

Southwest Schools

Basic Plan



August 2022

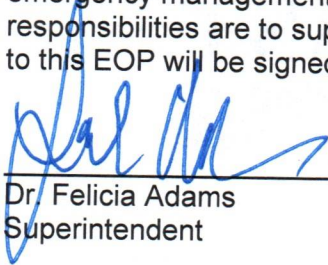
PROMULGATION STATEMENT

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

This Basic Plan is the core of the Southwest Schools Multi-hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. It is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed and updated at least annually and is to be regarded as guidelines rather than performance guarantees.

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

The Superintendent responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The Superintendent may also identify individuals whose responsibilities are to support the district emergency management program. Significant changes to this EOP will be signed by the Superintendent.



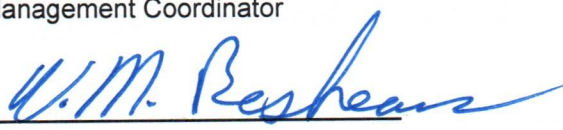
Dr. Felicia Adams
Superintendent

APPROVAL FOR IMPLEMENTATION

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

Approved: 
John Bishop
Emergency Management Coordinator

Date: 8-25-22

Concurred: 
W. Mark Beshears
School Safety and Security Committee Member

Date: 8/25/22

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

RECORD OF CHANGES AND ANNUAL REVIEW

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

DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
07/31/2022	Krystal Gokey, Safe and Supportive Schools Specialist	Updated information to reflect current practices and policies

RECORD OF DISTRIBUTION

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

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES
Allison Hudson, Program Manager and Public Information Officer	Houston Office of Emergency Management	August 26, 2022	1
John Bishop, Director of Facilities/ IT Infrastructure & Emergency Management Coordinator	Facilities/ IT Infrastructure	August 26, 2022	1
Melissa Nowicki, Director of Operations and Procurement	Operations and Procurement	August 26, 2022	1
Associate Principal Marian Kennedy-Busby	Phoenix School	August 26, 2022	1
Associate Principal Kristen Ray	Phoenix School	August 26, 2022	1
Principal Spencer Lodree	Discovery Middle School	August 26, 2022	1
Principal Erin Chavez	Bissonnet Elementary	August 26, 2022	1
Principal Rolando Gonzalez	Mangum Elementary	August 26, 2022	1
Principal Adrienne Bykowicz-Krul	Empowerment High School	August 26, 2022	1

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

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

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

B. Scope

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

SECTION 2.0 – LEGAL REQUIREMENT

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

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview

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

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Harris County, Houston, and is serviced by Education Service Center (ESC) 4.

1. Individuals with Disabilities or Access and Functional Needs

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

2. Individuals with Limited English Proficiency

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

3. Facilities and Campuses

The district has a total of 11 facilities. The district has 2 high schools, 2 middle schools, and 2 elementary schools. A master list of facilities is available at the Administration Building. A map of each facility annotated with evacuation routes, shelter locations, fire alarm pull-stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shutoffs is included in the Facilities Annex.

The district has 5 campuses. One campus, The Phoenix School is located at multiple sites.

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

4. Hazard Summary

There are many hazards that have the potential to disrupt district operations resulting in loss of life and damage to property. Specific hazards have been identified through conducting a district hazard analysis. The Hazard Priority Table for identified district's hazards is located in Attachment 1: District Hazard Analysis Summary Data (page 19). The district has addressed each hazard in a separate annex attached to this Basic Plan (refer to Section 12 – Annexes).

5. Resources

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

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

B. Assumptions

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

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

10. Upon arrival, a member of a responding agency (for example: law enforcement, fire) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the incident.
11. An intentional threat against the district will result in security and law enforcement response actions.
12. A quick and appropriate response will reduce the number and severity of injuries.
13. A large-scale incident requires an effective and coordinated response between the district, community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.
14. During an incident, faculty and staff are expected to perform tasks beyond their daily duties.
15. Utilities (for example: water, electrical power, natural gas, telephone communications, radio systems, cell towers, information systems) may be interrupted due to an incident.
16. Conducting regular drills, exercises, and trainings with students, faculty, and staff on the hazards identified in this EOP improves our readiness to respond to incidents and reduce incident related losses.

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

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

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

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

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on August 31, 2018.

B. Emergency Operations Organization

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

C. Phases of Emergency Management

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

1. **Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.
2. **Mitigation:** Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.

3. Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Examples: Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc.
4. Response: Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.
5. Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

D. Physical and Psychological Safety

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

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

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

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES

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

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

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

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

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Committees	Responsibility	During Which Phase of Emergency Management it is Fulfilled
School Safety and Security Committee	Participates in the development and implementation of emergency plans ensuring they are consistent with this EOP and reflect the specific needs that exist for each facility and campus.	Preparedness
	Provides, periodically to the board of trustees and administration, recommendations to update this EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	Preparedness
	Provides information required to complete the safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC.	Preparedness
	Ensures a safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108.	Preparedness
	Ensures a Safety and Security Audit Report is submitted to the board of trustees.	Preparedness
	Reviews each report submitted to the TxSSC to ensure it contains accurate and complete information regarding each facility and campus and follows the criteria established by the TxSSC.	Preparedness
	Consults with local law enforcement agencies on how to increase their presence near campuses.	Preparedness
	Selects where bleeding control stations are to be placed in schools, ensuring they are in easily accessible areas.	Preparedness
	Meets as required by Texas Education Code 37.109.	Preparedness
	Attends Psychological First Aid Training.	Preparedness

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Departments	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Transportation Department	Develops plans to recalls bus drivers.	Response
	Develops plans to adjust bus routes.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Facilities Department	Develops plans to surveys and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Food Service Department	Develops plans to inventory existing food and supplies	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Business Department	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident	All Phases
	Protects, maintains, and stores essential records in collaboration with the Superintendent, in accordance with legal requirements for document retention.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Personnel	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Community Resource Specialist/ Counselors	Takes steps to ensure the safety of students, faculty, and staff.	All Phases
	Assists with the reunification of students with parents or guardians.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Nurses	Organizes first aid and medical supplies	All Phases
	Administers first aid or emergency treatment as needed.	Response
	Supervises those trained to provide first aid to others.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Teachers	Remains with students until directed otherwise	Response
	Takes attendance of their class when relocating to a safe location.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Emergency Management Coordinator (EMC)	Oversees the emergency management program	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Chief of Staff Officer	Assumes responsibility as the official spokesperson for the district during an incident.	Response
	Creates and maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex of the District's Basic Plan.	Preparedness
	Prepared and delivers accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

SECTION 6.0 – DIRECTION AND CONTROL

A. General Information

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

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

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

B. Chain of Command

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

1. Superintendent
2. Chief of Staff
3. Chief Financial Officer

C. Coordination with Response Agencies

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

1. Department of State Health Services
2. Houston Office of Emergency Management
3. Houston Police Department

4. Houston Health Department
5. Houston Fire Department

SECTION 7.0 – PUBLIC INFORMATION OFFICER

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

SECTION 8.0 – ADMINISTRATION AND SUPPORT

A. Purchasing

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

B. Reporting

1. Situational Reports

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

2. Federal Emergency Management Agency (FEMA) Incident Command System (ICS) Forms To Be Used ICS Form 213 and ICS Form 214.
 - a. ICS Form 213, General Message, will be used immediately as needed.
 - b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.
 - c. The FEMA forms can be downloaded using this link:
<https://training.fema.gov/emiweb/is/icsresource/icsforms/>.

C. Recordkeeping

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

2. Records can be easily damaged during an incident. Efforts will be made to protect them in order to resume daily operations. These records include but are not limited to: legal documents, student files, and faculty and staff files.
3. Essential records will be protected and are maintained in collaboration with the Superintendent and Business Department. These records will be stored and kept in accordance with legal requirements for document retention.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS

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

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

SECTION 10.0 – EXPLANATION OF TERMS

A. Acronyms

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

B. Definitions

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

9. Incident Action Plan: A document that is prepared after the first 24 hours of an incident that identifies the goals and objectives that need to be accomplished during a stated time period.
10. Incident Command Post: The location where incident leadership coordinates and communicates decisions to ensure a strategic and effective response to the incident is accomplished.
11. Incident Command System: The standardized approach globally used during an incident to provide a coordinated, efficient, and effective response among multiple individuals and agencies.
12. Incident Commander: The individual who has overall responsibility for managing the response to the incident.
13. Interlocal Agreement: Written formal agreements between two governmental entities made in accordance with Texas Government Code Title 7, Chapter 791, that are often binding and include performance expectations. These agreements essentially act like contracts between government entities.
14. Memoranda of Understanding: Formal or informal agreements between two government entities that, in its simplest use, creates a general understanding or level of cooperation between the entities that may not be binding. In practice these are often used as a more formal agreement, similar to an Interlocal Agreement, where they may define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues.
15. Mutual Aid Agreement: A formal written agreement between the district and another government entity that commits the participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials, or services during emergency incidents with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
16. National Incident Management System: A set of principles used by agencies across the Nation to coordinate and work effectively during all phases of emergency management in order to reduce the loss of life or property.
17. Resources: Includes personnel, equipment, supplies, and facilities available to be used during an incident.
18. Unified Command: Similar to the Incident Commander; however, now two or more individuals, with authority in different agencies, join together to create one leadership role that has overall responsibility for managing the response to the incident.

SECTION 11.0 – ATTACHMENTS**Attachment 1: District Hazard Analysis Summary Data**

Southwest Schools is exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

In July 2022, school staff members completed a thorough hazard analysis to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. The interior and exterior portions of all school buildings and school grounds have been assessed for potential hazards that may impact the site, the staff, and the students. Identified hazards have been assessed by risk and likelihood and ranked accordingly.

The table on the following page briefly discusses Southwest Schools' high-priority hazards including flood, severe storm, fire, chemical, intruder and train derailment.

Table 1. High-Priority Hazards

Flood	<p>Flooding is a natural feature of the climate, topography, and hydrology of Houston and its surrounding areas. Flooding predominates throughout the early fall and spring due to rainy weather.</p> <p>Long periods of drought followed by heavy rainfall are normally the cause. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks, or prolonged rainfall causes run off.</p>
Severe Storm (Thunderstorm , Hurricane, Tropical Storm	<p>Houston and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Southwest Schools, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.</p>
Fire	<p>Fire hazards are the most prevalent types of hazards.</p>
Infectious/ Communicable Disease	<p>Infectious/communicable diseases are possible and can create a pandemic situation. The effect is that students may not be permitted to attend school during the outbreak or may need to utilize personal protection equipment.</p>

Intruder/ Active Shooter	While a hostile intruder incident has never occurred in Southwest Schools, like any school, it is vulnerable to intruders.
Train Derailment	The Mangum campus has a railroad track that runs behind the school. The track is across the street from the school. Trains carry hazardous cargo at times.

Attachment 2: School Safety and Security Committee

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

AGENCY	NAME	TITLE
City or County's Office of Emergency Management	Allison Hudson	Program Manager/ Public Information Officer
Local Police Department or Sheriff's Office	Michael Prause	Houston Police Department
President of the Board of Trustees	Mark Beshears	President of the Board of Trustees
A member of the Board of Trustees	Daniel Saenz	Board of Trustees Member
Superintendent	Felicia Adams	Superintendent
Designee(s) of the Superintendent (one or more, but one must be a classroom teacher in the district)	Todd Davis	Classroom Teacher
Parents or Guardians of Enrolled Students (at least two parents are required)	Adrienne Bykowicz-Krul TBD	Parent Parent
District Safety Representative(s)	Krystal Gokey John Bishop Tracey Urban Amy Soria	Safe and Supportive Schools Program Specialist Emergency Management Coordinator Chief Financial Officer Business Manager

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

Attachment 3: Safety and Security Audits

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

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
Enter Date	Enter Name	Enter Date
August 3, 2022	Emergency Management Coordinator and Staff/ Safe and Supportive Schools Program Specialist	August 25, 2022

SECTION 12.0 – ANNEXES

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

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

Active Threat Annex
Communicable Disease Annex
Communications Annex
Continuity of Operations Plan Annex
Emergency Public Information Annex
Evacuation Annex
Hazardous Materials Annex
Reunification Annex
Severe Weather Annex