



Emergency Operations Plan

Security Statement

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PROMULGATION STATEMENT

Grapevine-Colleyville Independent School District (GCISD) and its stakeholders expect that schools are safe havens for education. However, GCISD cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, facility, and staff member must be prepared to ensure efficient and effective management of any incident. Through its whole-community emergency management program, the District takes every step to ensure that GCISD continues to provide a safe, orderly learning environment. The GCISD emergency management program is comprehensive, all-hazard in nature and embraces state and federal standards as well as proven practices.

This plan is known as the GCISD Emergency Operations Plan (EOP). **The plan and its supporting documents provide a framework that outlines the District's intended approach to addressing hazards, threats, and vulnerabilities of all types, and should be regarded as procedural guidelines rather than performance guarantees.** This planning framework involves actions the District will take **before, during, and after** an emergency and is supported by collaborative planning, training and exercises. This plan is designed for use alongside local, regional, state and federal emergency management and continuity of operations plans. The District's School Safety and Security Committee, as set forth in Chapter 37.109 of the Texas Education Code, reviews the District EOP and related documents at least annually. It shall be updated at least every three years as required by Chapter 37 of the Texas Education Code or as District needs dictate.

The GCISD Superintendent is responsible for approving and ensuring promulgation of this plan, which supersedes and rescinds all previous GCISD emergency plans. In the event that any portion of this Plan or support documents are held invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the Plan. The Superintendent may designate, in writing, an individual who assumes the role of District emergency manager and is authorized to develop and distribute minor plan changes. However, major revisions and recertification will be signed by the Superintendent and shared with the School Board of Trustees.

President of the Board of Trustees
Grapevine-Colleyville ISD

Superintendent of Schools
Grapevine-Colleyville ISD

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I. Introduction

A. Purpose of the Plan

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

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

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

B. Scope of the Plan

1. Definitions

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

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

Incident: An occurrence, caused by either human action or natural phenomena that may cause harm and require action.

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: A feature of the district or facility that could make it susceptible to identified threats and hazards.

Independent School District (ISD): Created in accordance with Texas law, the school district, including a common school district, has primary responsibility for implementing the State's system of public education and ensuring student performance. An ISD is governed by a School Board of Trustees who, as a corporate body, 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 district.

Educational Service Center (ESC): As a regional component of the Texas Education Agency, the ESCs assist school district board of trustees in entering into an agreement with another district or political subdivision, a regional education service center, or an institution of higher education as defined by Section 61.003, for a cooperative shared services arrangement regarding administrative services, including transportation, food service, purchasing, and payroll functions.

2. School Board Policy Statement

The GCISD plan operates within the framework of the GCISD Board of Trustees policy. This plan is applicable to all district sites, including instructional and non-instructional facilities and off-campus events. It ensures that specific concerns of population segments, including children and individuals with access and functional needs, are addressed.

3. Support Documents

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

Maintained under separate cover are Annexes of Standard Operating Guidelines (SOGs) that represent best practices for accomplishing a task or set of tasks. SOGs provide a greater degree of detail than Emergency Operations Plans or support documents. They also may contain private, tactical, or secure information and are employed in regular school emergency drills and exercises, as well as in real-world events.

C. Situation Overview

1. School District Population and Facility Overview

GCISD's enrollment consists of a total of approximately 14,221 students, including 3,914 high school, 3,061 middle school and 5,768 elementary school students. High school students are housed in 2 instructional facilities; middle school students occupy 4 instructional facilities and there are 11 elementary schools in GCISD. The District also contains 2 other learning facilities to include: 2 alternative campuses housed in one facility at the Professional Development Education Center and Early Childhood Development Center. The District has 4 other facilities that support the campuses including the Administration complex, Transportation, Professional Development Education Center and Swim Center located at Cross Timbers Middle School.

GCISD also has 2 non-traditional campuses: iUniversity Prep, a virtual campus, with an enrollment of 958 and Early College High School which is housed at Tarrant County College (TCC) with an enrollment of 341. Early College High School follows TCC emergency plans and procedures, including any closings, security warnings and training. GCISD also manages a tuition-based Pre-K which has an enrollment of 179 students.

Students are supported by approximately 1978 employees.

2. Integrating People with Disabilities and Others with Access and Functional Needs and Mental Health Strategies and Programs

Students, staff, and visitors with disabilities and other access and functional needs have the right to be included in all phases of the District emergency management program and supported in the response and recovery operations. The intent of these programs is to ensure that people with disabilities and others with access and functional needs are considered in district and campus emergency management processes and procedures. It is imperative to involve the whole district and campus community in school planning, and to integrate the resources necessary to allow for people with disabilities and others with access and functional needs to maintain their safety, independence and dignity during an emergency incident. The District recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

The District is committed to providing functional needs support services (FNSS) to help ensure children and adults with or without disabilities who have access and functional needs maintain their health, safety, and independence in school emergency management programs and operations. People with disabilities and others with access and functional needs include, but are not limited to:

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

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

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

- SOS – a program of Suicide Prevention in which staff and students receive training
- School counselors who are trained to respond to the mental health needs of students
- Hope Squad – a program where students are trained to recognize when a peer is in need and how to report needs to staff that can help a student
- Friends for Life – a program that works in conjunction with Tarrant County Crime Stoppers that anyone can use to anonymously report a crime, a concern, a student or person in crisis. These reports are monitored and relayed to the appropriate person to assist
- Licensed Specialist in School Psychology – the District's school psychologists are able to respond to various campuses throughout the District to assist with any needs related to psychological safety
- Mind Above Matter Program – GCISD partners with Mind Over Matter to provide mental health care to students in need

3. Threat/Hazard Assessment Summary

GCISD is exposed to multiple hazards, threats, and vulnerabilities with the potential for disrupting learning, causing injury or casualties, and damaging or destroying property. A detailed Hazard Analysis is contained in Appendix 3 of this plan.

GCISD conducts, as required by Chapter 37 of the Texas Education Code, ongoing self-assessments/audits of all instructional and non-instructional facilities in an effort to identify hazards and any conditions on or near each facility that might

cause unsafe conditions. Interior and exterior areas of all facilities are assessed for potential hazardous circumstances that impact staff, students, or visitors.

The District reviewed the May 2015 audit results as provided by Huckabee and Associates. The District reported the results of the audit to the Texas School Safety Center (T.S.S.C) on August 11, 2017, as required by Chapter 37 of the Texas Education Code. A new audit will be scheduled and completed every three years according to the reporting requirements, after review and approval by the Safety and Security Committee.

High priority hazards for GCISD, based on frequency and scope of impact, were determined to include winter weather, other severe weather such as tornadoes and high winds and power outages. Possible other hazards with major impact on the campus include irate visitors, intruders on campus, pipeline explosion, train derailment, and a suspicious/ package or device, phone in threats (e.g. bomb and shooting), main line breakage, students at risk and families in distress.

4. Resources and Agreements

GCISD's leadership recognizes the importance of partnership with municipalities and businesses in the District. Appendix 6 contains additional information on resources and agreements. The District has agreements in place for the following:

- Reunification sites for each instructional facility as noted in Appendix 4.
- Chisholm Trail Chapter of the Red Cross for short term shelter locations – Colleyville Middle outside gym and Heritage Middle gyms - review and renew every two years starting in August 2014
- Participation in Tarrant County Emergency Management

5. School Safety and Security Committee

The School Safety and Security Committee is established in Texas Education Code (TEC) 37.109. The GCISD Safety and Security Committee meets according to the rules established in the TEC, including meeting at least three times per school year and posting the meetings according to Chapter 551 of the Texas Government Code. The members of the GCISD School Safety and Security Committee for 2019-2020 are:

Board President, Lisa Pardo
Trustee, Becky St. John
Superintendent, Dr. Robin Ryan
Deputy Superintendent, Dr. Brad Schnautz
Grapevine Fire Chief, Darrell Brown
Grapevine Chief of Police, Michael Hamlin

Grapevine Emergency Management Coordinator, Matt Feryan
Colleyville Chief of Police, Michael Miller
Colleyville Fire Chief, Mark Cantrell
Colleyville Emergency Management Coordinator, Kenny Phillips
Colleyville Fire Marshal, Robert McKeown
Grapevine Police Sergeant & Director of SROs, Jason Keller
Colleyville Police Officer and CHHS SRO, Gary Moore
Grapevine Police Officer and GHS SRO, Terry Caldwell
Euless Police Lieutenant, Todd Murphree
Euless Emergency Management Coordinator, Suzanne Hendrickson
Chief Financial Officer, DaiAnn Mooney
Chief Technology Officer, Kyle Berger
Parent, Jill Tate
Parent, Chris Doty
Chief Operations Officer, Paula Barbaroux
Executive Director of Instructional Leadership, Conrad Streeter
Executive Director of Instructional Leadership, Dr. Shiela Shiver
Executive Director of Communications, Kristin Snively
CHHS Principal, Dr. Lance Groppe
GHS Principal, David Denning
BCES Principal, Bryan Calvert
Director of Counseling Services, Emberly Hill
Director of Nursing Services, Amy Howard
Psychologist, Dr. James DePetro
Director of Facility Services, James Hoey
Director of Transportation, Manny Rubio
Director of Athletics & Activities, Jay Zeller
Director of Emergency Management & School Security, Allen Smith

D. Planning Assumptions and Limitations

The GCISD Emergency Operations Plan is a framework that includes guidelines, plans, and structures that support the District's emergency management mission. GCISD will review and update the plans and support documents through activities that are consistent with the Texas Unified School Safety and Security Standards and designed to enhance the District's ability to support school-centered emergency management processes before, during, and after emergency incidents.

1. Assumptions

By stating the planning assumptions, GCISD is allowed to deviate from the plan, should certain assumptions prove not to be true during operations. The GCISD EOP assumes:

- GCISD will continue to be subject to threats, hazards, and vulnerabilities described in the Threat/Hazards Assessment Summary, as well as hazards or threats that may develop in the future.

- A major incident could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- Action is required immediately to save lives and protect school property. A single-site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from district administration or local response agencies.
- Following a major or catastrophic incident, the district or any of its facilities may have to rely on their resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most incidents. Due to the amount of time 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.
- Actions taken before an incident, such as creating a positive school environment and conducting fire inspections help prevent or reduce incident-related losses.
- Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be used during emergencies.
- Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special training or capabilities may be asked to perform tasks other than their daily assignments.
- Maintaining the district and campus EOPs can improve the district's readiness to respond to incidents.
- A culture of preparedness among district employees, community first responders and emergency management, students, and families will result in providing assistance and support for emergency incidents.

2. Limitations

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

II. Concept of Operations

A. National Incident Management System

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

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

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

1. Implementation of the Incident Command System

GCISD departments, campuses, and staff have emergency functions in addition to normal day-to-day duties. The District uses the Incident Command System (ICS) in managing emergency incidents and planned events. Many

responsibilities are inherent to an individual's primary job. During emergency situations, normal organizational arrangements may be modified to facilitate emergency operations. Because school districts are unique in their staff skill sets, GCISD has adapted the NIMS ICS principles and assignments to fit our staff and still maintain the integrity of the standards.

2. Initial Response

GCISD employees are usually first on the scene of a school-based incident and are expected to manage the incident until it is resolved or command is transferred to a first responder or someone more qualified to assume responsibility. GCISD officials will seek guidance from local, State, and Federal organizations, via appropriate channels, where necessary.

At the District level, the Superintendent or designee will serve as the Incident Commander. At the campus level, the Incident Commander will typically be the principal or their designee. At other District facilities, the building administrator, or their designee, may fill that role. When criminal activity is involved, City and local law enforcement will assume the command function.

B. Operational Guidance

While NIMS sets the foundation on how to consistently respond to an emergency, GCISD has adopted the Standard Response Protocol Extended Version (SRP-X) from the I Love U Guys Foundation to address how to respond in an emergency. The SRP simplifies campus responses to 5 Actions – Lockdown, Lockout, Evacuate, Shelter and Hold - and provides a consistent approach to weather events, fires, accidents, intruders, and other threats to student safety. The SRP is based not on individual scenarios but on the response to any given scenario.

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

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKOUT! Get inside. Lock outside doors.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock outside doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! To the announced location.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! Hazard and safety strategy.

STUDENTS

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

TEACHER

Lead safety strategy
Take attendance



HOLD! In your classroom. Clear the halls.

STUDENTS

Remain in the classroom until
the "All Clear" is announced

TEACHER

Close and lock classroom door
Business as usual
Take attendance



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CLEAR THE CLASSROOM!

GCISD has developed a response action for Clear the Classroom! This is used in the event disruption in a classroom necessitates removing students to another location of the building. This can be due to a variety of reasons. These may include things like providing medical assistance in the classroom, addressing a disciplinary matter or any other reason the staff deems appropriate.

III. Organization and Assignment of Responsibilities

A. During an Incident

In the event that the District EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise, training, and the needs of the incident. GCISD departments, campuses, and staff have emergency functions in addition to normal day-to-day duties. The District uses the Incident Command System (ICS) in managing emergencies. Many responsibilities are inherent to an individual's primary job. Roles will be pre-assigned. During emergency situations, normal organizational arrangements will be modified to facilitate emergency operations that include:

1. Superintendent

The Superintendent may serve as the Incident Commander or delegate that authority to a qualified individual. The Incident Commander (IC) provides guidance for emergency response, recovery, and continuity of operations. In most cases, the incident commander at the campus will be the principal or their designee. At other District facilities, the building administrator, or their designee, may fill that role. When criminal activity is involved, law enforcement likely will assume the command function and when fire or hazardous materials incidents are involved, that function usually falls to the fire department. In incidents where someone other than a District employee assumes command, the District will ensure, at a minimum, that it provides a liaison to the Command Post. Incidents may evolve into a Unified Command and/or Area Command depending upon the incident scope and duration.

2. District-Level Administrators and Support Staff

In most cases, the primary responsibility for an emergency function is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. In most, but not all cases, the lead responsibility rests with the District. District-level employees will:

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

3. The District Emergency Operations Center (EOC) – This information is not for release

The District EOC may be activated for events where different emergency objectives are conducted at geographically separate locations in the District. Information about the EOC has been removed and shall remain confidential.

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

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

4. State, Federal, & Other Support

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

B. Responsibilities Before, During, and After an Incident

1. Superintendent

- Develop, implement, and promote a comprehensive school-centered emergency management program
- Communicate to the District's School Safety and Security Committee the objectives and priorities for the District emergency management program
- Advise School Board of Trustees members of emergency situations and provide periodic reports as needed

- Monitor situations; provide direction related to dismissing school; 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
- Upon activation of District EOC, serve as the EOC lead or designate a representative to do so
- Ensure, without compromising the confidentiality of the plan, that the public is informed about District efforts related to incidents
- Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses, and execute appropriate memorandums of understanding 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

2. District Emergency Manager

- Serve as the emergency management lead for the District
- Ensure that departments and agencies participate in emergency planning, training, and drills/exercises
- 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

3. Campus Principals/Facility Managers

- Serve as campus lead for the event following expectations outlined in the campus plan

4. District Support Staff

- Support District prevention, protection, mitigation, response, and recovery actions following expectations outlined by the Texas Unified Safety and Security Standards

5. Campus/Facility Staff

- Support campus/facility prevention, protection, mitigation, response, and recovery actions following expectations outlined by the Texas Unified Safety and Security Standards
- Take on appropriate support roles as qualified and authorized
- Help ensure student, faculty, and staff accountability and safety
- Relay emergency information and communication with the command post, as appropriate
- 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

6. Additional Support and Common Responsibilities

- 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 GCISD and/or local government may be called upon to assist.
- Maintain internal emergency plans and SOGs with provisions for communication, supplies, equipment, safety accountability, and personnel support according to established criteria.
- Advise the Superintendent when a department, facility or campus cannot carry out roles as described in the planning documents, or when changing circumstances necessitate plan re-evaluation.
- Provide regular status reports on department, facility or campus resources, activities and emergency conditions about which District administration and/or SROs should be aware.
- Keep accurate financial records for responding to emergency situations, including but not limited to personnel (regular and overtime, including benefit calculations), equipment, supplies and services. The

documentation may be required to seek local, state and federal assistance and reimbursement.

- Take part in regular training, drills, exercises and program reviews relating to emergency operations and school safety.

7. Campus Functions

- Campus administrators will develop safety and security plans that complement the District EOP and that are tested by drills and exercises as set forth in State law and identified by best practices.
- As identified in state law (TEC §37.108), in state and national best practices, and in GCISD administrative regulations, every school year, campuses shall schedule and complete the following drills and evaluate the effectiveness of each. See Section VI for additional information.
 - **Lockout** – One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session
 - **Lockdown** – One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session
 - **Evacuation** – At least one each school year independent of fire drills
 - **Shelter** – (Shelter/Weather) One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session. Scenarios for differing types of SRP Shelter drills should be considered (weather, bomb, hazmat)
 - **Fire** – One drill each month of the school year and during Summer session and other programs
 - **Reverse Evacuation** – One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session
 - **Hold** - One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session

- **Clear the Classroom** - One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session

IV. Direction, Control, and Coordination

A. Emergency Authorities

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

Emergency Declaration: In the event of riot or civil disorder, the chief elected official may ask the Governor to issue an emergency declaration for the entire jurisdiction, including the District, and take action to control the situation.

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

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

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

B. Incident Command System (ICS)

The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response and recovery operations. In some circumstances, the Superintendent may also be the Incident Commander. The Incident Commander, assisted by a staff sufficient for the tasks to be performed, manages the emergency response from the Incident Command Post until local emergency services arrive. The Incident Commander may not always be the Superintendent or a District employee.

During emergency operations, the GCISD administration retains administrative and policy control over District employees and equipment. However, personnel and equipment will carry out mission assignments directed by the Incident Commander.

Each department is responsible for having operating procedures to be followed during response operations, but inter-departmental procedures, such as a common communications protocol, may be adopted to facilitate coordinated effort. The District-level ICS is organized, in keeping with the NIMS, into the following functions:

- **Incident Commander**
- **Operations Section**
- **Planning Section**
- **Logistics Section**
- **Finance/Administration Section**

We have added our internal department descriptions to help our staff understand how they fit into the overall command structure. Individuals and specific duties assigned to each function are contained in Appendix 5 (flowchart) of this plan.

C. Coordination with District Emergency Management Team

The District EMC serves on the District Emergency Management Team. The Team is convened at least twice a year, as required by District policy or regulation, or as necessary following real-world events or exercises that indicate the need for updates to the EOP. The District Emergency Management Team ensures compliance with laws and mandates pertaining to the District's emergency management program and supports the District's Emergency Management planning, training, and exercising activities.

D. District Emergency Operations Plan

The GCISD EOP is maintained by the District Emergency Management Coordinator and reviewed at least annually. Ongoing planning is conducted in collaboration with first responders and local emergency management. The EOP is shared with the School Board of Trustees in a closed session annually and major revisions approved formally by the School Board President and Superintendent on an annual basis.

E. Coordination with Responders

When external agencies respond to an emergency situation within the District, it is the GCISD expectation that they will conform to the guidance and direction provided by the GCISD Incident Commander, which will be in accordance with the NIMS. If a school incident is within the jurisdiction of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The District Incident Commander may be integrated

into the Incident Command structure or assume a role within a Unified Command Structure.

F. 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.

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, and formal and informal agreements, lists of which are included in Appendix 4 and 6 to this plan and that summarizes the agreements and identifies the officials authorized to request those resources.
- Summon contracted emergency service resources as identified through District purchasing practices and maintained in the District Finance office.
- Request assistance from recognized volunteer and community groups.
- Request assistance from industry or individuals who have resources needed to deal with the emergency situation.

G. Emergency Communications

GCISD uses the District website, <https://www.gcisd.net>, as well as campus pages, GCISD Facebook and Twitter notification service to inform the public, including staff, students and parents. GCISD uses School Messenger (voice, text and email) for notifications to parents. GCISD uses Code GCISD to communicate with internal staff and students (text and email).

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

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

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

Primary public alert systems used by Tarrant County include fixed outdoor sirens, and mass notification systems such as Code Red and Nixle. At this time, Cities and Tarrant County servicing GCISD use the following notification systems. The City of Colleyville and the City of Grapevine use Code Red to notify the community of emergency and community news. The City of Euless uses their own Wireless Emergency Network Service to notify their community members of emergency and community events. Tarrant County Emergency Management uses Nixle for emergency notifications.

H. Emergency Facilities

1. Incident Command Post

The Incident Command Post will be established at or near an incident or emergency scene (e.g. at a campus), and the Incident Commander will be responsible for directing the emergency response and managing the resources at the incident scene.

2. Emergency Operations Center

The District Emergency Operations Center (EOC,) is a location where key decision makers gather to support the Campus Incident Command management and is located at GCISD Administration building.

The District EOC, when activated, will support campus Incident Command Post operations and manage state and local requests for resources.

Events where there is no specific hazard impact site (such as a severe winter storm or area-wide utility outage) may be coordinated from the District EOC.

The Superintendent or their designee may activate the District EOC.

EOC responsibilities are:

- 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.
- If necessary, suspend or curtail educational services or functions that use District or campus facilities.

- Provide emergency information.
- Communicate to stakeholders.
- Lines of Succession for GCISD 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.

I. Requesting Assistance

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

V. Information Collection, Analysis, and Dissemination

GCISD will collect, analyze, and disseminate information before, during, and after an incident.

A. Types of Information

Before and during an incident, GCISD assigns administrative staff to monitor the situation (e.g. weather, law enforcement reports, etc.) and this information is shared with the Superintendent or designee. Any immediate actions needed to address the incident will be identified.

After an incident, GCISD will assign staff to monitor web sites, social media, and hotlines of partner organizations involved in the incident recovery process (e.g. mental health, emergency management, and relief agencies). GCISD staff will also monitor our sources of information (e.g. emails, and phone messages) to identify any information critical to the District's recovery efforts.

B. Information Documentation

The assigned GCISD staff will document information gathered.

Documentation includes the:

- Source of Information
- Name(s) of who collected and analyzed the information
- Name(s) of who received the communication about the collected information
- Format/method for providing the information (e.g. written, electronic, phone)

- Date and time the information was shared

VI. Training and Exercises

A. Training

Training is an integral part of the District's emergency management program as it supports a common understanding of emergency management goals based on district and campus plans and guidance documents. The district supports a multi-year training program that sets measurable training objectives. District training programs include opportunities to provide awareness of the emergency management program to parents and guardians as well as training to ensure district personnel are familiar with emergency response protective actions and that designated staff can carry out direction and control in an emergency incident.

1. Faculty and Staff Training (including substitutes, support services and regular volunteers)

Professional development is a continuous process in all areas of education, and emergency management is no exception. The District emergency management program includes training and evaluation component.

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

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

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

ICS-related courses for employees are found on the FEMA EMI website

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

The District departments or campus will determine who best fits the roles for the emergency management team and to serve as part of the district/campus

response. These assignments will determine the training each staff member needs.

2. Stakeholder, Student and Partner Awareness

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

3. Personal and Family Preparedness and Training

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

B. Exercises

As identified in state law (TEC §37.108), as well as in state and national best practices and GCISD Emergency Management Administrative Regulation, every school year campuses shall schedule and complete the following drills and evaluate the effectiveness of each.

Drill Type	Frequency (At Minimum)	Guidance
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SRP Lockout	One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session	<ul style="list-style-type: none"> Review procedures quarterly on how to quickly lock all doors in the access control system from a computer (no panic button available) during an event where doors may be unlocked.
SRP Lockdown	One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session	<ul style="list-style-type: none"> Ensure teachers, students, and office staff discuss what it means to be in Lockdown (i.e. no admittance to anyone) Provide ways for staff and students to share their concerns and suggestions with administrators
SRP Evacuation	One drill each school year independent of fire drills	<ul style="list-style-type: none"> Incorporate scenarios such as procedures associated with exiting after a lockdown, sheltering, regional hazard, reunification, weather, etc. Test evacuation procedures not usually addressed during a fire drill.
SRP Shelter (Shelter-in Place)	One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session. Scenarios for differing types of Standard Response Protocol (SRP) drills should be considered (weather, bomb, hazmat)	<ul style="list-style-type: none"> Consider local scenarios such as hazardous materials from a spill or an explosion Tornado, Bomb, Weather, Hazmat
Fire SRP Action – Evacuation	One drill each month of the school year, including each month during summer school and other programs TEC §61.1036 Section 3, F IFC Chapter 4, Section 405	<ul style="list-style-type: none"> One announced drill (first two weeks of school) One obstructed drill each semester One drill with special circumstances (scheduled during lunch, class change, accountability/reunifications issues, etc.)
Reverse Evacuation	One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session	<i>TIP: Consider doing this drill in combination with other drills.</i>
Hold	One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session	<ul style="list-style-type: none"> Remain in the classroom and await instructions Practice with PA and use the All-Call on classroom phones

Clear the Classroom	One drill within the first two weeks of a new school year, and additionally one drill each semester of each school year and one drill within the first week of the summer school session	<ul style="list-style-type: none"> • Consider practicing with AED drill
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Instructional facilities will also conduct emergency drills during summer school.

Non-instructional Facilities shall conduct drills as identified by State laws and state and national best practices and outlined below and in GCISD Administration Regulation, Emergency Management.

- Evacuation/Fire – once during the year
- Shelter-in-Place (SRP Weather/Shelter In Place) – once during each semester (weather, bomb, hazmat)
- Armed intruder – once during the year
- Reverse Evacuation – once during the year

VII. Administration, Finance and Logistics

A. Contracts and Agreements

Various private and public sector entities and volunteer organizations respond routinely and/or provide critical services to GCISD. A list of service providers and contract information is maintained by the GCISD Purchasing Department and reported to the Emergency Management Coordinator. Additionally, the District relies upon Mutual Aid Agreements, Memorandums of Understanding (MOU), or similar agreements to supplement emergency management programs and support activities.

B. Basic Documentation

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

During activation, the District EOC will maintain an incident log and collect documentation for any major incident. Individual departments, facilities and

campuses will maintain logs of major decisions, timelines, logistical deployment and other actions related to their areas of responsibility and accountability.

VIII. Plan Development and Maintenance

A. Development

State law (TEC §37.108) outlines the roles and responsibilities for emergency planning and coordination for school districts in the State of Texas. As such, the district is responsible for ensuring the appropriate development and distribution of this and other emergency management documents as well as any changes therein. In addition, each district and/or campus is responsible for the development and maintenance of appropriate planning documents to address responsibilities assigned in this plan including standard operating guidelines.

B. Record of Distribution

The GCISD Superintendent in coordination with the President of the Board of Trustees is responsible for approving and ensuring promulgation of this plan. They shall determine the distribution of this plan and its support documents. Plan copies, in both electronic and hard copy, shall be distributed to individuals, departments, campuses, facilities and organizations tasked in this document. Copies also should be made available to the District EOC and other key partners, as appropriate. Some individuals may receive only portions of this plan or its job aids.

Distribution of this plan will be documented using the Record of Distribution form found in Appendix 2. Changes to this plan will be documented using the Record of Change form at the beginning of this document.

C. Plan Review and Updates

The Superintendent or designee shall be responsible for ensuring the development, implementation and promotion of this plan in conjunction with all local, state, regional and federal emergency management and Homeland Security planning guidance.

Prior to the start of each school year, the District will complete a review of the GCISD Emergency Operations Plan and campus plans as well as support documentation. The Plan will be updated accordingly. This includes updates to organizational and contact information, data; assignment of responsibilities and documentation related training, drills and exercise. The entire GCISD emergency management program is subject to ongoing self-assessments as well as an audit once every three years as prescribed by state law (TEC §37.108).

IX. Authorities and References

A. Federal

- Americans with Disabilities Act
- Education for Homeless Children and Youth Program Title VII-B of the McKinney-Vento Homeless Assistance Act (as amended by the No Child Left Behind Act of 2001 Non-Regulatory Guidance)
- Emergency Management and Assistance, 44 CFR
- Emergency Planning and Community Right-to-Know Act, 42 USC Chapter 116
- Family Educational Rights and Privacy Act (FERPA), Title 34, Part 99 CFR
- Federal Emergency Management Agency (FEMA), Guide for Developing High-Quality School Emergency Operations Plans
- Federal Emergency Management Agency (FEMA), Sample School Emergency Operations Plan, November 2013
- Federal Emergency Management Agency (FEMA), Continuity Guidance Circular (CGC) 1, July 2013
- Federal Emergency Management Agency (FEMA), Continuity Guidance Circular (CGC) 2, October 2013
- Federal Emergency Management Agency (FEMA), Local Mitigation Planning Handbook, March 2013
- Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action 2011
- Health Insurance Portability and Accountability Act (HIPAA) of 1996, as amended. (42 U.S.C.)
- Homeland Security Act of 2002
- Homeland Security Exercise and Evaluation Program (HSEEP), Department of Homeland Security, April 2013
- Homeland Security Presidential Directive, HSPD-3, Homeland Security Advisory System
- Homeland Security Presidential Directive. HSPD-5, Management of Domestic Incidents

- Homeland Security Presidential Directive, HSPD-7, Critical Infrastructure Identification, Prioritization, and Protection
- Homeland Security Presidential Directive, HSPD-8, National Preparedness
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, (as amended), 42 U.S.C. 5121
- The Disaster Mitigation Act of 2000, PUBLIC LAW 106-390
- The National Disaster Recovery Framework, September 2011
- The National Incident Management System, December 2008
- The National Mitigation Framework, May 2013
- The National Preparedness Goal, September 2011
- The National Preparedness System, November 2011
- The National Prevention Framework, May 2013
- The National Response Framework (2nd Ed.), May 2013
- NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity Programs
- U.S. Department of Education Guide to School Vulnerability Assessment: Key Principles for Safe Schools, 2008
- U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 101 (CPG 101): Developing and Maintaining Emergency Operations Plans, Version 2, 2010
- U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 201 (CPG 201): Threat and Hazard Identification, and Risk Assessment Guide National Infrastructure Protection Plan, Education Facilities Subsector, April 2012
- White House, Empowering Local Partners to Prevent Violent Extremism In The United States, 2012

B. State

- Administrative Code, Title 37, Part 1, Chapter 7 (Division of Emergency Management)
- Chapter 81 - Disease Control Act

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

C. Local

- School Board Policy and GCISD Board of Trustees
- District Administrative Regulations

- Memorandums of Understanding and collaborative working agreements and inter-local agreements
- City/County Emergency Management Ordinance(s), Orders, Proclamations and Declarations

Record of Changes

Grapevine-Colleyville Independent School District Emergency Operations Plan

Change #	Date of Change	Change Entered By	Change Notes	Page Number of Change
##	XX/XX/XX	John Doe	Updated Hazard Assessment	Section XX.X
1.	9/13/2019	Allen Smith	Update Footer Date	All pages
2.	9/13/2019	Allen Smith	Changed Logo on title page	Page 1
3.	9/13/2019	Allen Smith	Added "this page intentionally left blank"	Page 3
4.	9/13/2019	Allen Smith	Corrected Table of Contents pages	Page 4
5.	9/13/2019	Allen Smith	Updated enrollment number and campus information	Page 8
6.	9/13/2019	Allen Smith	Added "Mental Health Strategies and Programs"	Page 8
7.	9/13/2019	Allen Smith	Added Information About Mental Health Strategies and Programs	Page 9
8.	9/13/2019	Allen Smith	Deleted "within the required time of the next triennial reporting period"	Page 10
9.	9/13/2019	Allen Smith	Added "every three years according to the reporting requirements and after review by the School Safety Committee"	Page 10
10.	9/13/2019	Allen Smith	Added, "phone in threats (e.g. bomb or shooting), main line breakage, students at risk and families in distress	Page 10
11.	9/13/2019	Allen Smith	Deleted "having collaborative agreements in place prior to a critical incident"	Page 10
12.	9/13/2019	Allen Smith	Added "partnership with municipalities and businesses in the District and bullet	Page 10

			point "Participation in Tarrant County Emergency Management"	
13.	9/13/2019	Allen Smith	Added "School Safety and Security Committee" Section 5 with description and roster	Page 10-11
14.	9/13/2019	Allen Smith	Added "CLEAR THE CLASSROOM!" and description	Page 16
15.	9/13/2019	Allen Smith	Specific information about the EOC is confidential and therefore has been removed from the public version	Page 17
16.	9/13/2019	Allen Smith	Added Hold! And Clear the Classroom! drills and requirements for drill practice	Page 20-21
17.	9/13/2019	Allen Smith	Corrected District Website address to "www.gcisd.net"	Page 23
18.	9/13/2019	Allen Smith	Deleted "local websites", added "local news media outlets", "provide"	Page 26
19.	9/13/2019	Allen Smith	Added "Communicate with Stakeholders"	Page 25
20.	9/13/2019	Allen Smith	Added "Awareness" to Section 2. Added "regular" to volunteers, added "as well as proper response to emergency events"	Page 27
21.	9/13/2019	Allen Smith	Added "Hold And Clear the Classroom" and frequency of drills as well as bullet points	Page 29
22.	9/13/2019	Allen Smith	Added "The Plan will be updated accordingly"	Page 30
23.	9/13/2019	Allen Smith	Added "District Administrative Regulations"	Page 34
24.	9/13/2019	Allen Smith	Updated Record of Change	Page 35-37

Appendix 1

Emergency Operations Planning Team

Grapevine-Colleyville Independent School District Emergency Operations Plan

Title	Name	Signature
Superintendent	Dr. Robin Ryan	
Deputy Superintendent	Dr. Brad Schnautz	
Chief Operations Officer	Dr. Paula Barbaroux	
Chief Financial Officer	DaiAnn Mooney	
Executive Director of Communications	Kristin Snively	
Exec. Directors, Instructional Leadership	Dr. Shiela Shiver Conrad Streeter	
Executive Director of Human Resources	Gema Padgett	
Director of Risk Management	Michele Linn	
Director of Health Services	Amy Howard	
Director of Facility Services	Jim Hoey	
Facility Manager	Ramon Castanuela	
Chief Technology Officer	Kyle Berger	
Director of Purchasing	Donna Brennan	
Director of Counseling	Emberly Hill	
Director of Special Services	Joann Wiechmann	
Director of Communications	Addison Elliott	
Executive Director of Athletics	Bryan Gerlich	
Director of Athletics	Jay Zeller	
Director of Transportation	Manny Rubio	

Security Systems Engineer	Ruben Aldaz	
Director of Emergency Management and School Security	Allen Smith	

