Trinity Valley Community College District

Basic Plan

October 2023

PROMULGATION STATEMENT

Trinity Valley Community College District and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, all faculty and staff, substitute teachers, and students must be prepared to respond efficiently and effectively to an incident. Through its comprehensive emergency management program, the Trinity Valley Community College District 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 Trinity Valley Community College District 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 Trinity Valley Community College District Multi-hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. It is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed and updated at least annually and is to be regarded as guidelines rather than performance guarantees.

The President 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 President 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 President may also identify individuals whose responsibilities are to support the district emergency management program. Significant changes to this EOP will be signed by the President.

President _____

Date Signed _10/18/23_

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

RECORD OF DISTRIBUTION

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

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

The purpose of this multi-hazard emergency operations plan (EOP) is to educate and inform the district on what to do before, during, and after an incident by outlining the responsibilities and duties of administrators, faculty, staff, substitute teachers, students, response agencies, and the community. The goal of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency management practices, relationships, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been tailored to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

Trinity Valley Community College District will review and update this EOP at least annually. These revisions will enhance our ability to support all phases of emergency management.

B. Scope

This EOP addresses district planning for all incidents and is applicable to all district facilities and campuses and ensures that individuals with disabilities, those with access and functional needs, and those with limited English language proficiency are addressed.

SECTION 2.0 – LEGAL REQUIREMENT

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

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview

To provide an effective response to an incident, this multi-hazard emergency operations plan (EOP) may be activated in part or in whole, as necessary, by the President or designee.

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Anderson County, Henderson County, Kaufman County, City of Athens, City of Kaufman, and City of Terrell.

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 college has 5 campuses. 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 shutoffs is included in the Facilities Access Management Annex.

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

4. Hazard Summary

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

5. Resources

Trinity Valley Community College District will use its own resources to respond to incidents. If these resources prove to be inadequate, the district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

The district has 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.

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.

2. This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan as necessary.

3. Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.

4. All facilities and campuses have created site-specific plans addressing their identified hazards.

5. Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly which may prevent an incident from occurring.

6. An incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty and staff should not wait for directions from local response agencies before activating this EOP, thus protecting lives and property.

7. Probable or developing conditions may result in leadership making the decision to delay or cancel events in order to avoid potential injury or loss of life if conditions were to evolve into an incident.

8. Incident management will be conducted in a manner consistent with the principles contained in the U.S. Department of Homeland Security National Incident Management System (NIMS) doctrine.

9. We are prepared to take initial response actions until help from responding agencies is available.

10. Upon arrival, a member of the district or a responding agency (for example: law enforcement, fire) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the incident.

11. An intentional threat against the district will result in security and law enforcement response actions.

12. A quick and appropriate response will reduce the number and severity of injuries.

13. A large-scale incident requires an effective and coordinated response between the district, community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.

14. During an incident, faculty and staff are expected to perform tasks beyond their daily duties.

15. Utilities (for example: water, electrical power, natural gas, telephone communications, radio systems, cell towers, information systems) may be interrupted due to an incident.

16. Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.

17. Conducting regular drills, exercises, and trainings with students, faculty, and staff on the hazards identified in this EOP improves our readiness to respond to incidents and reduce incident related losses.

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

The multi-hazard emergency operations plan (EOP) is based on an all-hazards approach and may be activated in its entirety or in part, based on the incident and decisions of leadership.

This EOP does not replace the responsibility of each facility and campus to develop and test emergency plans. To the extent possible, the same personnel and resources used for daily operations will transition to response operations. Faculty, staff, and resources may be limited, so some routine services and activities that do not contribute to the incident response will be redirected or suspended to accomplish response and recovery efforts.

The President 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 President 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 January 15, 2016.

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 Higher Education.

1. Prevention: Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.

2. Mitigation: Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural

changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.

3. Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Examples: Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc.

4. Response: Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.

5. Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

D. Physical and Psychological Safety

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

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

This EOP, in compliance with Texas Education Code 37.108, includes strategies for ensuring any required professional development training for suicide prevention, grief-informed and trauma-informed care, and psychological first aid is provided to appropriate school personnel. These strategies, and additional information regarding psychological safety, are located in the Psychological Resilience 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 instructor and not the campus Chief of Police since the instructor has more expertise.

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

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Executive Staff	Responsibility	During Which Phase of Emergency Management it is Fulfilled
President	Assumes responsibility for emergency management planning, ensuring the process includes each phase of emergency management.	All Phases
	May designate an individual to serve as the emergency management coordinator who oversees the emergency management program.	Preparedness
	May identify individuals whose responsibilities are to support the emergency management program.	All Phases
	Approves and ensures promulgation of the multi-hazard emergency operations plan (EOP).	Preparedness
	Signs-off on all significant changes to this EOP.	Preparedness
	Activates, in part or in whole, this EOP in order to provide for an effective response to an incident.	Response
	Provides guidance for the direction and control of an incident according to NIMS and the district's emergency management program.	All Phases
	Assigns a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the community response to an incident.	Response
	Establishes a line of succession for making district decisions during an incident.	Preparedness Response
	Ensures this EOP is reviewed annually.	Preparedness
	Advises the board of trustees of incidents and provides periodic reports as needed.	Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Campus Directors	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, trainings, and after-action reviews.	Preparedness Recovery
Department of Public Safety	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	Preparedness

Department of Public Safety	identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	
	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
Board of Trustees	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
Transportation Department	Develops plans to recalls bus and van drivers.	Response
	Develops plans to adjust and adapt vehicle services.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Maintenance Department	Develops plans to surveys and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Food Service Department	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Counselors	Takes steps to ensure the safety of students, faculty, and staff.	All Phases
	Assists with the reunification of students with family or friends.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Faculty	Remains with students until directed otherwise.	Response
	Takes attendance of their class when relocating to a safe location.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Emergency Management Coordinator (EMC)	Oversees the emergency management program.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Public Information Officer (PIO)	Assumes responsibility as the official spokesperson for the district during an incident.	Response
	Creates and maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Emergency Communications Annex of the District's Basic Plan.	Preparedness
	Prepared and delivers accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

SECTION 6.0 – DIRECTION AND CONTROL

A. General Information

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

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

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

B. Chain of Command

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

1. President

2. Vice President of Student Services

3. Vice President of Business Services

C. Coordination with Response Agencies

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

1. Department of State Health Services

2. Anderson County Office of Emergency Management

3. Anderson County Sheriff's Department

4. Henderson County Office of Emergency Management

5. Kaufman County Office of Emergency Management

6. City of Athens Police Department

7. City of Kaufman Police Department

8. City of Palestine Police Department

9. City of Terrell Police Department

10. City of Athens Fire Department

11. City of Kaufman Fire Department

12. City of Palestine Fire Department

13. City of Terrell Fire Department

14. UT Health Emergency Medical Services

SECTION 7.0 – PUBLIC INFORMATION OFFICER

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

SECTION 8.0 – ADMINISTRATION AND SUPPORT

A. Purchasing

1. The district business services division 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. Trinity Valley Community College District 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 the district's board policies.

B. Reporting

1. Situational Reports

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

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

   a. ICS Form 213, General Message, will be used immediately as needed.
      - 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").

   b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.
      - ICS Form 214 is the form that can be used by every individual to keep track of important activities during an incident.

   c. The FEMA forms can be downloaded using this link: https://training.fema.gov/emiweb/is/icsresource/icsforms/.

C. Recordkeeping

1. The following records will be kept during an incident and retained in the manner described in point three below for as long as the district's legal department recommends:
   a. Records related to purchases (mentioned above in the Purchasing paragraph).
   b. Activation and deactivation of incident policies, procedures, and resources.
   c. Major commitments of resources or requests for additional resources through formal agreements.
   d. Significant changes in the incident situation.

2. Records can be easily damaged during an incident. Efforts will be made to protect them in order to resume daily operations. These records include but are not limited to: legal documents, student files, and faculty and staff files.

3. Essential records will be protected and are maintained in collaboration with the President and records retention officer. These records will be stored and kept in accordance with legal requirements for document retention.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS

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

A. After-action reviews (AARs) will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.

B. The current EOP will be reviewed annually by the EOP Planning Team, response agencies, and others having roles and responsibilities mentioned in this EOP. This annual review has been established by the President. 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 President to sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new President assumes leadership.

F. The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an incident by those individuals and agencies (both internal and external) responsible for assisting the district during all phases of emergency management.

SECTION 10.0 – EXPLANATION OF TERMS

A. Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center

FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
NIMS	National Incident Management System
PIO	Public Information Officer
TEA	Texas Education Agency
TxSSC	Texas School Safety Center
UC	Unified Command

B. Definitions

1. Actions: Critical activities that need to be accomplished during all phases of emergency management.

2. Agreement: Can consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and community organizations to ensure resources are available during an incident.

3. Contracts: Legally binding agreements between parties obligating one to provide goods or services for consideration or payment.

4. Drill: A preparedness activity designed to train individuals on responding effectively during an incident when loss of life or property are at risk.

5. EOP Planning Team: An individual, a collaborative team of individuals, a new team, or an existing team or committee that is responsible for developing, reviewing, and updating the district's multi-hazard emergency operations plan (EOP).

6. Exercise: A preparedness activity designed to practice and assess, in a more realistic setting than a drill, the actions of individuals responding to an incident when loss of life or property are at risk.

7. Hazard: A situation that has the potential to adversely impact the safety of individuals or cause damage to property.

8. Incident: A situation that adversely impacts the safety of individuals or causes damage to property.

9. Incident Action Plan: A document that is prepared after the first 24 hours of an incident that identifies the goals and objectives that need to be accomplished during a stated time period.

10. Incident Command Post: The location where incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the incident is accomplished.

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

12. Incident Commander: The individual who has overall responsibility for managing the response to the incident.

13. Interlocal Agreement: Written formal agreements between two governmental entities made in accordance with Texas Government Code Title 7, Chapter 791, that are often binding and include performance expectations. These agreements essentially act like contracts between government entities.

14. Memoranda of Understanding: Formal or informal agreements between two government entities that, in its simplest use, creates a general understanding or level of cooperation between the entities that may not be binding. In practice these are often used as a more formal agreement, similar to an Interlocal Agreement, where they may define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues.

15. Mutual Aid Agreement: A formal written agreement between the district and another government entity that commits the participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials, or services during emergency incidents with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

16. National Incident Management System: A set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management in order to reduce the loss of life or property.

17. Resources: Includes personnel, equipment, supplies, and facilities available to be used during an incident.

18. Unified Command: Similar to the Incident Commander; however, now two or more individuals, with authority in different agencies, join together to create one leadership role that has overall responsibility for managing the response to the incident.

SECTION 11.0 – ATTACHMENTS

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

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
Tornado	6	10	3	6	25
Active Shooter (Attacker)	3	10	1	4	18
Communicable Disease	6	6	0	4	16
Major Utility Loss	9	2	0	4	15
Severe Thunderstorm	9	2	1	2	14
Winter Storm	6	2	1	4	13
Flooding	6	2	2	2	12
Highway Accident/HAZMAT	6	2	0	2	10
Cyber Attack/ Ransomware	6	0	0	4	10
Hurricane/Tropical Storm	3	2	1	2	8
Pipeline Release	3	2	1	2	8
Wildfire	6	2	0	0	8
Chemical Plant Release	3	2	0	2	7
Earthquake	1	2	1	2	6
Train Derailment	3	2	0	0	5

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

A. Resources Needed by the District

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

RESOURCES NEEDED BY THE DISTRICT PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)
Henderson County Sheriff's Office	Interlocal Agreement	Public Safety Radio Service

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)

Attachment 3: Safety and Security Audits (more information found in Section 5.0, Committees Table, included in responsibilities for the School Safety and Security Committee)

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

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

SECTION 12.0 – ANNEXES

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

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

Active Threat Annex
Catastrophic Building Damage Annex
Communicable Disease Annex
Continuity of Operations Plan Annex
Cybersecurity Annex
Emergency Communications Annex
Evacuation and Shelter-in-Place Annex
Facilities Access Management Annex
Hazardous Materials Annex
Psychological Resilience Annex
Reunification Annex
Severe Weather Annex
Training and Exercise Annex
Utilities Annex

Annex Page Placeholder