets. Twitter especially seems to have the highest level of activity during an event. If possible, Public Information Officers (PIO) from all of the responding departments or agencies and the district PIO should be physically together with the Social Media Team. If it's a criminal event, there is a growing trend for law enforcement to assign a detective or investigator to the JIC to monitor social media for evidentiary information. It is important to recognize that if students have been transported to a separate reunification site, a second command structure will be set up there as well. It may be labeled as a division under Unified Command and will need resources from first responders, but a command structure will need to be established to manage the reunification process, separate from the

initial incident. Liaison Officer Safety Officer Incident Commander Public Information Officer
Operations Planning Administration Logistics.

SRM Staging the

STEP 1

ESTABLISH ONSITE INCIDENT COMMAND

The first step in staging for transport is establishing School Incident Command at the affected school. Integrating with Unified Command should be a priority.



Priorities: Student and staff safety and wellbeing
Student and staff whereabouts and condition
Assemble affected school command staff
Integrate with Unified Command
Joint Information Center established

Objectives: Safe transport of students and staff to reunification site

Strategy: The Standard Reunification Method

Tactics: Will be determined by the environment

STEP 2

CLASSROOM EVACUATION

Classrooms are individually evacuated to the Secure Assembly Area. During a Police Led Evacuation, students and staff will be asked to keep their hands visible.



If it is a Police Led Evacuation after a Lockdown, each room will be cleared by Law Enforcement personnel. This process may take up to several hours. Teacher should take attendance in the classroom, prior to evacuation.

SPECIAL NEEDS POPULATIONS

If there is a diverse special needs population, consider evacuating that population last. Once evacuated, this population will demand additional resources.



SRM Actions and

COMMUNITY ACTION PARENTS WILL BEGIN TO ARRIVE

Parents will be arriving at the impacted school. Often with a Lockdown event, adjoining schools will go into Lockout. Parents may be arriving at those schools as well.



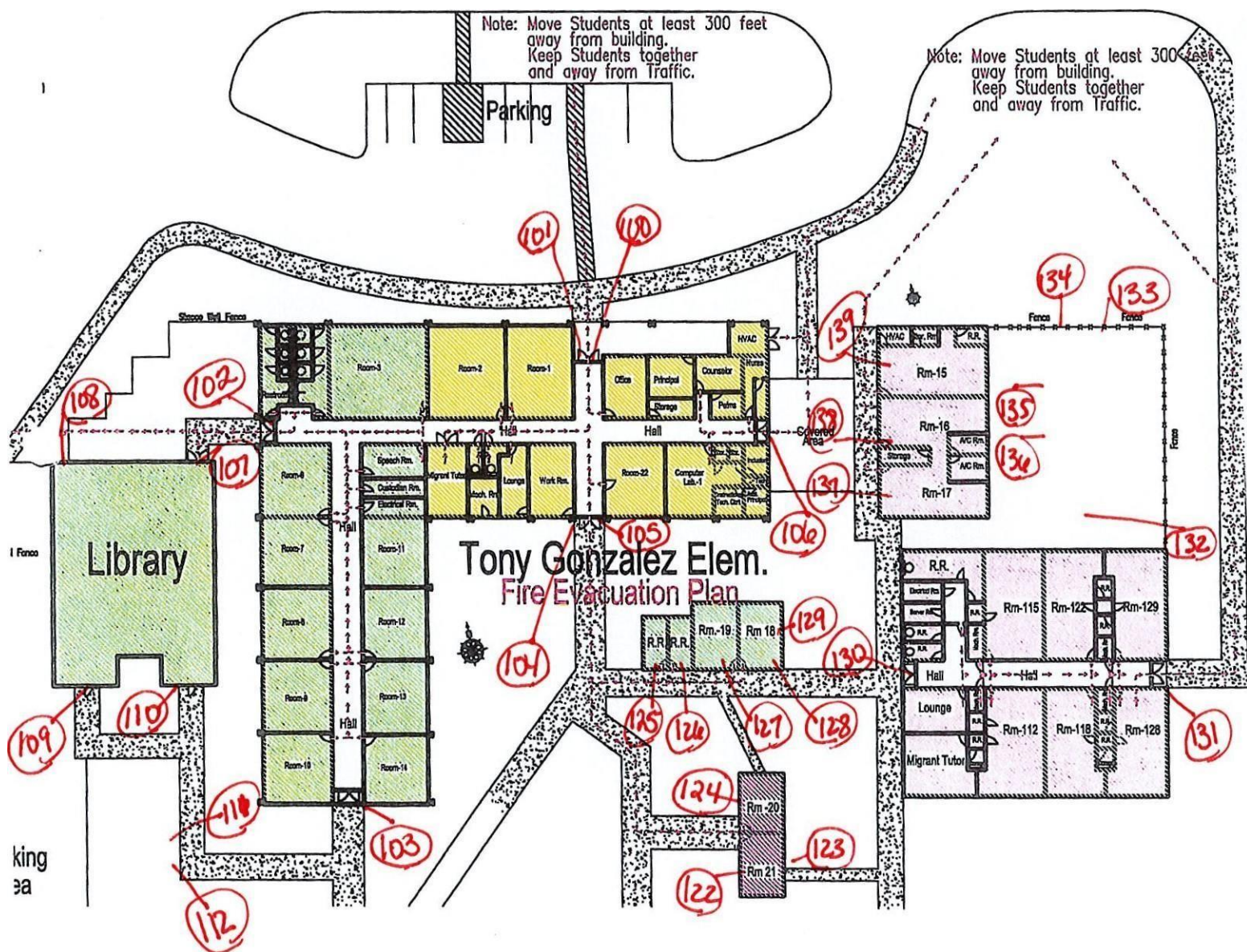
REUNIFICATION SITE MOBILIZE REUNIFICATION TEAM

Contacting the Superintendent and determining the Reunification Site are among the first actions taken. If the site is another school, early release may be necessary.

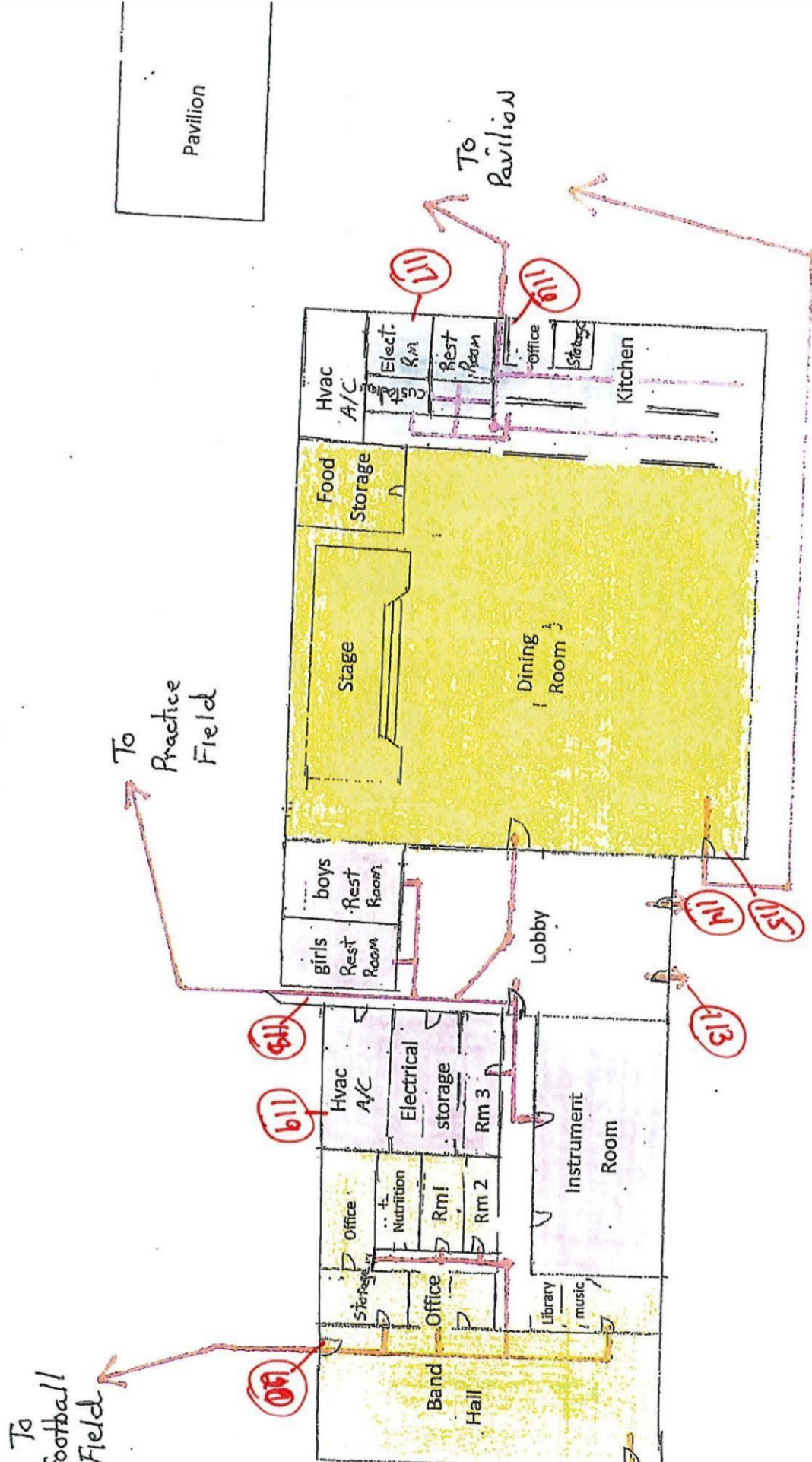




Tony Gonzalez Elementary



Fire Evacuation plan



Move Students at least 330 feet away from building

Keep Students together and away from Traffic



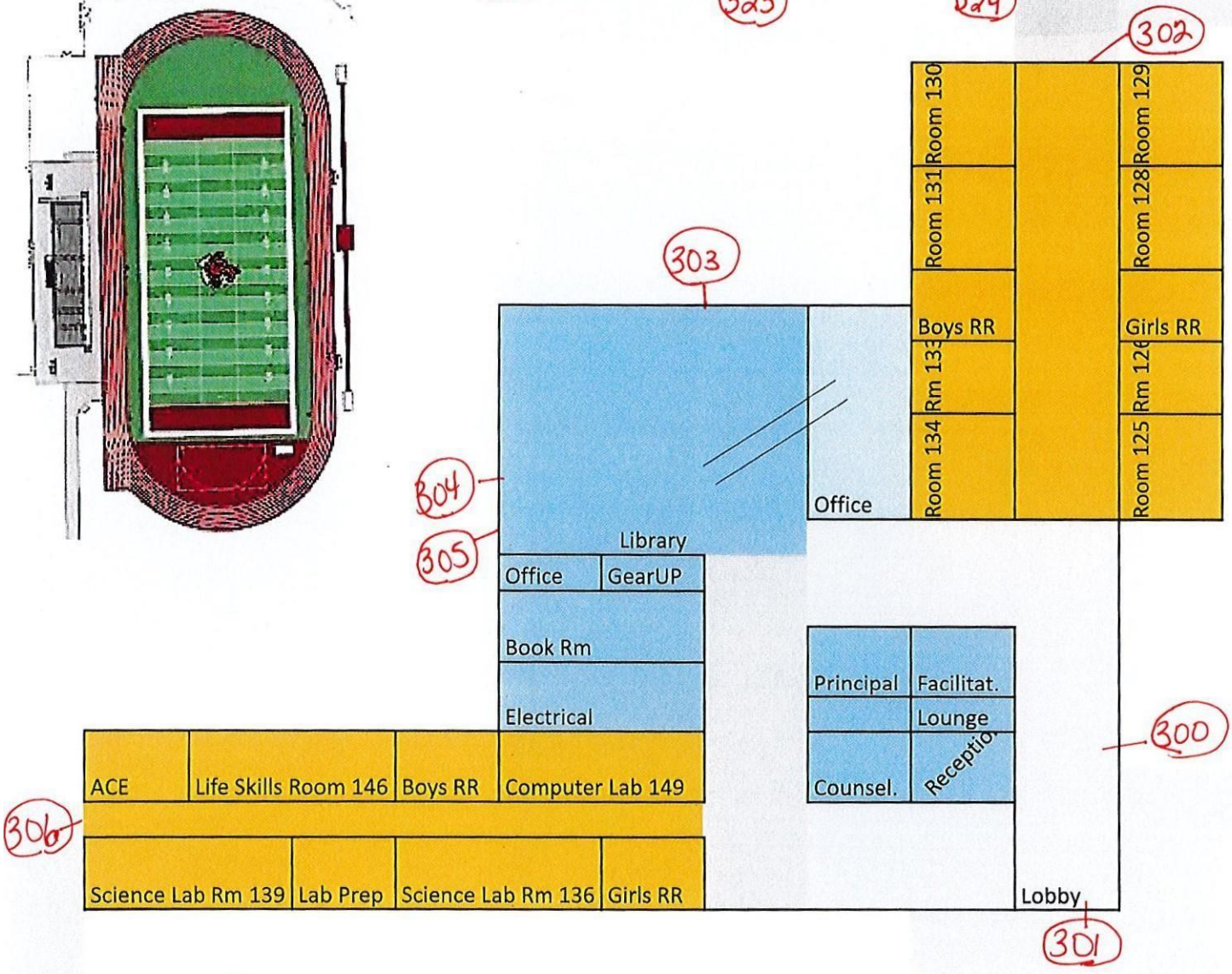
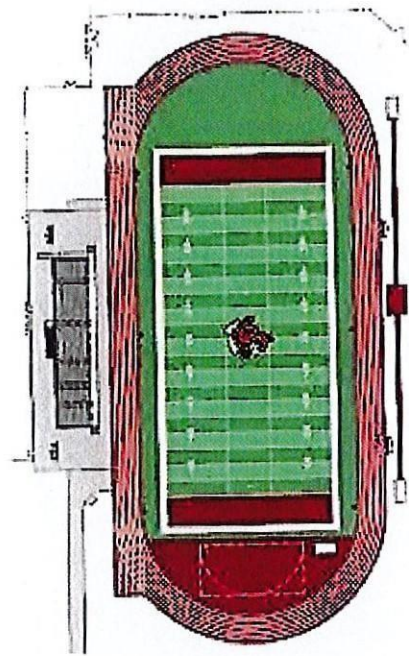
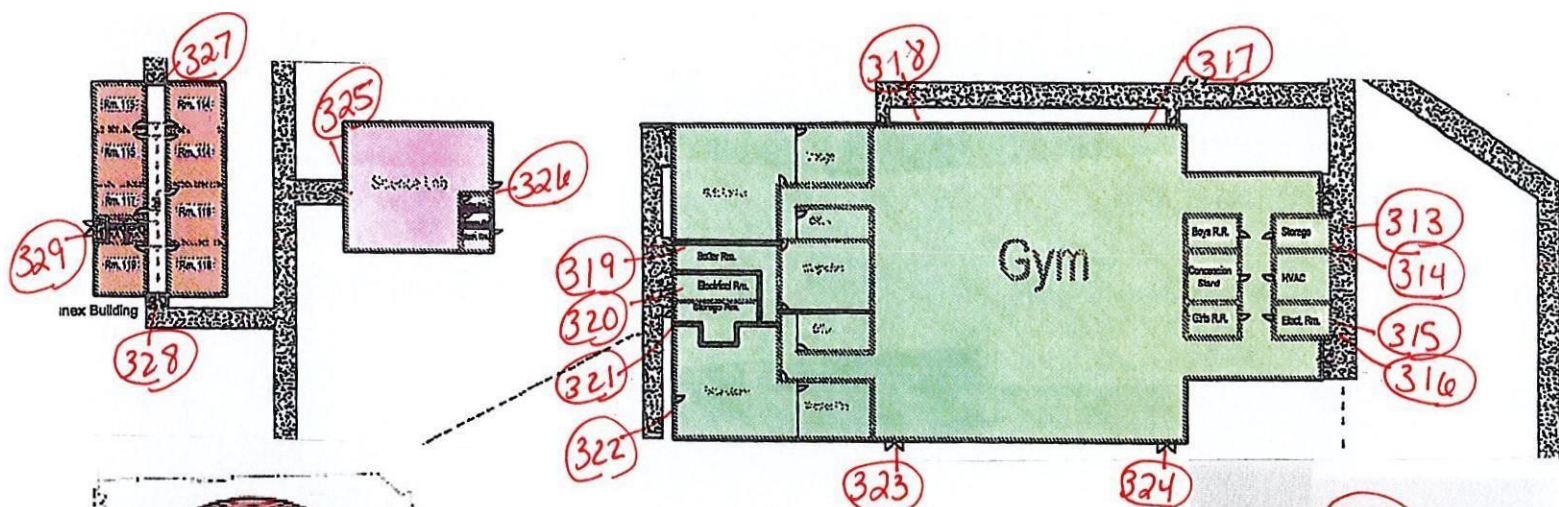
Santa Maria Middle School



**Note: Move Students at least 300 feet away from building.
Keep Students together
and away from Traffic.**

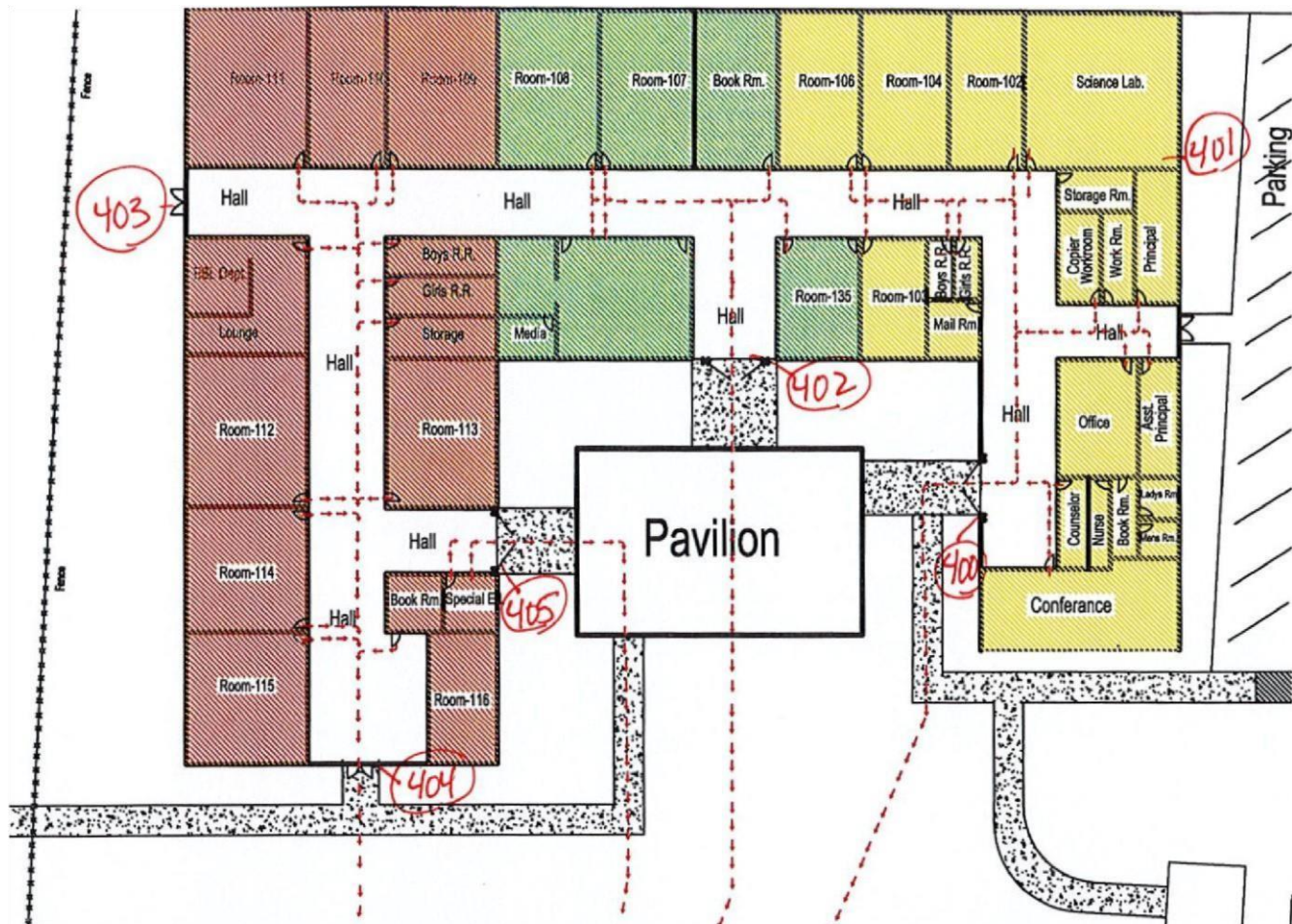


Santa Maria High School

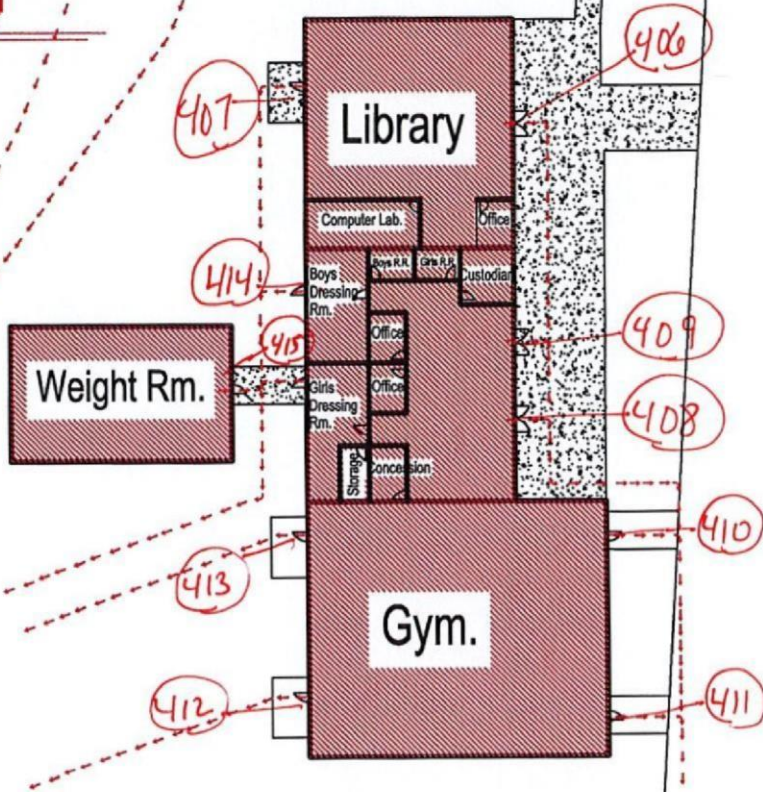




Santa Maria Options Academy



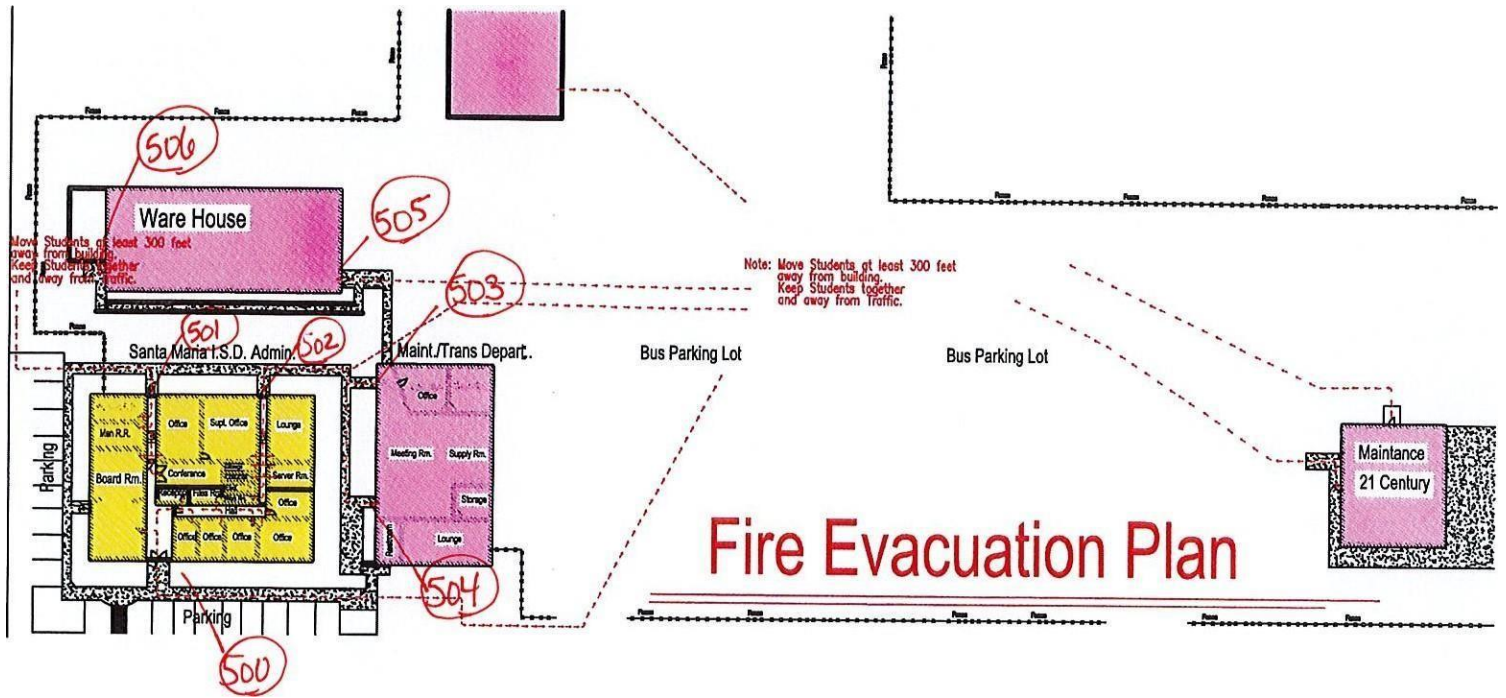
Santa Maria Options Academy **Fire Evacuation Plan**



Note: Move Students at least 300 feet away from building. Keep Students together and away from Traffic.



Santa Maria Central Office



**Promulgation Statement
&
Emergency Management
Designation by
Campus

&
Safety Committee Meetings**



PROMULGATION STATEMENT

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

This Basic Plan is the core of the Santa Maria ISD Multi-Hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. The SMISD's planning process is supported by collaboration, training and exercise. The plan is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed at least annually by the District's School Safety and Security Committee and shall be updated at least every three years as required by Chapter 37 of the Texas Education Code. The Plan is to be regarded as guidelines rather than performance guarantees.

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

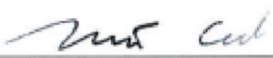
The Director of Student Support Services is responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The Director of Student Support Services may also identify individuals whose responsibilities are to support the district emergency management program. Significant changes to this EOP will be signed by the Director of Student Support Services. However, comprehensive or major revisions will be signed by the Superintendent of Schools.

APPROVAL FOR IMPLEMENTATION

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

Approved:

Martin Cuellar



Superintendent of Schools
Santa Maria ISD

Date Signed:

August 9, 2023

Concurred:

Doralee Rivera-Munoz



District Project Manager
Santa Maria ISD

Date Signed:

August 9, 2023

TxSSC, 2023

Kanta O'lane-LSJ

District Name ISD Hazard Analysis Tool (TxSSC, 2002)

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.

We've assigned a range of values from 0-10 for each column. *Districts may change the values to suit their local needs.*

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	2	2	2	0
Chemical Plant Release	0	0	0	0	0
Communicable Disease	3	3	0	0	0
Cyber Attack/Ransomware	3	0	0	6	0
Earthquake	1		0	0	0
Flooding	3	3	2	3	0
Highway Accident/HAZMAT	2	2	2	1	0
Hurricane/Tropical Storm	4	4	3	6	0
Major Utility Loss	2	2	2	2	0
Pipeline Release	2	2	2	1	0
Severe Thunderstorm	2	2	2	2	0
Tornado	2	3	3	2	0
Train Derailment	0	0	0	0	0
Wildfire	2	2	2	2	0
Winter Storm	1	1	1	1	0
List additional hazards					0
					0
					0
					0
					0

Don't know *Antonia Hinajova*

Monday, August 14, 2023

District In-Service

All SMISD Employees Report to Cafeteria

8:00 a.m.– 8:30 a.m. Welcome & Introduction

9:00 a.m.– 10:00 a.m. Sexual Discrimination/Title IX/
Human Trafficking

10:00 a.m.– 10:30 a.m. Cybersecurity

10:30 a.m.– 11:30 a.m. District Security Measures

Lunch

11:30 a.m.–1:00 p.m. Lunch at your own discretion

1:00 p.m.– 1:30 p.m. PEIMS Gradelbook & Attendance

1:30 p.m.– 2:00 p.m. Medical Process & Procedures

2:00 p.m.– 2:30 p.m. Parental Engagement Information

2:30 p.m.– 3:00 p.m. Migrant Information

3:00 p.m.– 3:30 p.m. Cafeteria Process & Procedures

3:30 p.m.– 4:00 p.m. Maintenance Process & Procedures

*Mental Health Training Certificate submission of completion to HR

*Mandatory visit with Insurance Representatives at the Board Hall

Friday, August 25, 2023

Report to Respective Campus

8:00 a.m.—4:00 p.m.

Individual Campus Training

Elementary - Teacher's Workshop
Middle School - Teacher's Workshop
High School - TSI 2.0 Region One

11:30 a.m.—1:00 p.m.

Congrats Café will provide a

complimentary meal for all

SMISD employees

Self-Paced certificates required throughout the

In-service week

- Blood Borne Pathogen
- Child Protective Service Training
- Child Reporting
- Student Code of Conduct & Student Handbook

Wednesday, August 16, 2023

All Instructional Staff Report to Cafeteria

Report to session sites using the table below.

8:30 a.m.—10:30 a.m. Session 1

10:30 a.m.—11:30 p.m. Session 2

Lunch

11:30 a.m.—1:00 p.m. Lunch at your own discretion

1:00 p.m.—2:00 p.m. Session 2 (continued)

2:00 p.m.—4:00 p.m. Session 3

	TGE	SMMS	SMHS
Session 1	T-TESS & HB4545 (Cafeteria)	SLO (TGE Library)	Fundamental 5 (Parent Center)
Session 2	SLO (TGE Library)	Fundamental 5 (Parent Center)	T-TESS & HB4545 (Cafeteria)
Session 3	Fundamental 5 (Parent Center)	T-TESS & HB4545 (Cafeteria)	SLO (TGE Library)

*Mandatory visit with Insurance Representatives at the Band Hall

Thursday, August 17, 2023

All Instructional Staff Report to Cafeteria

8:30 a.m.—11:30 a.m. Special Education Training
by Region One

11:30 a.m.—1:00 p.m. Lunch at your own discretion

1:00 p.m.—4:00 p.m. Special Education Training
by Mercedes Cooperative

Friday, August 18, 2023

Report to Respective Campus

8:00 a.m.—4:00 p.m. Individual Campus Training
Elementary - Teacher's Working
Middle School - Teacher's Working
High School - Teacher's Working

11:30 a.m.—1:00 p.m. Lunch at your own discretion

Monday, August 21, 2023

All SMISD Employees Report to Cafeteria

8:30 a.m.—11:30 a.m. Active Shooter Training

11:30 a.m.—1:00 p.m. Lunch at your own discretion

1:00 p.m.—4:00 p.m. Individual Campus Training
Elementary - TCLASS Overview
Middle School - TCLASS Overview
High School - TSI 2.0 Training



Safety and Security Committee Meeting/RAPTOR APP Training

Created by: Doralee Rivera-Munoz · Your response: ✓ Yes, I'm going

Time

2pm - 3:30pm (Central Time - Chicago)

Date

Wed Aug 9, 2023

My Notes

Guests

- ✓ Arturo Hinojosa
- ✓ Doralee Rivera-Munoz
- ✓ Elizabeth Garza
- ✓ Lizette Marroquin
- ✓ Ludybina Torres
- ✓ Rosalinda Aguayo
- ✓ Yadir Flores
- ✗ Katherine Gonzalez
- Baudelio Castillo
- Ida Martinez
- Israel Gracia
- Jacob Camacho
- Jay Viera
- Mauricio Villegas
- Reymundo Sanchez



Safety and Security Refresher Training

Created by: Doralee Rivera-Munoz · Your response: ✓ Yes, I'm going

Time

2pm - 2:30pm (Central Time - Chicago)

Date

Tue Aug 29, 2023

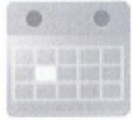
Where

Middle School Library

My Notes

Guests

- ✓ Arturo Hinojosa
- ✓ Doralee Rivera-Munoz
- ✓ Jay Viera
- ✓ Rene Salinas
- ✓ Yadira Flores
- Baudelio Castillo
- Elizabeth Stenhouse
- Jacob Camacho
- Reymundo Sanchez



Safety Meeting for Pre-Meeting

Created by: Doralee Rivera-Munoz · Your response: ✓ Yes, I'm going

Time

2pm - 3pm (Central Time - Chicago)

Guests

- ✓ Baudelio Castillo
- ✓ Doralee Rivera-Munoz
- ✓ Rene Salinas
- ✓ Reymundo Sanchez

Date

Thu Sep 7, 2023

Where

TGE Library

My Notes



Safety Compliance Meeting with Principals

Created by: Doralee Rivera-Munoz · Your response: ✓ Yes, I'm going

Time

10am - 11am (Central Time - Chicago)

Date

Fri Sep 8, 2023

Where

Middle School library - In Person

Description

The meeting will be an informative meeting that includes processes and procedures using "I love you" Foundation icons and Safety Hazard procedures, etc.

My Notes

Guests

- ✓ Baudelio Castillo
- ✓ Doralee Rivera-Munoz
- ✓ Rene Salinas
- ✓ Reymundo Sanchez
- ✓ Yadira Flores
- Jacob Camacho
- Jay Viera



****MANDATORY Lockdown Training all Staff****

Created by: Yadira Flores

15pm - 5:05pm (Central Time -
Chicago)

Guests

- ✓ Yadira Flores
Santa Maria High School

u Sep 14, 2023

re
C room

cription
staff must report to this training if you can no
ce it you must make arrangement to attend
uesday 9/12 or Wednesday 9/13 at the other
ampus.

Notes



Active Shooter Training - Required In-Person Attendance

Created by: Elizabeth Stenhouse · Your response: ✓ Yes, I'm going

Time

2pm - 3pm (Central Time - Chicago)

Date

Fri Sep 22, 2023

Where

Cafeteria

Guests

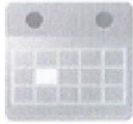
✓ Arturo Hinojosa
✓ Doralee Rivera-Munoz
✓ Elizabeth Garza
✓ Elizabeth Stenhouse
✓ Ida Torres
Ana Ramirez
Baudelio Castillo
Itzel Perez
Jonpaul Pena
Martin Cuellar
Noelia Molina
Rene Salinas
Reymundo Sanchez
Salvador Acosta
Yliana Gonzalez

Description

Central Administration Staff and Cafeteria Staff,

Good morning - Please join Mr. Sanchez, Operations Supervisor, and Chief Castillo, School District Police Chief, for the required training for Active Shooter. Although you attended the initial training in August, this will be an ongoing series as a requirement from the State of Texas.

Please meet in the cafeteria at the stated date and time - Human Resources will stay behind to cover the phone and guests.



Active Shooter Training - Required Attendance

Created by: Elizabeth Stenhouse · Your response: ✓ Yes, I'm going

Time

2pm - 3pm (Central Time - Chicago)

Date

Thu Oct 5, 2023

Where

SMISD Cafeteria

Guests

- ✓ Ana Ramirez
- ✓ Baudelio Castillo
- ✓ Elizabeth Stenhouse
- ✓ Reymundo Sanchez
- ✓ Doralee Rivera-Munoz
- ✓ Rene Salinas
- Arturo Hinojosa
- Elizabeth Garza
- Erika Alanis
- Ida Torres
- Itzel Perez
- Noelia Molina
- Salvador Acosta
- Yliana Gonzalez

My Notes

Santa Maria ISD - 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

I HAVE NOT appointed a District Emergency Management Coordinator (EMC) and will personally direct the ☐ Santa Maria ISD emergency management program.

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 June 9, 2022 and continues until TBD

EMC Name: Doralee Rivera-Munoz

Mailing Address: 11119 Military Highway
Santa Maria, Texas 78592

Office Phone Number: 956-565-6308

Home Phone Number: n/a

Cell Phone Number: 956-245-1496

E-mail: doraleemunoz@smisd.net

I HAVE appointed an Assistant EM Coordinator identified below.

☐

X

I HAVE NOT appointed an Assistant EM Coordinator and will personally serve the Santa Maria ISD in that role.

Effective Date: This appointment is June 9, 2022 effective and continues until TBA.

Assistant EMC: Baudelio Castillo

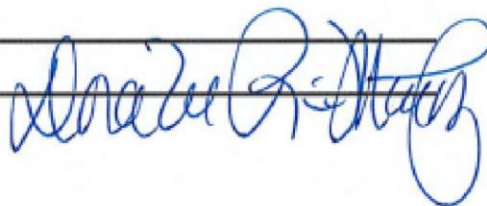
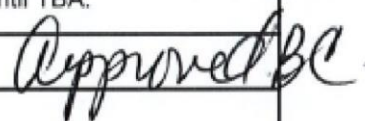
Mailing Address: 11119 Military Highway
Santa Maria, Texas 78592

Office Phone Number: 956-565-6308

Home Phone Number: n/a

Cell Phone Number: 956-793-4008

E-mail: baudeliocastillo@smisd.net

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:	On File	Santa Maria High School
Campus Main Phone Number:		(956) 565-9144
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 checked="" 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 September 9, 2010 and continues until TBD.	
EM Point of Contact Name:	Yadira Flores	
Mailing Address:	333 River Dr. Santa Maria TX 78592	
Home Phone Number:		
Cell Phone Number:	(956) 532-4039	
E-mail:	yadira.flores@smisd.net	
<input type="checkbox"/> I HAVE appointed an Assistant Emergency Management Point of Contact.		
<input checked="" 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:	Mauricio Villegas	
Mailing Address:	333 River Dr. Santa Maria TX 78592	
Home Phone Number:		
Cell Phone Number:	(956) 534-1368	
E-mail:	mauricio.villegas@smisd.net	



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:	On File	<i>Santa Maria Middle School</i>
Campus Main Phone Number:	<i>956-565-6309</i>	
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 checked="" 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 September 9, 2010 and continues until TBD.	
EM Point of Contact Name:	<i>Jay Viera</i>	
Mailing Address:	<i>11119 Military Dr</i>	
	<i>Santa Maria, Tx 78592</i>	
Home Phone Number:	<i>956-566-1278</i>	
Cell Phone Number:	<i>956-566-1278</i>	
E-mail:	<i>jayviera@smisd.net</i>	
<input type="checkbox"/> I HAVE appointed an Assistant Emergency Management Point of Contact.		
<input checked="" 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:	<i>Lizette Marroquin</i>	
Mailing Address:	<i>11119 Military Dr</i>	
	<i>Santa Maria, Tx 78592</i>	
Home Phone Number:	<i>956-638-5685</i>	
Cell Phone Number:	<i>956-638-5685</i>	
E-mail:		

jayviera

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:	On File	<i>Jorge Gonzalez Elementary</i>
Campus Main Phone Number:		<i>956-565-5348</i>
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 checked="" 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 September 9, 2010 and continues until TBD.	
EM Point of Contact Name:	<i>Mr. Jacob M. Camacho</i>	
Mailing Address:	<i>1142 Old Military Rd, Santa Maria, TX, 78592</i>	
Home Phone Number:		
Cell Phone Number:	<i>956-451-4862</i>	
E-mail:	<i>jacobcamacho@smisd.net</i>	
<input checked="" 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:	<i>Ms Ludybina Torres</i>	
Mailing Address:	<i>1142 Old Military Rd Santa Maria, TX, 78592</i>	
Home Phone Number:		
Cell Phone Number:	<i>956-800-3353</i>	
E-mail:	<i>Ludybina.torres@smisd.net</i>	

J. Camacho

FACILITY USAGE/INDEMNITY AGREEMENT

PARISH: Saint Margaret Ann Catholic Church
PARISH is understood to include the Arch/Diocese of Father Amador Garza
FACILITY USER: Santa Maria I.S.D.
DATES OF FACILITY USAGE: during school evacuation emergency
TYPE OF FACILITY USAGE: Reunification Plan with parents only
for school safety in emergency only

The above named FACILITY USER agrees to defend, protect, indemnify and hold harmless the above named PARISH against and from all claims arising from the negligence or fault of the above named FACILITY USER or any of its agents, family members, officers, volunteers, helpers, partners, organizational members or associates which arise out of the above identified FACILITY USAGE at the above named PARISH.

FACILITY USER agrees to provide a certificate of insurance to the PARISH, which provides evidence of general liability coverage of not less than one million dollars (\$1,000,000) per occurrence. FACILITY USER also agrees to have the PARISH named as an "Additional Insured" on its general liability policy for the DATE(S) OF FACILITY USAGE in relationship to the TYPE OF FACILITY USAGE for claims which arise out of FACILITY USER'S operations or are brought against the PARISH by FACILITY USER'S employees, agents, partners, family members, students, customers, function attendees, guests, invitees, organizational members or associates. FACILITY USER also agrees to ensure that its liability insurance policy will be primary in the event of a covered claim or cause of action against PARISH.

If FACILITY USER fails to comply with the above (second) paragraph, then the above named FACILITY USER agrees to protect, defend, hold harmless and fully indemnify the above named PARISH for any claim or cause of action whatsoever arising out of or related to the usage which takes place during the above identified DATE(S) OF FACILITY USAGE that is brought against the PARISH by the above named FACILITY USER or its employees, agents, partners, family members, students, customers, function attendees, guests, invitees, organizational members or associates, even if such claim arises from the alleged negligence of the PARISH, its employees or agents, or the negligence of any other individual or organization. This paragraph does not relieve FACILITY USER's responsibility to comply with the above (second) paragraph.

If any sentence or paragraph of this agreement is held invalid, it is agreed that the balance thereof, shall continue in full legal force and effect.

SIGNED BY: Doralee Rivera Muñoz
(Must be an official agent of FACILITY USER)

NAME (Please print): Martin Cuellar - Superintendent of Schools

DATE: August 5, 2022 Doralee Rivera-Muñoz - Director of Student Services
FACUSAG (5/10)

Catholic Mutual. . . "CARES"

FACILITY USAGE/INDEMNITY AGREEMENT

The Facility Usage/Indemnity Agreement must be used when non parish sponsored or affiliated groups use parish facilities on a short-term basis such as one day or a week. The following groups are examples of non parish sponsored or affiliated groups that should sign the Facility Usage/Indemnity Agreement:

1. Girl Scouts, Knights of Columbus, American Legion or other similar organizations that use parish facilities for meetings or fundraisers.
2. AAU sport teams or non-parish sponsored sport classes/clinics.
3. Parishioner and non-parishioner families that rent or use parish facilities for wedding receptions, family reunions, anniversary parties or other similar activities. (In lieu of signing the Facility Usage/Indemnity Agreement, a parishioner or non-parishioner family would be eligible to purchase "special event" liability coverage through your parish via Catholic Mutual.) Please note that funeral luncheons are parish sponsored events.
4. Any other organization, municipality or county organization that uses parish facilities for a meeting or function that is non-parish sponsored.

The Facility Usage/Indemnity Agreement requires the facility user to provide the parish with a certificate of insurance documenting general liability coverage in the amount of \$1,000,000 per occurrence. This certificate of insurance must name your parish and the Arch/Diocese as an additional insured. It is not adequate to obtain a certificate of insurance, which names the parish as a "certificate holder."

It is often asked what criteria an organization must meet to be parish sponsored or affiliated. In the event of an insurance claim involving a potential non-parish sponsored activity, the following questions would be asked to further determine if a group was parish sponsored and eligible for insurance coverage:

1. Did the parish have full control over the group or function?
2. Did any costs or fees associated with the function flow through parish accounts?
3. Was the function or group open to all parish members?
4. Was the purpose of the function or group to facilitate learning, raise revenue for the parish or provide a social service on behalf of the parish?
5. Was the teacher or leader of the group a parish volunteer or employee?

In general, a group, which does not meet the definition of an affiliated organization or is unable to answer the above five questions in the affirmative would not be parish sponsored. Accordingly, that group must sign the Facility Usage/Indemnity Agreement and supply the parish with the necessary insurance documentation.



Santa Maria I.S.D.

MEMORANDUM OF UNDERSTANDING

Standard Response Protocol ("SRP") Memorandum of Understanding ("MOU") with The "I Love U Guys" Foundation ("The Foundation")

This Memorandum of Understanding ("MOU") between The Foundation and the undersigned School District or Individual School (collectively, the "Organization") is effective as of the date it is signed by Organization.

Standard Response Protocol Program Description:

The Foundation created its *proprietary* Standard Response Protocol ("SRP") for campus response based on five actions. When communicating these actions, the action is labeled with a "**Term of Art**" and is then followed by a **Directive**. Execution of the action is performed by active participants, including students, staff, faculty and first responders.

Purpose of Using Terms of Art:

By standardizing vocabulary, all stakeholders can understand the response and status of the event. For students, this provides continuity of expectations and actions throughout their educational career. For faculty and staff this becomes a simpler process to train and drill. For first responders, the common vocabulary and protocols establish a greater predictability that persists through the duration of an incident. Parents can easily understand the practices and can reinforce the protocol. Additionally, this protocol enables rapid response determination when an unforeseen event occurs.

Terms of Art:

- The "Term of Art" **Hold** is followed by the Directive "**In your room or area**" (or announce a location). The action is for the purpose of keeping halls and/or common areas clear until an incident is resolved.
- The "Term of Art" **Secure** is followed by the Directive "**Get Inside. Lock Outside Doors.**" The action associated with Secure is to bring participants into the Building, and secures the building's outside perimeter by locking appropriate windows, doors or other access points.
- The "Term of Art" **Lockdown** is followed by the Directive "**Locks, Lights, Out of Sight**" The action associated with Lockdown is to secure individual classroom doors, move away from inside corridor line of sight and maintain silence until first responders release the room.
- The "Term of Art" **Evacuate** is followed by the Directive "**To a Location**" (Where Location is announced.) The action associated with Evacuate is to move students and staff from one location to another.
- The "Term of Art" **Shelter** is followed by the Directive "**Type and Method**" (Where Type is one of the following: For Tornado, For Hazmat, For Bomb. Method is one of the following: And seal, In Silence, Drop, Cover and Hold.) The action associated with Shelter is dependent on the stated Type and Method.

Agreement by Organization:

1. Organization agrees to incorporate SRP in the official, existing, written safety plans for the district or school, as applicable, either in the body or as an addendum or amendment.
2. Organization agrees to appoint an SRP Liaison who will act as the primary contact regarding communication with The Foundation and other department, district or agency SRP Liaisons.

3. Organization agrees to incorporate the SRP using the terms of art and the associated directives as defined in the Program Description.
4. Organization agrees to provide Law Enforcement Agencies having jurisdiction within the district/school with notice of compliance with SRP terms of art and directives.
5. Organization agrees to provide Fire Departments having jurisdiction within the district/school with notice of compliance with SRP terms of art and directives.
6. Organization agrees to provide Emergency Medical Services having jurisdiction within the district/school with notice of compliance with SRP terms of art and directives.
7. Organization agrees to provide County and/or City Emergency Managers having jurisdiction within the School District with notice of compliance with SRP terms of art and directives.
8. Organization agrees to provide students with training on the SRP at least once per school year.
9. Organization agrees to provide staff with training on the SRP at least once per school year.
10. Organization agrees to drill each action.
11. Organization agrees to provide parents with either printed material or notice of online availability of material at <http://www.iloveguys.org>.
12. Organization is responsible for physical material production of any online resources provided by The Foundation. The District is not required to utilize printing services provided by The Foundation for production of support materials.
13. Organization will engage in a best effort to provide The Foundation with contact information for other agencies, departments, services, schools participating with the School District regarding the SRP.

Agreement by The "I Love U Guys" Foundation:

1. The Foundation agrees to host training materials on the Website available publicly at the Uniform Resource Locator <http://iloveguys.org>. Such training materials may be updated from time to time by The Foundation.
2. The Foundation agrees to provide training materials and support materials online to Organization's staff, students, faculty and parents at no charge to Organization.
3. The Foundation agrees to provide training materials and support materials online to Law Enforcement Agencies at no charge.
4. The Foundation agrees to provide training materials and support materials online to Fire Departments at no charge.
5. The Foundation agrees to provide training materials and support materials online to Emergency Medical Services at no charge.
6. The Foundation agrees to provide training materials and support materials online to County and/or City Emergency Managers at no charge.
7. The Foundation provides hands-on training sessions on request for a charge in locations around the United States. Organization is under no obligation to host or attend these training sessions.
8. The Foundation will notify the SRP Liaison via Written or Electronic communications in the event of new or updated materials available on the Website.
9. The Foundation will maintain a record of all Written or Electronic communication with the Organization.

Updates to SRP: The Foundation may update its SRPs and its Terms of Art from time to time and will notify Organization of any such updates. The Organization agrees to implement any such changes in a reasonable time frame.

Term/Termination: This MOU is effective as of the date it is signed by the Organization and shall continue in effect for two (2) years ("Term"). Organization and Foundation may agree to extend the upon mutual written agreement. Organization may terminate this MOU via Written or Electronic notification at any time. Upon termination, Organization will cease using any Standard Response Protocol materials provided by The Foundation. The Foundation may terminate this MOU upon notice if it determines that Organization is not performing its obligations under this MOU, including using the Terms of Art as they may change from time to time.

Notices: All notices and other communications required or permitted under this MOU shall either be sent by certified mail, return receipt requested, by reputable overnight courier service with confirmation of delivery and addressed to the Parties at their addresses first set forth below or to the email addresses set forth below. The parties shall notify each other if such contact information changes.

No Partnership. Nothing contained in this MOU shall create or be deemed to create a partnership or agency between the Organization and The Foundation.

Counterparts/Electronic Execution. This MOU may be executed in counterparts and digital copies, each of which shall be deemed an original and all of which shall constitute a single instrument.

Name of Organization: Santa Maria ISD

Address/City/State/ZIP: PO Box 448 Santa Maria, Texas 78592

Authorized Representative Name: Martin Cuellar

Signature

Title: Superintendent

Date: August 1, 2022



Authorized Liaison Name: Doralee Rivera-Munoz

Title: Director of Student Support Services

Email Address: doraleemunoz@smisd.net Phone: 956-565-6308

The I Love U Guys Foundation

Authorized Representative: Ellen Stoddard-Keyes

Signature:

Title: Operations Director

Date:

Email to: MOU@iloveguys.org

or Mail to: The "I Love U Guys" Foundation, PO Box 919, Conifer, CO 80433