Pearland ISD

MULTI-HAZARD EMERGENCY OPERATION PLAN

2023-2024

Document Change Record

This document annotates the major changes to the Basic EOP Plan during the 2022 update. All changes from the update process were included as best as possible and are in blue font. Minor changes such as typographical, spelling, capitalization, etc are not included.

Date	Location	Change	Reason for Change	Recommended By
	Page 4	Added a Record of Changes page	Track changes	TxSSC
	Page 11 Concept of Operations	Added the 5 phases of emergency management	Senate Bill 11 Update	TxSSC
	Page 59 Appendix 9: Drill Guidance	Updated table	TxSSC recommendations	TxSSC
	Page 66 Appendix 11: School Safety Standards	Removed Appendix 11	Update currently in progress	TxSSC
	Page 22 Chain of Command	Added Chain of Command	TxSCC recommendation	TxSCC
	Pg 3, 12 & 28	Removed specific name and replaced with "Superintendent"	Wanted consistency if superintendent were to change	Safety Committee
	Pg 36- Planning Team Roster	Updated superintendent to reflect new change	Needed to update due to new superintendent	Safety Committee
	Pg 40- Safety Team Committee	Updated superintendent to reflect new change	Safety committee	Safety committee
	Annex G- Active Threat Annex	Addition of Active Threat Annex	Need to add information in case of active threat	TXSSC
	Pg 14-	Addition of Physical and Psychological safety added	TxSSC Recommendation	TxSSC
	Pg 240	Added active shooter annex to the active threat annex	TxSSC Recommendation	TxSSC
07/2023	Annex I	Added Severe Weather Annex, Flooding appendix, hurricane appendix, Severe Thunderstorm appendix, Tornado appendix, Winter Storm appendix,	TxSSC required addition	TxSSC
07/2023	Annex J	Added Hazardous Materials Annex, Fixed facility hazmat appendix, Highway Hazmat appendix, On campus Chemical Release appendix, Pipeline appendix, Train Derailment appendix, Radiological Emergencies appendix	TxSSC required addition	TxSSC
9/2023	Pg. 55	Added Brazoria County Health Department updated Inter-Local Agreement	School health coordinator	School health coordinator

SECURITY STATEMENT

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

PROMULGATION STATEMENT

Pearland Independent School District (Pearland ISD) and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility and all staff must be prepared to efficiently and effectively respond to an incident. Through its emergency management program, the District endeavors to ensure that Pearland ISD continues to provide a safe, orderly environment for students, staff, visitors, and support the community. The district emergency management program is comprehensive, all-hazard in nature and embraces state and federal standards as well as proven practices.

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

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

_____

Larry Berger
Superintendent of Schools

Date Signed _____

APPROVAL FOR IMPLEMENTATION

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

Approved: _____ Date: 10/25/2023
Brad Hayes
Director of Safe and Secure Schools

Concurred: _____ Date: 10/25/2023
Keith Ordeneaux
Specialist- Safe and Secure Schools

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Preface

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

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

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

Overview and Purpose

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

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

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

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

Goal

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

Audience

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

Scope

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

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

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

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

Support Documents

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

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

Situation and Assumptions

Situation

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

The Pearland ISD is a diverse school district that covers 48 square miles and is located within Brazoria county, Pearland city and has seven (7) non-campus facilities including Virgil Gant Educational Support Center, W.H. Backhaus Transportation Center, West Transportation Center, Pearland Stadium, Prensner Stadium, Maintenance & Operations Building, and Warehouse Annex. The District has twenty-four (24) campuses that include: H.C. Carleston Elementary, Challenger Elementary, Barbara Cockrell Elementary, C.J. Harris Elementary, E.A. Lawhon Elementary, Magnolia Elementary, Massey Ranch Elementary, Rustic Oak Elementary, Shadycrest Elementary, Silvercrest Elementary, Silverlake Elementary, Alexander Middle School, Sam Jamison Middle School, Rogers Middle School, Leon Sablatura Middle School, Berry Miller Junior High, Pearland Junior High East, Pearland Junior High South, Pearland Junior High West, PACE Center, Glenda Dawson High School, Pearland High School, Robert Turner College & Career High School, and Transition Center. The District includes individuals with disabilities, others with access and functional needs, or individuals with limited English proficiency. It also is recognized that schools serve as en loco parentis, the legal doctrine under which an individual assumes parental obligations and responsibilities including those related to safeguarding children.

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

Planning Assumptions

The Pearland ISD EOP assumes:

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

- The District is not an emergency response organization and therefore depends upon local emergency first responders for life safety and protection, including the services of law enforcement, fire, emergency medical and public health.

- An incident could occur at any time, and at any place. In many cases, dissemination of warning and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

- Action is required immediately to save lives and protect school property. An incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from District administration or local response agencies.

- Outside assistance from local fire, law enforcement and emergency managers will be available in most incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- In some cases, external resources covered by mutual aid agreement will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the District or any of its campuses or facilities may have to rely on their own resources to be self-sustaining for several hours or even days.

- There may be injuries to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries.

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- Students, staff and visitors with disabilities and others access and functional needs have the right to be included in all phases of the District emergency management program and supported in the response and recovery operations.

- Proper prevention and mitigation actions, such as creating a positive school environment, maintaining fire and health protocols, and conducting inspections, will prevent or reduce incident- related losses.

- Emergency functions tend to parallel day-to-day functions. Therefore, to the extent possible, the same personnel and resources used daily will be employed during emergencies.

- Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks. Personnel with special assignments, training or capabilities may be asked to perform tasks other than their daily duties.

- Whenever possible, the District will provide public information and instructions prior to and during emergencies and will coordinate response and recovery with local emergency managers and first responders.

- Faculty and staff are empowered to assess the seriousness of incidents and respond. The District regularly schedules training for faculty and staff.

- Non-District personnel who support the District, through written agreement or as identified in plans or guidelines are vetted through the District and authorized to work on its behalf. They may include representatives of local community, volunteer or faith-based organizations, as outlined Appendix 4 of this plan.

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

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

Concept of Operations

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

The District takes a comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the District's ability to prepare for, respond to and recover from emergency incidents of all kinds:

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. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities will have long-term sustained effect. Examples include structural changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, etc. Pearland ISD mitigation activities include but not limited to the following actions:

- All campuses have security vestibules
- Installation of bullet resistant glass at all campuses
- Dual fiber pathways at each campus
- Installation of repeater system to support digital handheld radios

Prevention: includes activities to avoid an incident or to intervene to stop an incident from occurring. Prevention involves activities to protect lives and protect property. Examples include cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc. Pearland ISD prevention activities include but not limited to the following actions:

- Raptor visitor check-in process at all campuses
- Access control at all locations
- Installation of security cameras and lockdown buttons at all campuses
- Mental Health Counselors placed on several campuses
- Safety and cleaning audits preformed at each location

Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response. Examples include conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary Pearland ISD preparedness activities include but not limited to the following actions:

- Required drill training for all employees
- Training requirements for employees
- Implementation of “I Love You Guys” response and reunification protocols
- Regularly scheduled drills and after-action meetings

Response: Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. Response activities include lockdown, sheltering, evacuation, search and rescue operations, fire suppression, etc. Pearland ISD response activities include but are not limited to the following actions:

- CPR and AED training for employees
- Stop the Bleed kits installed at each campus

- Training and use of Standard Response Protocols for specific actions during an incident
- Established reunification location and evacuation plans for District and individual campuses
- Creation of District Go Kits
- Training of counselors in Trauma informed care and grief counseling to aide in the psychological response and recovery of students, staff families during an emergency.
- Campus SROs and Pearland first responders will respond to emergency situations using ALERRT training to ensure the fastest response to a crisis.
- In the event of a natural disaster, Pearland ISD has entered into an agreement with the City of Pearland to provide shelter and staging areas for first responders.

Recovery: Encompasses both short-term and long-term efforts for rebuilding and revitalization of affected communities. Recovery activities include crisis counseling, restoration of utilities, rebuilding facilities, etc. Pearland ISD recovery activities include but are not limited to the following actions:

- Utilize Counseling, Guidance and Student Services Department personnel who have received specialized training to help restore a sense of safety, security, normalcy, and predictability to students, staff and families.

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.

Stakeholders

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

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

Interoperability

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

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

Readiness Levels

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

Explanation of Terms

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

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

Emergency Authorities

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

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

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

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

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

Resource Management

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

Organization and Assignment of Responsibilities

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

governmental entities and special districts that are part of the District as well as with neighboring school districts.

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

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

Organization

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

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

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

Assignment of Responsibilities

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

Executive Group

- Provide strategic guidance for emergency response, recovery and continuity of operations. Serve as the primary source of information to the general public and the news media.

- Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.

- The Executive Group includes the Superintendent, key members of the executive or leadership staff and other individuals designated by the Superintendent.

Support Group

- Assume roles within the incident command structure and assign personnel to both the incident scene and/or to the District EOC, staging and/or coordination areas.

- Help sustain emergency response and recovery at the scene or as part of staging and logistical support

- Support accountability and reunification efforts for campuses and other District facilities.

District Staff

Superintendent:

- Develop, implement and promote a multi-hazard school-centered emergency management program where the planning process embraces each emergency management phase.

- Communicate to the District's School Safety and Security Committee the objectives and priorities for a District emergency management program.

- Advise school board members of emergency situations and provide periodic reports as needed.

- Monitor situations; provide direction related to closing the District or a campus; seek mutual aid or other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources using ICS.

- Upon activation of District EOC, serve as the EOC lead or assign a representative to do so.

- Ensure, without compromising the confidentiality of the plan, that the public is informed about District efforts related to all phases of emergency management.

- Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses and execute appropriate mutual aid agreements and similar documents.

- Maintain documentation of administrative and legal activities. Assist in the gathering of information for situation or status reports and other recovery documentation.

District Emergency Management Coordinator:

- Serve as the emergency management lead for the District.

- Ensure that departments and agencies participate in emergency planning, training and drills/exercises.

- Ensures the District and campus emergency management programs include strategic, operational and tactical components.

- Oversee a viable emergency management program including audit reporting, plan maintenance, personnel, equipment, facility and resource needs; assigning program tasks to departments and agencies, as appropriate.

Campus Principals/Facility Managers:

- Bear the responsibility for the emergency management program on their respective campus or facility.

- Ensure development of campus emergency plans that contain operational and tactical guidance consistent with the District multi-hazard EOP.

- Ensure completion of drills and exercises needed to ensure plan maintenance and as identified by best practices and incident or event after-action reviews.

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- Ensure that campuses where summer school, extracurricular and contract activities are conducted have emergency guidelines in place that have been reviewed and tested through training, drills, and exercises.

All District Administrators will:

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

All Campus Administrators will:

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

Campus/Facility Staff will:

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

- Support District outreach efforts to educate themselves, students and the community about ongoing District preparedness efforts.
- Participate in planning, training and exercising to become familiar with District emergency operations plans.
- Help ensure that facilities are maintained, clean, safe and orderly.
- Support damage assessment and emergency protective measures.
- Additional Support

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

Common Responsibilities:

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

Direction and Control

During emergency operations, the District administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Each campus and department in the District are responsible for having operational plans to support emergency incidents. Direction, Control, and Coordination is specifically addressed in Pearland District's Annex A (Direction and Control) to this plan. The district will coordinate with Pearland PD, Pearland Fire Department and EMS in the event of a crisis or emergency.

Chain of Command

In accordance with Education Code 37.108(f)(1), the district's chain of command that designates the individual and other individuals responsible for making final decisions during a disaster or emergency situation and identifies other individuals responsible for making those decisions if the designated person is unavailable is listed below in the line of succession.

- *Superintendent*
- *Deputy Superintendent*

Emergency Operations

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

Expectations

District:

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

City/County in support of the District:

- The district will work in conjunction with Pearland PD, Pearland Fire department, Pearland Emergency Medical Services, and Brazoria County Sheriff department in the event of a crisis or emergency.
- Conduit to support District requests for assistance as well as requests from other entities for District resources
- Support emergency warning and notification, including public information
- Provide emergency response for life safety and protection
- Support resource and information sharing
- Support shelter and other emergency protective measures
- Provide disaster recovery coordination

Volunteer Organizations and Other District Partners:

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

State, Tribal, Federal, & Other Support:

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

Emergency Communications

The District uses Skyward, phone system and cellphones, handheld radios, Blackboard Messaging, and phone trees to ensure emergency communications. During emergency incidents, all non-emergency communication will be restricted on these devices. In addition, the District may use email, text messages, runners carrying hard-copy messages and/or social media applications to ensure emergency communications. All emergency communication using such mediums will be predicated with an “Emergency Communications” tag. Non-emergency communication will be given lesser priority and misuse of the Emergency Communications message tag may be subject to disciplinary actions if necessary. The District will coordinate emergency communication with local police, fire and emergency medical services via phone system of radios.

Emergency Alert and Warning

- The District uses Internet Web Sites https://www.pearlandisd.org/ and Skyward or Blackboard Connect notification service to inform the public.
- During emergencies, the District will work closely with local news media and use social and electronic media (such as Facebook, Twitter, websites, etc.) to provide clear and direct emergency information and updates.

- Emergency information will come from the Superintendent's office, or their designee, using ICS principles and include updates about the incident, areas affected, impact/potential impact upon the District, measures the District takes to ensure the safety and well-being of students and where/when to find more information.
- Television, District and local websites and radio will support warning and emergency information and the District coordinates response with local emergency management offices.
- The District will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including emergency notifications systems, to provide additional emergency information to its constituents.

District Emergency Operations Center (District EOC)

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

Activation Considerations include, but are not limited to:

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

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

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

Command Post(s)

The Incident Command Post usually is established at or near an incident or emergency scene and the Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene. Incident Command Posts and the utilization of the National Incident Management System are discussed in detail in Annex A: Direction and Control.

Unified Command

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

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

Joint Operations and Area Command

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

Requesting Assistance

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

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

Administration and Support

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

Documentation

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

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

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

Vital Record Preservation

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

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

Policies

Formal policies that support the District multi-hazard Emergency Operations Plan and the planning process are maintained under separate cover and available from:

https://pol.tasb.org/Home/Index/222

https://pol.tasb.org/Policy/Search/222?filter=emergency%20operations

Agreements

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

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

A list of existing agreements, including their authorization and expiration or review dates, is contained in Appendix 4 to this plan along with guidance regarding the channels for requesting assistance. Each agreement is executed by individuals empowered to do so on behalf of their

organization and reviewed annually, with renewals executed as applicable and approved by the Superintendent or their designee and in accordance with school board policy.

Maintenance and Changes

Superintendent, or his/her designee, is responsible for approving and ensuring promulgation of this plan.

Distribution

Superintendent, or his/her designee, shall determine the distribution of the plan and its support documents.

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

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

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

Appendix 8 identifies the distribution of the EOP and its components.

Review

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

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

Drills and Exercises

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

APPENDICES

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

For Official Use Only

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

Appendix 1: References and Acknowledgements
Appendix 2: Planning Team Roster
Appendix 3: Identified Threats & Hazards
Appendix 4: Existing Agreements
Appendix 5: Readiness Levels
Appendix 6: Resource Request Process
Appendix 7: Record Keeping & Reports
Appendix 8: Distribution of EOP & Supporting Documentation
Appendix 9: Drill & Exercise Guidance
Appendix 10: Glossary

APPENDIX 1: REFERENCES AND ACKNOWLEDGEMENTS

Acknowledgments

Federal

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

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

State

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

Relevant Texas School Organizations

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX 2: PLANNING TEAM ROSTER

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
District Emergency Management Coordinator Brad Hayes				☒ Yes ☐ No
Superintendent Larry Berger				☒ Yes ☐ No
Campus High School Representative John Palombo				☒ Yes ☐ No
Campus Junior High Representative Dana Miles				☒ Yes ☐ No
Campus Middle School Representative Andrea Clayton				☒ Yes ☐ No
Campus Elementary Representative Ryan Peterson				☒ Yes ☐ No
Finance Jorgannie Carter				☒ Yes ☐ No
Information Technology John Paul Estes				☒ Yes ☐ No

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
Facilities/Support Services Matt Cline				☒ Yes ☐ No
Food Services Dorothy Simpson				☒ Yes ☐ No
Transportation Keith Kaup				☒ Yes ☐ No
Athletics Ben Pardo				☒ Yes ☐ No
School-Based Law Enforcement Sgt. John Ostlund				☒ Yes ☐ No
School Board of Trustees Sean Murphy Crystal Carbone				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No

APPENDIX 2 ATTACHMENT A: SAFETY AND SECURITY COMMITTEE

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

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

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

Safety and Security Committee

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

Committee Membership

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

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

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

Table 2-1: Safety and Security Committee Roster

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
District Emergency Management Coordinator Brad Hayes				☒ Yes ☐ No
Superintendent Larry Berger				☒ Yes ☐ No
Campus High School Representative John Palombo				☒ Yes ☐ No
Campus Junior High Representative Dana Miles				☒ Yes ☐ No
Campus Middle School Representative Andrea Clayton				☒ Yes ☐ No
Campus Elementary Representative Ryan Peterson				☒ Yes ☐ No
School-Based Law Enforcement Sgt. John Ostlund				☒ Yes ☐ No
City of Pearland EM Peter Martin				☒ Yes No
Parent Austin Grote				☒ Yes No
Parent Lena Perez				☐
Teacher Lauren Leth				☐

Campus Safety Teams

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

Emergency Management Coordinator and Campus Coordinators

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

PEARLAND ISD EMERGENCY MANAGEMENT COORDINATOR DESIGNATION

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

To be completed by the Superintendent of Schools

☐ I HAVE NOT appointed a District Emergency Management Coordinator (EMC) and will personally direct the Pearland ISD emergency management program.	
☐ I HAVE appointed/re-appointed a District Emergency Management Coordinator (EMC) identified below to conduct the District's emergency management program.	
Effective Date:	This appointment is effective [DATE] and continues until [DATE].
EMC Name:	
Mailing Address:	
Office Phone Number:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

☐ I HAVE appointed an Assistant EM Coordinator identified below.

I HAVE NOT appointed an Assistant EM Coordinator and will personally serve the [DISTRICT NAME] ISD in that role.

Effective Date:	This appointment is effective [DATE] and continues until [DATE].
Assistant EMC:	
Mailing Address:	
Office Phone Number:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

Superintendent Signature **Date**

CAMPUS EMERGENCY MANAGEMENT DESIGNATION

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

To be completed by the Campus Principal

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

Principal Signature **Date**

APPENDIX 3: HAZARD ANALYSIS

Overview

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

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

Figure 1: Hazards Summary

	Likelihood of Occurrence	Estimated Impact on Public Health & Safety	Estimated Impact on Property
Hazard	*Unlikely/ Occasional/ Likely/Highly Likely*	*Limited/Moderate/ Major*	*Limited/Moderate/ Major*
Natural			
Drought	OCCASIONAL	LIMITED	LIMITED
Earthquake	UNLIKELY	LIMITED	LIMITED
Flooding	LIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Hurricane	LIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Tornado/High Winds	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR
Wildfire	UNLIKELY	LIMITED	LIMITED
Winter Storm	UNLIKELY	LIMITED	LIMITED
Severe Heat	LIKELY	LIMITED	LIMITED
Technological			
Dam Failure	UNLIKELY	LIMITED	LIMITED
Chemical	UNLIKELY	LIMITED	LIMITED
Hazmat/Lab Spill (fixed site)	UNLIKELY	LIMITED	LIMITED
Hazmat/Oil Spill (transport)	UNLIKELY	LIMITED	LIMITED
Major Structural Fire	UNLIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Nuclear Facility Incident	UNLIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Water System Failure	UNLIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Pipeline Leak/Explosion	UNLIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Train Derailment	UNLIKELY	MODERATE/MAJOR	MODERATE/MAJOR
Power Outage	LIKELY	LIMITED	LIMITED
Transportation Accident	LIKELY	LIMITED	LIMITED
Human Caused			
Civil Disorder	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR
Kidnapping/Abduction	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR
Intruder in Building	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR
Suicide	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR
Weapon On Campus	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR
Sexual Assault	OCCASIONAL	MODERATE/MAJOR	MODERATE/MAJOR

APPENDIX 4: DISTRICT AGREEMENTS & CONTRACTS

Agreement Name: Community Shelter/EOC with the City of Pearland
Parties Addressed in Agreement: City of Pearland & Pearland ISD
Effective Date of Agreement: 09/19/2022
General Details of Agreement: *(See Attached)*

MEMORANDUM OF UNDERSTANDING
FOR EMERGENCY USE OF SCHOOL FACILITIES AND BUSES

THE STATE OF TEXAS §
§ KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF BRAZORIA §

THIS MEMORANDUM OF UNDERSTANDING (MOU) is made and entered into by and between the Pearland Independent School District, a political subdivision of the state of Texas and a legally constituted independent school district within Brazoria County, Texas, hereinafter referred to as "District" and the City of Pearland, a political subdivision of the State of Texas and a legally constituted municipality, hereinafter referred to as "City."

WHEREAS, City is vulnerable to the effects of numerous natural and man-made emergency incidents;

WHEREAS, City has developed an Emergency Operations Plan to respond to natural disasters and other life-threatening emergencies to mitigate adverse impact of such events and facilitate community recovery, with emphasis on individuals and households;

WHEREAS, in the event of an emergency incident, the City is responsible for organizing and overseeing the local response efforts and unde1iaking emergency operations to prevent loss oflife, minimize property damage, alleviate human suffering and assure the availability of disaster assistance and appropriate resources to its citizenry;

WHEREAS, City and District, as local government entities, are authorized to enter into this Memorandum of Understanding for the provision of governmental functions and services,;

WHEREAS, the paiiies desire to cooperate in the provision of emergency assistance to Pearland residents;

WHEREAS, understanding the imp01iance of maintaining continuity of emergency operations during disaster or life-threatening emergencies, the City desires to establish a supplementary Emergency Management and Response location .

WHEREAS, the District recognizing the need and imp01iance for a supplementary Emergency Management and Response location, desires to allow the City to use portions of the Berry Miller Jr. High campus as a supplementary location.

WHEREAS, the City and the District recognize that in the event of natural disasters, and other life-threatening emergencies there is often a need to establish mass care shelters to shelter displaced residents, provide emergency disaster relief services and to transport displaced residents to such shelters; and

WHEREAS, the City and the District recognize that in the event of natural disasters and other life-threatening emergencies there is often a need to temporarily store debris following the disaster.

NOW THEREFORE, the parties agree as follows:

I.

SUPPLEMENTARY EMERGENCY MANAGEMENT AND RESPONSE FACILITY

The District agrees that, after meeting its responsibilities to its students, teachers, and staff, it will permit, to the extent of its ability and upon request of the City's emergency management official or his/her designee the use of Berry Miller Jr. High as an supplementa1y Emergency Management and Response location during emergency situation as follows:

Access to the teaching theater, home economics and the computer rooms for Emergency Management and Response;

Access to the gymnasium, restrooms, and showers for Emergency Management and Response;

Allow the use of antennas, provided by the city, on Berry Miller Jr. High the for Emergency Management and Response;

Allow the use of a temporary electrical power generator and provide space for an emergency power generator for Emergency Management and Response;

Provide school keys for either the Fire Marshal or the Acting Emergency Management Coordinator.

The city agrees to return the Berry Miller Jr. High campus to the condition it was prior to its use as a supplementary Emergency Management and Response location, exclusive of any disaster-related damage, immediately following its use of the facility. The City agrees to join District representatives in a joint inspection of the facility upon occupancy, conditions permitting, to facilitate its restoration upon conclusion of Emergency Management and Response operations. The city also agrees to provide food and water to those who are utilizing the Berry Miller Jr. High campus during an Emergency Management and Response. The City further agrees to provide the staffing needed for all Emergency Management and Response activities.

In the event the use of additional facilities within Berry Miller Jr. High becomes necessary for effective Emergency Management and Response operations, the District may authorize expanded use of this facility, upon the request City public safety and emergency management officials. In the event that Berry Miller Jr. High becomes unusable as an Emergency Management and Response location, the District may provide an alternative location for City use. The ranking District official shall exercise authority to make these decisions.

II.

EMERGENCY SHELTERS

The District agrees that, after meeting its responsibilities to its students, teachers, and staff, it will permit, to the extent of its ability and upon request of City public safety or emergency management officials the use of Jamison Middle School, Sablatura Middle School, Rustic Oak Elementary School and Challenger Elementary School as Emergency Shelter sites. The District also agrees to, at its expense, provide a custodian at each of these shelter sites. The District also agrees to pay all utilities for the District's facilities used as

emergency shelters. The City agrees to provide all other staff at the shelters.

The District agrees that, after meeting its responsibilities to its students, teachers, and staff, it will permit, to the extent of its ability and upon request of City public safety or emergency management officials the use of its school buses and drivers to transport people to shelters if the buses are not needed to transport district students. Additionally, in the event of an evacuation of Pearland registrants in the State of Texas Emergency Assistance Registry (STEAR), the District agrees to make school buses and drivers available to transport those registrants who cannot transport themselves to the planned evacuation hub located at the Pearland Recreation Center and Natatorium. The City agrees to supply all necessary insurance documentation as required by the District.

The parties agree that bus drivers will not be requested nor required to drive school buses in any areas that present dangerous conditions, such as fallen trees, flooding, loose debris, downed power lines etc.

Upon determination by the City that one or more of the above-listed school facilities and/or school buses are needed, City public safety or emergency management officials shall promptly notify the district of the specific facilities and number of school buses needed.

Upon receiving notification from City public safety or emergency management officials, the district shall make the determination regarding whether district facilities, and buses may be made available for use by the City.

After determining the availability of facilities, City public safety or emergency management officials shall coordinate with the proper campus officials to open the facilities as mass shelters and the proper transp01tation officials to provide access to buses and drivers.

III.
FUEL

The District agrees that, after meeting its responsibilities to its students, teachers, and staff, it will permit, to the extent of its ability and upon request of City public safety or emergency management officials to draw fuel from District supplies to support Emergency Management and Response operations. Fuel provided by the District to the City shall be accounted for and reimbursed by the City..

IV.
DISATER RECOVERY CENTER

The District agrees that, after meeting its responsibilities to its students, teachers, and staff, it will determine whether it has facilities suitable and available to host a FEMA Disaster Recovery Center (DRC) and, if so, permit, to the extent of its ability and upon request of City public safety or emergency management officials, the use of the facility to host a DRC. In the event the use of such facility is not governed under a separate agreement between FEMA and the District, the City agrees to restore any facility made available to host a DRC to its original condition upon DRC demobilization. The City agrees to join the District representatives in a joint inspection of the facility upon occupancy, to facilitate its restoration upon DRC demobilization.

V.
STORAGE OF DEBRIS

The District agrees that, after meeting its responsibilities to its students, teachers, and staff, it will permit, to the extent of its ability and upon request of City public safety or emergency management officials the use of two vacant school sites, if available, to temporarily store debris following a disaster, once clean-up efforts begin. The City agrees to restore said sites to their original condition within six (6) months of when the debris is first stored on District property.

VI.

TERM

The term of this contract shall run from the date this agreement is signed until terminated by either of the parties by written letter to the other party at the address below.

VII.

MISCELLANEOUS PROVISIONS

The parties agree that by entering into the MOU, neither the City nor the District is waiving any governmental immunity it otherwise enjoys.

IN WITNESS WHEREOF, each party has caused this Agreement to be executed by its duly authorized representative on this ____ day of ____ ,2022

PEARLAND INDEPENDENT SCHOOL DISTRICT

By: _____

Larry Berger, Superintendent

CITY OF PEARLAND

By: _____

Clay Pearson, City Manager

Agreement Name: Interlocal Agreement Between HCDE and Pearland ISD Parties

Addressed in Agreement: Harris County Department of Education & Pearland ISD

Effective Date of Agreement: 09/02/2004

General Details of Agreement:

(See attached)

THE STATE OF TEXAS §

COUNTY OF HARRIS §

The Harris County Department of Education Board of Trustees, convened at a meeting of said Trustees at the Harris County Department of Education Building in the City of Houston, Texas, on the 20th day of May 2003, with the following members present, to-wit:

Ray Garcia President

Howard Jefferson

Jack Lord

Dr. Bob Peterson

Carl Schwartz

And the following members absent to-wit: Angie Chesnut, Vice-President and John Buchanan constituting a quorum, when among other business, the following was transacted:

ORDER AUTHORIZING THE EXECUTION OF AN INTERLOCAL AGREEMENT BETWEEN THE HARRIS COUNTY DEPARTMENT OF EDUCATION AND

Pearland Independent School District
(Name of school district)

Trustee Carl Schwartz introduced an order and made a motion that the same be adopted. Trustee Bob Peterson seconded the motion for adoption of the order. The motion, carrying with it the adoption of the order, prevailed by the following vote:

		Yes	No	Abstain
Ray Garcia	President	_X_	____	____
Angie Chesnut	Vice-President	____	____	____
John Buchanan		____	____	____
Howard Jefferson		_X_	____	____
Jack Lord		_X_	____	____
Dr. Bob Peterson		_X_	____	____
Carl Schwartz		_X_	____	____

The Board President thereupon announced that the motion had duly and lawfully carried and that the order had been lawfully adopted. The order thus adopted follows:

RECITALS

The Harris County Department of Education (the Department of Education) and the Pearland Independent School District (the District) recognize the vulnerability of the people and communities located within Harris county, Texas to damage, injury, and loss of life and property resulting from natural or man-made catastrophes, riots, or hostile military or paramilitary action; and

The full and effective utilization of the resources available to the Department of Education and the District is necessary for the prompt and efficient rescue, care, and treatment of persons victimized or threatened by disaster; and

The Department of Education and the District desire to enter into an agreement to provide mutual aid assistance consistent with the mutual aid plans developed by the emergency management council and approved by the governing bodies of the Department of Education and the District; and

The Harris County Department of Education Board of Trustees desires to approve the Department of Education's entering into an Interlocal Agreement with the District based on the aforesaid representations. NOW THEREFORE,

BE IT ORDERED BY THE HARRIS COUNTY DEPARTMENT OF EDUCATION BOARD OF TRUSTEES THAT:

Section 1: The recitals set forth in this order are true and correct.

Section 2: The Agreement is approved and the Harris County Department of Education Superintendent or his designee is authorized to execute the attached Interlocal Agreement with the Pearland Independent School Dist., to provide mutual aid assistance. The Agreement is attached hereto and made a part hereof for all purposes.

INTERLOCAL AGREEMENT

THE STATE OF TEXAS §
§
COUNTY OF HARRIS §

THIS INTERLOCAL AGREEMENT (the "Agreement") is made and entered into by and between **Harris County Department of Education** (the "Department of Education"), a body corporate and politic under the laws of the State of Texas, acting by and through its governing body, the Board of Trustees, and Pearland Independent School District (the "District"), an Independent School District of the State of Texas, acting by and through its governing body, the Board of Trustees. This Agreement is made pursuant to Chapter 791 of the Texas Government Code (the Interlocal Cooperation Act) and Chapter 418 of the Texas Government Code (the Texas Disaster Act of 1975).

RECITALS:

The parties hereto recognize the vulnerability of the people, communities and schools located within Harris County, Texas to damage, injury, and loss of life and property resulting from natural or man-made catastrophes, riots, or hostile military or paramilitary action; and

The full and effective utilization of the resources available to the Department of Education and the District is necessary for the prompt and efficient rescue, care and treatment of persons victimized or threatened by disaster; and

The parties hereto desire to enter into an agreement to provide mutual aid assistance consistent with the mutual aid plans developed by the emergency management council and approved by the governing bodies of the Department of Education and the District;

NOW, THEREFORE, the Department of Education and the District, in consideration of the mutual covenants and agreements herein contained, do mutually agree as follows:

TERMS:

I.

The Department of Education and the District shall each appoint an Emergency Management Coordinator to take all steps necessary for the implementation of this Agreement.

II.

It shall be the duty of each party to formulate emergency management plans and programs that incorporate the use of available resources, including personnel, equipment, buildings, and supplies necessary to provide mutual aid assistance. The plan, approved by the governing body of each party, shall be submitted to the Governor's Division of Emergency Management.

To the Department of Education: Harris County Department of Education
6300 Irvington Boulevard
Houston, Texas 77022-5618
Attention: Office of the Superintendent

Either party may designate a different address by giving the other party ten days' written notice.

VIII.

This Agreement and the obligations of the parties hereto are subject to all applicable rules, regulations and laws of the State of Texas.

IX.

The presiding officer of the governing body of each party to this Agreement shall notify the Division of Emergency Management of the manner in which the party is providing or securing an emergency management program, identify the person who heads the agency responsible for the program, and furnish additional pertinent information that the Division requires. The person so designated shall accomplish training prescribed by the Division.

As used in this Agreement, the term "disaster" has the meaning given it in Texas Government Code 418.004.

X.

This Agreement should be construed in a manner consistent with the Texas Disaster Act of 1975, Chapter 418 of the Texas Government Code, and as it may hereafter be amended.

XI.

Mandatory and exclusive venue of any dispute between the parties to this Agreement shall be in Harris County, Texas.

Agreement Name: Interlocal Agreement Between BCHD and Pearland ISD
Parties Addressed in Agreement: Brazoria County Health Department of Education & Pearland ISD
Effective Date of Agreement: 09/12/2023
General Details of Agreement: *(see attached)*

INTERLOCAL AGREEMENT BETWEEN PEARLAND ISD AND THE BRAZORIA COUNTY HEALTH DEPARTMENT

This Interlocal Agreement ('Agreement") is entered into between PEARLAND ISD ("ISD"), and the Brazoria County Health Department ('Department.) The Department is a Local Health Department under Chapter 121 of the Health and Safety Code. The Interlocal Cooperation Act, Government Code Chapter 791, governs this Agreement. *This agreement has been approved by an existing order of the Brazoria County Commissioners Court Being Order No. _____, dated* Sept. 12, 2023 *and the Pearland ISD Board of Trustees dated* 8-21-23, _____.

I. Purpose

Under a grant from the Texas Department of Health, the Department is required to plan and prepare for a public health emergency which may result from natural or man-made causes. During such an emergency, it may be necessary to immunize or treat all or large numbers of people in the area served by the ISD and Department. Prior public health experience with mass immunizations has shown that ISDs are well suited to this activity because: 1) their location is known to large numbers of individuals within the community; 2) they have large assembly areas; 3) they have other necessary facilities such as refrigeration and restrooms.

The Department has concluded that the ISD possesses facilities that are qualified to serve if mass immunization or treatment is necessary. The ISD desires to be as helpful as possible in the event of a public health emergency and agrees to make its facilities available for the purposes of mass immunization or treatment, under the terms set out below. The ISD and the Department have concluded that this contemplated use of the facilities is a "governmental function" as defined in the Interlocal Agreement Act, *Texas Government Code §791.003(D).*

II. Public Health Emergency

This agreement will go into effect ONLY if:

1) The Commissioner of Health or the Local Health Authority declare that large scale immunization or treatment is necessary as a control measure for an outbreak of communicable disease;

2) Classes at the facility are either not scheduled or are canceled.

The parties shall agree to the location of the facility or facilities to be utilized pursuant to this agreement and the extent to which each such facility shall be utilized concurrently or prior to any control measure declaration being made.

III. Obligations of Department

1) The Department will supply or arrange for all equipment, vaccine, medicine and personnel necessary to administer the vaccine or medication.
2) The Department will supply or arrange for all equipment and personnel necessary for staffing, security, crowd control and other tasks, except as describe in section IV below.
3) The Department will be responsible for disposal of medical waste and disinfection at the facility following its use for the emergency. The health authority will provide written assurance of its safety for use as a school facility following its use.
4) The Department will be responsible for any damage to property belonging to the ISD as a result of its use during the public health emergency, and to the extent they can be determined. This compensation is mutually agreed to be "an amount that fairly compensates the performing party" as stated in the Interlocal Cooperation Act. The amounts to be paid to the ISD will be paid from current revenues available to the Department.
5) The Department is responsible for the acts and negligence of its employees or volunteers, under state and federal law; provided, however, that pursuant to section 421.062(b)(1) of the Texas Government Code the Department is not responsible for any civil liability that arises from the furnishing of a service under this Interlocal contract.

IV. Obligations of the ISD

1) The ISD may operate as a Closed Pod which is a site staffed and managed by the ISD to receive an allotment of oral medication and then dispense the medication to its faculty, students, contractors, and families .
2) The ISD is responsible for allowing the use of the facility and all utilities (gas, electric, water, and telecommunications) normally associated with its use as a school facility. For the period of the public health emergency, the ISD grants to the department and its

Meghan Martin
Public Health Emergency Preparedness Program Manager
1524 E. Mulberry, Ste. 185
Angleton, TX 77515
Office: 979-864-1938
Cell: 979-235-0257
Fax: 979-864-3694
MeghanM@brazoriacountytx.gov

PEARLAND ISD Contact Information:

PRIMARY CONTACT:

Monica Reynolds, RN
Health Services Coordinator
Phone Numbers: 1) 281-997-4933
2) 281-330-0621
Fax: 281-412-1242
Email: reynoldsm@pearlandisd.org

SECONDARY CONTACT:

Dr. Lisa Nixon
Assistant Superintendent of Educational Services
Phone Numbers: 1) 281-485-3203
2) 281-507-0617
Email: nixonl@pearlandisd.org

ON BEHALF OF:
PEARLAND INDEPENDENT SCHOOL DISTRICT

Larry Berger
Authorized Signature

8/24/2023
Date

Superintendent
Title

Larry Berger
Printed Name

ON BEHALF OF:
BRAZORIA COUNTY HEALTH DEPARTMENT

L.M. "Matt" Sebesta
Brazoria County Judge

9-12-23
Date

Cathy Sbrusch
Cathy Sbrusch, Director
Brazoria County Health Department

9-13-23
Date

ID #14782

September 12, 2023

THE COMMISSIONERS COURT OF BRAZORIA COUNTY

REGULAR SESSION

ORDER NO.
RE: ILA between Brazoria County Health Department and Pearland ISD

The Court approves the Interlocal Agreement (ILA) between Brazoria County Health Department and Pearland ISD for the use of their facilities as a POD (Point of Dispensing) site in the event of a public health emergency.

The County Judge and Director of Public Health Services are authorized to sign this agreement.

APPENDIX 5: READINESS LEVELS

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

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

- Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

- An incident command post may be established. Reverse Evacuation may be implemented but is not required.

- District personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

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

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

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

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

Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring, transportation staff

reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of parent notification messages related to protective measures, school schedules, student release or bus routes change.

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

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

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

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

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

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

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

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

Tropical Weather Threat: A tropical weather system may impact the local area or to trigger inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation

monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations and supporting evacuation/sheltering operations, as appropriate.

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

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

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

Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.

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

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

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

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

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

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

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

Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.

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

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

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

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

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

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

APPENDIX 6: RESOURCE REQUEST PROCESS

Source and Use of Resources

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

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

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

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

APPENDIX 7: RECORDKEEPING AND REPORTS

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

Records management

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

The Chief Financial Officer1 is responsible for the documentation process during EOC activation and for compiling final reports on behalf of the District following major events. When the EOC is not activated, the Chief Financial Officer, or their designee will be responsible for records management related to the incident or emergency.

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

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

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

Reports

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

Activity Logs

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

- Protective actions

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

- Student and staff accountability and reunification
- Significant changes in the emergency situation
- Resource requests or commitment of resources
- Activation or deactivation of emergency facilities
- Containment or termination of the incident
- Administrative Releases and Parent Notification[2]

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

Damage Assessments

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

Situation Reports

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

After Action Review (AAR)

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

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

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

Corrective Action Plan (CAP)

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

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

Other Reports

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

Recordkeeping

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

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

Preservation of Records

Vital Records

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

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

Other documents deemed vital to District operations

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

Providing Assistance

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

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

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

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

APPENDIX 8: DISTRIBUTION OF PLAN

RECIPIENT	PART(S) OF PLAN TO BE RECEIVED	QUANTITY NEEDED
Superintendent	All	1
District EMC	All	2
Campus Principal	All	1
Pearland PD	All	1
Pearland Fire	All	1
Brazoria County	All	1

APPENDIX 9: DRILL GUIDANCE

Overview

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

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

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

Drill Purposes

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

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

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

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

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

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

Conducting Drills

As set forth in state law TEC 37.114, as well as in state and national best practices, every school year campuses shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill	Frequency
Secure	1 per year *Consider conducting this drill in conjunction with other drills*
Lockdown	2 per year (one each semester)
Evacuate	1 per year
Shelter-in-place *(for Hazmat)*	1 per year
Shelter for Severe Weather	1 per year
Hold	1 per year *Consider conducting this drill in conjunction with other drills*
Fire Evacuation	4 per school year. (two per semester.) Fire drills are to be conducted within the first 10 days of each semester. One will be conducted between November and the end of the December. One will be conducted between spring break and the end of the school year. TAC 103.1209 TEC 37.114

APPENDIX 10: GLOSSARY

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Incident Command System: A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

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

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

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

Interoperability and Compatibility: Systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions come together and are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

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

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

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

Mutual Aid Agreement: Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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