



**Paris Junior College**  
Paris, Greenville, & Sulphur Springs, Texas

# PARIS JUNIOR COLLEGE EMERGENCY OPERATIONS PLAN

PJC SAFETY & SECURITY TEAM

PARIS JUNIOR COLLEGE

REVISED 2025

## PROMULGATION STATEMENT

Paris Junior College 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 and students must be prepared to respond efficiently and effectively to an incident. Through its comprehensive emergency management program, Paris Junior College 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 Paris Junior College 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 Paris Junior College Multi-Hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to managing incidents of all types. It is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed and updated at least annually and is to be regarded as guidelines rather than performance guarantees.

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

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

**President**



**Date signed:** [Stephen Benson \(Sep 29, 2025 14:20:21 CDT\)](#)

## APPROVAL FOR ADOPTION AND IMPLEMENTATION

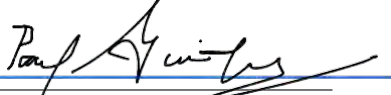
This Emergency Operation Plan (EOP) is hereby approved for implementation and supersedes all previous versions.



Approved: Stephen Benson ( Sep 29, 2025 1 4:20:21 CDT)

Date: \_\_\_\_\_

Dr. Stephen Benson



Concurred: Paul Guidry ( Sep 29, 2025 12:06:10 PDT)  
Dr. Paul Guidry

Date: 9/29/2025

## RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

### Record of Changes and Annual Review

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

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	10/23/2024	Stephen Benson & Board of Regents	
2	10/23/2024	Shane Boatwright	
3	08/04/2025	Dr. Paul Guidry & PJC Chief Chris Mayfield	The 2025-2026 Emergency Operations Plan for PJC has been completely revised and reviewed to address the ongoing safety incidents and challenges that may impact our campuses.

### 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 EOP Plan	Name of Agency Receiving Plan	Date of Delivery	Number of Distributed Copies
Board of Regents	Board of Regents	08/04/2025	8

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# PURPOSE AND SCOPE OF THE PARIS JUNIOR COLLEGE EMERGENCY OPERATIONS PLAN

## 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.

Paris Junior College will review and update this EOP annually. These revisions will enhance our ability to support all phases of emergency management.

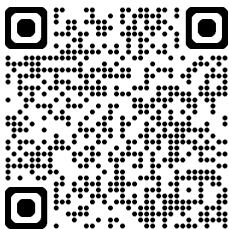
## SCOPE

This EOP addresses district planning for all incidents and applies 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.

## EMERGENCY OPERATIONS PLAN LEGAL REQUIREMENT

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

For additional information on Texas Education Code 37.108, scan the QR code below:



## ASSUMPTIONS

The EOP offers a realistic approach to addressing potential issues during an emergency. The following assumptions should serve as general guidelines:

- An emergency or a disaster may occur at any time of the day or night, weekends or holidays with little or no warning.

- The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, **should serve only as a guide** and may require modifications in order to meet the requirements of the emergency.
- An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
- Disasters may be community-wide. Therefore, it is necessary for the district to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.

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 College President or designee.

- This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment.
- This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan as necessary.
- Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.
- All facilities and campuses have created site-specific plans addressing their identified hazards.
- Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly which may prevent an incident from occurring.
- 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.
- 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.
- 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.
- We are prepared to take initial response actions until help from responding agencies is available.
- 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.
- An intentional threat against the district will result in security and law enforcement response actions.
- A quick and appropriate response will reduce the number and severity of injuries.

- A large-scale incident requires an effective and coordinated response between the college, community, and response agencies, resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.
- During an incident, faculty and staff are expected to take on additional tasks, such as exploring alternative teaching methods, increasing student supervision, and learning new processes and tools to support the district's daily operations.
- Utilities (for example: water, electrical power, natural gas, telephone communications, radio systems, cell towers, information systems) may be interrupted due to an incident.
- Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.
- 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.

This EOP intends to prevent or mitigate the effects of hazards that may affect the college. The Paris Junior College Campus and Centers are located within Paris, Lamar County, Texas, Greenville, Hunt County, Texas and Sulphur Springs, Hopkins County, Texas.

- *Facilities and Campuses:*  
Campus maps are included in the PJC Campus Maps Appendix.  
The college has one main campus and two site locations:
  - The Paris Junior College main campus is located at 2400 Clarksville St., Paris, Texas 75460
  - The Paris Junior College Sulphur Springs Center is located at 1137 Loop 301 East, Sulphur Springs, Texas, 75483
  - The Paris Junior College Greenville Center is located at 6500 Monty Stratton Pkwy, Greenville, Texas, 75402

## OPERATIONAL APPROACH TO EMERGENCY MANAGEMENT

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

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

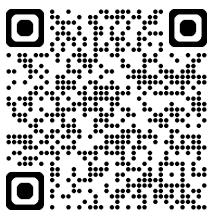
The President is responsible for emergency management planning for the district and may designate an individual to serve as the emergency management coordinator who oversees the emergency management program. The President may also identify individuals whose responsibilities are to support the district's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

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 adoption day, month, and year.

## 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.

For more information on FEMA Emergency Operations Organization, scan the QR Code below:



## PHASES OF EMERGENCY MANAGEMENT

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

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

Prevention Actions Table
<b>Paris Junior College identified the following actions for the prevention phase of emergency management.</b>
Follow procedures for Bullying Prevention according to Texas Education Code 37.0832(c).
Cyberbullying prevention includes faculty, staff, and substitute training with updated legislation and procedures.
Anonymous Incident and Bullying Reporting Online.
Pandemic virus and influenza sanitation measures.
Building access control procedures, including cameras and call-in stations.
Student and staff ID system.
Conduct unauthorized Intruder Training.
Update the camera system.
Unannounced Intruder Detection Audits.
Complete a Safety and Security Audit for state accountability every three years and present the findings to the board of trustees as required.

**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 around buildings to increase visibility, etc.

Mitigation Actions Table
<b>Paris Junior College identified the following actions for the mitigation phase of emergency management.</b>
Implement structural changes to buildings, including shatterproof film at campus entrances.
Enclose vestibules.
Install weather and intruder-resistant doors and keyless entries.
Ensure bracing and locking of chemical cabinets.

Check technological updates, including protected storage of district information.

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

Preparedness Actions Table
<b>Paris Junior College identified the following actions for the preparedness phase of emergency management.</b>
Conduct drills scheduled in a professional development calendar and conducted by campus safety and security team.
Participate in exercises with local law enforcement, public health authority, and other partner agencies.
Prepare classroom continuity of learning for campus and district-level safety committees.
Monthly training for ongoing review of emergency response.
Conduct bi-annual training for all faculty, staff, and substitutes regarding emergency operations procedures.
Conduct annual employee surveys.

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

Response Actions Table
<b>Paris Junior College identified the following actions for the response phase of emergency management.</b>
Evacuate buildings.
Provide suicide prevention, grief-informed and trauma-informed care, Active Shooter actions, Stop the Bleed, CPR, and AED training.
Provide transportation resources when needed.
District police serve as the first responders, employing partner agencies as appropriate.

**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.

Recovery Actions Table	
<b>Paris Junior College identified the following actions for the recovery phase of emergency management.</b>	
Coordinate with the state/county government and partner agencies to assess readiness and timeframe for recovery efforts.	
Account for students, employees, and visitors after a county evacuation and communicate district updates and plans.	
Activate the Behavior Intervention Team, along with outside agency support, for students and staff.	
Provide crisis intervention and support with a trained crisis and grief counseling team.	
Restore utilities.	
Conduct facilities assessment and readiness evaluation.	
Reopen the district with communication to local agencies and stakeholders.	
Maintain required documentation of restoration and recovery activities, including Federal Emergency Management Agency (FEMA) documentation.	
Debrief the emergency response measures and update any needed documentation, procedures, policies, etc..	

## PHYSICAL AND PSYCHOLOGICAL SAFETY

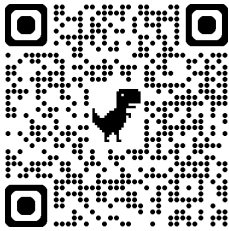
The physical safety of students, faculty, staff, and others in the community during an incident is addressed throughout every annex.

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. The PJC Behavioral Intervention Team (BIT) will support the professional development initiative.

For more information on support, services, and treatment during a crisis, scan the QR code below:



## ACCESS AND FUNCTIONAL NEEDS

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

- District and Staff will be assigned to directly assist persons with access and functional needs to direct them to the best available refuge area, until more assistance can be acquired.
- Individuals with disabilities and those with access and functional needs include, but are not limited to:
  - People with Limited English proficiency
  - People who are blind or have low vision
  - People who are deaf or hard of hearing
  - People who have cognitive or emotional disabilities
  - People with mobility assistance needs (both permanent and temporary)
  - People with medical support needs (chronic and acute)

## ASSIGNMENT OF ROLES AND 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. 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.

## RECOVERY AND MITIGATION

Recovery and motivation are essential for individuals and communities to rebuild and restore their lives after a disaster. Such events can disrupt normal life, leading to stress, emotional distress, and feelings of loss. Therefore, it is crucial to promote resilience and positive coping mechanisms while the college is in recovery mode.



After the safety and status of college personnel, students, and visitors have been assured and emergency conditions have subsided, college officials will assemble to support restoring the college's facilities and educational programs. Defining mission-critical operations and staffing this effort is the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

Each Paris Junior College Campus will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Educate and establish an agreement with mental health organizations to counsel students and college personnel after an incident.
- Assess physical security, data access, and all other critical services (i.e., plumbing, electrical, internet).
- Assess critical physical facilities, information technology resources, and personnel to evaluate the impact of each unavailable or damaged asset related to district operations.
- Document damaged facilities, physical plants, lost equipment, and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to district officials so that they can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Establish absentee policies for college personnel/students after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: synchronous vs. asynchronous online classes, tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (i.e., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.
- Regularly debrief with staff and prepare for the return to campus once it is deemed safe and the recovery efforts are complete.

## RECOVERY TIME OBJECTIVE (RTO) – TARGETED AND MINIMUM

Recovery Time Objective (RTO) represents the targeted time objective for the recovery of a specific function.

- **Critical Support Services** – operations that maintain safety and life support systems. **RTO:** Critical Support Services must be maintained on an ongoing basis.
- **Critical Operational Services** – include key college-wide infrastructure disaster response and recovery activities. **RTO:** Critical Operational Services need to commence as soon as possible, generally within one day.
- **Essential Operational Services** – include activities that protect college assets or are the

infrastructure support services necessary to support educational activities. **RTO:** Essential Operational Services need to commence as soon as possible, generally within three days.

- **Important Services** – are services that are required to maintain most normal college operations. **RTO:** Important Services are targeted for restoration within three weeks following a major disaster event.
- There is also a **Required Recovery Objective (RRO)** that represents the maximum period allowable for the recovery of a specific function if serious consequences are to be avoided.

Targeted and Minimum Recovery Objectives		
Service/Priority Level	Targeted RTO	Minimum RRO
Critical Support Services	MUST be maintained at all times	12 Hours
Critical Operational Services	One Day	Three Days
Essential Operational Services	Three Days	Three Weeks
Important Services	Three Weeks	Six Months to a Year

The important points from the above chart can be summarized as follows:

- Critical Support Services that control safety and life support systems must be maintained at all times, or the college will have to close (all normal operations and all recovery efforts cease).
- Critical Operational Services that maintain the key college-wide infrastructure can be suspended for a day, but if the period of suspension exceeds three days, the entire campus recovery process can begin to break down. Certain dangerous situations could emerge, and the college may have to close.
- The restoration of Essential Operational Services will allow the college to maintain educational activities. If this can be accomplished within three days, the recovery process can usually be reduced to adjusting future class schedules. On the other hand, if this cannot be accomplished within three weeks or so, the college may face the cancellation of a semester and a tuition refund.
- All activities become important at some point. If normal operations cannot be recovered within some period of time (a year), the ongoing viability of the college may be called into question.

## PHASES OF EMERGENCY MANAGEMENT - ROLES AND RESPONSIBILITIES

The table listed below signifies roles, responsibilities, and during which phase of emergency management each responsibility is to be fulfilled, and is located on the following pages.

Executive Staff	Responsibility	During Which Phase of Emergency Management it is fulfilled
<b>President or Designee</b>	Assumes responsibility for emergency management planning and response, ensuring the process includes each phase of emergency management.	All Phases
	An individual may be designated 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.	Preparedness
	Approves and ensures the 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.	Preparedness
	Establishes a line of succession for making district decisions during an incident.	Preparedness, mitigation, and Response
	Ensures this EOP is reviewed annually.	Preparedness
	Communicates with the Campus Safety and Security Committee regarding the objectives and priorities for the emergency management program.	All Phases
	Advises the Board of Regents of incidents and provides periodic reports as needed.	All Phases
	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident.	All Phases
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness
	Assess the communications infrastructure. Troubleshoot, maintain, and support college communication systems.	All Phases

<b>Vice President of Technology or Designee</b>	Serve as the lead for the Information Technology (IT)/Communications Unit during EOC activation.	Response
	Support communication systems in the EOC during an emergency.	Mitigation and Response
	Ensure interoperability of telecommunications and maintain backup emergency communications	All Phases
	Provide for the protection of vital electronic records.	All Phases
	Provide training and technical assistance in data protection, retrieval, and restoration.	Preparedness
	Coordinate continuity and restoration activities for critical infrastructure.	Mitigation and Recovery
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness
<b>Vice President of Academic Instruction and Vice President of Workforce Education or Designee</b>	Communicate with and account for teaching faculty in an emergency situation	All Phases
	Coordinate teaching and course content delivery (synchronous and asynchronous), assessment and grading during a continuity event.	All Phases
	Identify alternate facilities where institutional activities can be conducted in the event of the destruction, disablement, denial, or lack of access to existing facilities	All Phases
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness
<b>Vice President of Student Services or Designee</b>	Provide basic training on available resources and common reactions to trauma for all staff (including administrators)	Preparedness
	Plan with college departments for food and water to support sheltering operations.	All Phases
	Address the sheltering and mass care needs of student residents.	Mitigation, Response, and Recovery
	Identify both internal and external partners (consider local mental health agencies who may be able to assist and develop a structure for support) and develop partnership agreements.	Preparedness and Recovery
	Guides the continuance of advising, counseling services, and other related student services.	All Phases
	Develop procedures for pre-positioning resources and equipment for students living in housing.	Preparedness
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness

<b>Vice President of Business Services or Designee</b>	Develops and shares guidance for finance and budget personnel during an emergency.	Preparedness
	Guides finance and budget personnel before and during an emergency.	Preparedness and Response
	Develop the processes and procedures for tracking employees' time and issuing paychecks during disaster operations.	Preparedness
	Develop process for documenting the financial cost of emergency response and recovery operations	All Phases
	Provide procedures for procuring emergency resources for responding to and recovering from emergencies.	Preparedness
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness
	Provides guidance on the continuance of financial aid, or other related student services.	All Phases
<b>Public Information Officer or Designee</b>	Develop accurate, accessible, and timely information for use in DragonAlerts, press/media briefings, written media releases, or web and social media posts.	All Phases
	Monitor media and other sources of public information during an emergency.	All Phases
	Make information about the incident available to incident personnel.	All Phases
	Communicate emergency instructions to the college community utilizing the various communications systems and social media outlets.	All Phases
	Identify and implement rumor control methods	All Phases
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness
<b>Chief of Police</b>	Serve as lead for the Law Enforcement Unit at the EOC during an emergency	All Phases
	Coordinate with college departments and external partners such as Paris, Sulphur Springs, and Greenville Police and Fire Departments/EMS to address fire suppression, hazardous materials, security, traffic activities, evacuations, and re-entry, etc.	All Phases
	Identify sources for mutual aid agreements and assistance.	All Phases
	Monitor conditions and collect information relative to the emergency event.	All Phases
	Assist in damage assessments.	Mitigation, Response, and Recovery
	Provide disaster communication support (DragonAlerts) to the Public Information Officer.	Mitigation, Response, and Recovery

	Conduct physical search and rescue operations in damaged/collapsed structures and transportation accidents to locate and extricate victims.	Mitigation, Response, and Recovery
	Coordinate with other emergency services for the identification of missing persons	Mitigation, Response, and Recovery
	Recommends response action (e.g., evacuation, shelter-in-place, or lockdown)	All Phases
	Coordinate with VP of Student Services (housing and food services) to address the sheltering and mass care needs of student residents if necessary.	All Phases
	Provide for the protection of the housing sections during an emergency.	Mitigation, Response, and Recovery
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness
<b>Facilities Management</b>	Perform annual building maintenance and landscape assessments and address repairs as needed.	Preparedness
	Perform emergency repairs (e.g. damaged plant operations equipment and infrastructure).	Mitigation, Response, and Recovery
	Report operational information and observed damage to EOC during/after an emergency.	Mitigation, Response, and Recovery
	Lead coordination with college departments for preliminary damage assessment operations to address critical infrastructure during/after an emergency.	Mitigation, Response, and Recovery
	Coordinate with public works for utilities recovery and restoration	Mitigation, Response, and Recovery
	Contributes to a safe educational and working environment by participating in all drills, after-action reviews, and training, and being prepared to take action in case of a health or safety emergency.	Preparedness

# EMERGENCY COMMUNICATIONS

## PURPOSE

Emergency communications are crucial to public safety, property protection, response/recovery efforts, agency cooperation, public confidence, and reunification. The following procedures outline a plan for managing communications during an emergency that impacts the district's operations. The plan includes preparedness, response, and recovery regarding emergency communications with the district.

## SCOPE

This addresses the district's planning for emergency communications and will apply to all PJC campuses/site locations.

## WHAT ARE EMERGENCY COMMUNICATIONS?

Emergency communications ensure the district has the technology and infrastructure for timely and accurate information sharing about safety incidents affecting personnel and students.

## WHEN AN EMERGENCY OCCURS

In any emergency threatening a campus or district, the person that first notices it should call 911 using either a cell phone or landline and report the emergency. In a perfect world, the front office of the affected campus will notify 911. When life safety is at stake, do not delay calling the proper authorities (police, fire, EMS, etc.).

At the first possibility, internal notification of the emergency should flow in the following order:

1. President/Director (at the affected campus).
2. Front Desk Staff (site campus).
3. President of the District Board of Regents (when time permits).

It is the President's responsibility to communicate with the Board President if the emergency is worthy of local or national news.

# PUBLIC INFORMATION OFFICER ROLES AND RESPONSIBILITIES

## DURING NORMAL OPERATIONS

The goal of the PIO is to create effective communication between the school and the public. The PIO's role is to promote the district and inform the public about its educational achievements and services, under the guidance of the President or designee:

- Develops and implements strategic communications regarding all aspects of the district's public information plan.
- Advises and manages effective media, community, and public relations.
- Maintains editorial and graphics standards.
- Facilitates public information and community relations activities, events, and projects, including internal and external communications.

## DURING AN EMERGENCY

In an emergency situation, the Public Information Officer (PIO) is responsible for communicating with the district, the public, and the media. The PIO ensures that both the district and the community stay informed about what is happening during active threats, severe weather events, global pandemics, or campus/site closures. **The media also needs accurate and timely information to mitigate public anxiety and mistrust.**

**Other critical duties of the PIO during an emergency are as follows:**

- Planning and hosting press conferences to announce significant news or address crises.
- Preparing press releases, speeches, articles, social media posts, and other materials for public consumption.
- Developing strategies and procedures for working effectively with the media.
- Maintaining good working relationships with media organizations.
- Collaborating with executive management and the marketing team to ensure a cohesive public image.
- Working with teams to organize and host public events and promotions during a crisis.
- Speaking directly to the public or media to address questions and represent the organization.



## PIO COMMUNICATION TOOLS

Effective emergency communication programs employ multiple and layered methods of communication with constituencies, including students, employees, parents, the Board of Regents, and community members. In an emergency, the President and the PIO can deploy one or all of the following communications methods:

- **Dragon Alert System** allows the campus or district to notify students and employees via call, text message, phone intercom, and email.
- **District Webpage** – [www.parisjc.edu](http://www.parisjc.edu)
- **District Information Phonenumber:**
  - **Main Campus:** 903-785-7661
  - **Greenville Site:** 903-454-9333
  - **Sulphur Springs Site:** 903-885-1232
- **Social Media** – Facebook, Twitter, and Instagram accounts.
- **Local News Media** – The district has a detailed news media call list that will be activated in an emergency.

## PIO DISTRICT ACTIONS

### Prevention Phase

This phase is usually not applicable to a functional annex

### Mitigation Phase

This phase is usually not applicable to a functional annex

### Preparedness Phase

Regularly review District readiness for Emergency Communications

District Action	Responsible Role by Position
Ensure that the Public Information Officer (PIO) receives sufficient training each academic year.	President
Creates and executes strategic communications related to all components of the district's public information plan.	Public Information Officer
Provides guidance and management for effective media relations, community engagement, and public relations.	Public Information Officer

## Response Phase

### District actions during Emergency Communications

District Action	Responsible Role by Position
Organizing and hosting press conferences (with location) to announce important news or respond to crises.	Public Information Officer
Creating press releases, speeches, articles, social media posts, and other materials for public distribution.	Public Information Officer
Collaborating with executive management and the marketing team to ensure a cohesive public image.	Public Information Officer

## Recovery Phase

### Return to normal District operations following Emergency Communications

District Action	Responsible Role by Position
Continue to brief the media on the progress of recovery, addressing any remaining issues, and providing updates on the situation.	Public Information Officer
Information about available assistance programs, disaster assistance centers, and shelters must be communicated to the district and the public.	Public Information Officer
Participating in the After-Action Review (AAR) is essential to incorporate lessons learned from the recovery process into future planning.	Public Information Officer
For more information, visit the Texas State Texas School Safety Center at <a href="https://txssc.txstate.edu/tools/emergency-comms-toolkit/">https://txssc.txstate.edu/tools/emergency-comms-toolkit/</a>	

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# CONTINUITY OF OPERATIONS PLAN (COOP) FUNCTIONAL ANNEX

## PURPOSE

The Continuity of Operations Plan (COOP) is intended to establish policies, procedures, and organizational structure for response to emergencies that are of sufficient magnitude to cause a significant disruption of the functioning of all or portions of Paris Junior College campuses. This COOP describes the roles and responsibilities of support departments, operational groups, and personnel during emergencies. The COOP defines procedures to maintain and/or restore normal college operations.

***Note:** An **Emergency Operations Plan (EOP)** focuses on how the College will respond to and recover from an emergency or disaster, while a **Continuity of Operations Plan (COOP)** ensures that essential functions can continue during and after the incident. The EOP is a broader proactive plan for all hazards, while the COOP is specific to maintaining operations and providing services during a disruption.*

## SCOPE

This plan is the official emergency response guide for Paris Junior College, outlining how personnel and resources should act during emergencies. It does not limit the use of good judgment in unforeseen situations.

This plan is subordinate to federal, state, or local plans during a disaster declaration. It aligns with established emergency response practices and uses the Incident Command System. The college will cooperate with the Office of Emergency Management, state authorities, the fire department, and other responders.

This plan helps to ensure continuity of essential functions during situations that may affect campus buildings, workforce, or critical systems for up to 30 days. Such events include weather, active threat, fire, structural damage, loss of utilities, workforce reduction, or chemical/biological contamination.

## MISSION

PJC will respond to an emergency safely and effectively in a timely manner. Campus resources and equipment will be utilized to accomplish the following priorities:

- **Priority I:** Protection of Human Life
- **Priority II:** Support/Restoration of Health, Safety, and Essential Services
- **Priority III:** Protection of College Assets
- **Priority IV:** Assessment of Damages
- **Priority V:** Restoration of Critical Operations

- **Priority VI:** Restoration of General Campus Operations

## ASSUMPTIONS

PJC has developed the following planning assumptions:

- Proper implementation of these guidelines (COOP and EOP) will reduce or prevent disaster-related losses.
- Emergencies or threatened emergencies can adversely impact the college's ability to continue essential functions and provide support to daily operations.
- There will be a sufficient number of available administrators with adequate supporting personnel to continue the essential functions of the college.
- Recovery of a critical subset of the college's functions and application systems will occur and allow essential functions to continue.
- A disaster may require students, faculty, staff, and the public to function with limited support services and some service degradation until a full recovery.
- Leadership and employees will continue to recognize their responsibilities to the college and exercise their authority to implement this continuity plan promptly when confronted with disasters.
- The college is able to reinstate academic classes within two weeks of disruption, whether through traditional or alternative methods/locations (synchronous and asynchronous).
- In the event of a disaster, the college will work in cooperation with surrounding jurisdictions and local emergency response personnel for activation and recovery.

## CONCEPTS OF OPERATIONS

PJC has developed a concept of operations that describes its approach to implementing the continuity plan and how each continuity plan element will be addressed. In particular, this section focuses on establishing a decision process for determining appropriate actions in implementing continuity plans and procedures. It also identifies how PJC will address issues associated with notification and alert, and direction and control.

## CONTINUITY OF EXECUTION

The President or designated successor may activate this continuity plan. The continuity plan is activated based on known or anticipated threats and emergencies that may occur with or without warning. PJC will use a time-phased approach for implementation, whereby critical resources are deployed early, and other resources will follow as needed.

## CONTINUITY AND RECOVERY GROUP

The Continuity and Recovery Group has been established by PJC to manage the continuity and recovery process. The Continuity and Recovery Group will oversee and prioritize the actions of the college and departments during a continuity plan activation and disaster recovery. PJC has identified key positions to provide management and oversight necessary to restore critical infrastructure and essential functions with a priority rating of “critical” within hours after continuity plan activation. The members of the Continuity and Recovery Group are:

- President (PRES) or designees
- Vice President of Academic Instruction (VPAI) or designee
- Vice President of Student Services (VPSS) or designee
- Vice President of Business Services (VPBS) or designee
- Vice President of Workforce Education (VPWE) or designee
- Vice President of Technology (VPT) or designee
- Executive Director, Marketing and Communication (PIO) or designee
- Chief of Police (CPD)
- Human Resources (HR) or designee
- Others as assigned by President

Leadership of the Continuity and Recovery Group will be designated by the President. The Continuity and Recovery Group may add additional members as needed for specific expertise.

## FOUR PHASES OF COOP

### 1. Readiness and Preparedness Phase

This phase encompasses all college preparedness planning and training that occurs prior to an emergency that disrupts operations. Risk management activities occur in this phase, including district hazards assessments and identifying mitigation strategies. This phase involves developing emergency operations and relevant hazard-specific and functional annexes, including continuity of operations plans and procedures. Training staff in continuity of operations is an important component of readiness. During this phase, planners should consider methods for sharing the COOP plan with the college, Board of Regents, and other relevant internal and external stakeholders.

*NOTE: The college will utilize the EOP as an instrument to ensure readiness and preparedness. The EOP provides a general framework for the mandated phases of emergency management. Training should encompass both EOP and COOP.*

### 2. Activation Phase

Activation of the continuity plan will be determined by the President or designees. The

President or designees will activate the plan by assembling the Continuity and Recovery Group. Members of this group will be notified of the time, date, and location of the meeting or teleconference.

There may be situations that call for activation and implementation of individual division, department, campus continuity plans, but not an institutional-wide continuity plan.

<b>DECISION CHART FOR COOP ACTIVATION</b>		
	<b>DUTY HOURS</b>	<b>NON-DUTY HOURS</b>
<b>EVENTS WITH WARNING</b>	<ul style="list-style-type: none"> <li>• Is the threat aimed at the college or the surrounding area?</li> <li>• Is the threat aimed at college personnel?</li> <li>• Are college personnel unsafe remaining on campus and/or area?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the threat aimed at the facility or surrounding area?</li> <li>• Is the threat aimed at organization personnel?</li> <li>• Who should be notified of the threat?</li> <li>• Is it safe for employees to return to work the next day?</li> </ul>
<b>EVENTS WITHOUT WARNING</b>	<ul style="list-style-type: none"> <li>• Is the facility affected?</li> <li>• Are personnel affected?</li> <li>• Have personnel safely evacuated or are they sheltering-in-place?</li> <li>• What are the instructions from first responders?</li> </ul>	<ul style="list-style-type: none"> <li>• Is the facility affected?</li> <li>• What are the instructions from first responders?</li> <li>• How soon must the organization be operational?</li> </ul>

### 3. Implementation Phase

In this phase, the college will implement continuity strategies to keep essential functions operational. Procedures to be included in this section of the COOP include accounting for personnel, implementing the continuity strategies, and preparing for reconstitution of (i.e., return to) normal operations or standard operating procedures. It is important during this phase, and all phases, to maintain communications with both internal and external audiences (e.g., media, staff, students).

During the implementation phase, the college will consider the following:

- Assessment of impacts to critical infrastructure.
- Prioritization of essential functions and unmet needs of colleges or departments.
- Coordination with on-going response activities.
- Establish objectives and timeframes.
- Identify available resources.
- Dissemination of timely and accurate information to internal and external audiences.
- Contract(s) execution.
- Implement necessary changes to the Leave Policy.

- Supplies – ordering and purchasing.
- Counseling Services – student, and employee mental health needs.
- Transportation considerations (on and off-campus).
- International students.
- Student Financial Aid.
- Appropriate accommodations for functional and access needs (students, faculty, and staff with disabilities).
- FEMA reimbursement requirements, if applicable
- **Specific considerations for each planning scenario are:**
  - Loss of Facility Access**
    - Facility damage assessment
    - Alternate assignments for on-campus lecture
    - Alternate assignments for on-campus work location
    - Leasing requirements for off-campus work relocation
    - Protocols for faculty and staff working from remote locations
    - Alternate assignments for on-campus housing
      - The transition between temporary shelters and semi-permanent housing
    - Agreements/contracts for generator, dehumidifier, water removal systems, debris removal, and temporary construction
    - Food Services - contracts with the food vendor
  - Loss of Personnel**
    - Payroll
    - Support of students remaining on campus
    - Staff augmentation – cross-disciplinary training for personnel
    - Food considerations – alternative arrangements for providing meals
    - Requirements for distance education and telecommuting
  - Loss of Information Technology**
    - Off-campus secondary back-up facilities
    - Contracts for water removal systems
    - Data recovery as identified by departmental or IT personnel

#### 4. Reconstitution Phase

Deactivation of the continuity plan will occur when the President or designee has determined that the college is operating at a sufficient level and the guidance of the Continuity and Recovery Group is no longer required.

Alternate operations transition to normal operations during restoration. This includes the return of staff and students to permanent facilities. IT systems, communications systems, supplies, and records are restored to pre-disruption levels.

When planning for reconstitution, consider the minimum requirements needed to return to normal operations and restore the learning environment, including:



- Number of staff and students.
- Number of safe and healthy facilities.
- Business and financial systems are operating.
- Other resources needed to return to normalcy.

When reconstitution has been established and the college is operating normally, an after-action review should be conducted to evaluate the college's response to the continuity activation. Strengths and areas for improvement determined during the after-action review should be used to revise and improve plans and procedures for future continuity of operations incidents.

## RECOVERY TIME OBJECTIVE (RTO) – TARGETED AND MINIMUM

Recovery Time Objective (RTO) represents the targeted time objective for the recovery of a specific function.

- **Critical Support Services** – operations that maintain safety and life support systems. **RTO:** Critical Support Services must be maintained on an ongoing basis.
- **Critical Operational Services** – include key college-wide infrastructure disaster response and recovery activities. **RTO:** Critical Operational Services need to commence as soon as possible, generally within one day.
- **Essential Operational Services** – include activities that protect college assets or are the infrastructure support services necessary to support educational activities. **RTO:** Essential Operational Services need to commence as soon as possible, generally within three days.
- **Important Services** – are services that are required to maintain most normal college operations. **RTO:** Important Services are targeted for restoration within three weeks following a major disaster event.
- There is also a **Required Recovery Objective (RRO)** that represents the maximum period allowable for the recovery of a specific function if serious consequences are to be avoided.

## ESSENTIAL FUNCTIONS

Essential functions are critical services, programs, or activities necessary for operations. Their interruption for an extended period would directly impact on the college's success. The college has developed four categories for essential functions based on their recovery time objectives (maximum time that a function can be down). These categories may be applied at any level of the organization to assist with prioritizing recovery time objectives (RTO).

### **Tier 0 - Critical: Uninterrupted or Resumed within 12 Hours**

- Must go uninterrupted or be resumed within 12 hours of an incident.
- Functions that preserve the college through command and control.
- Functions with direct and immediate effect on the jurisdiction to preserve life safety and protect property.

**Tier 1 - High: Resumed Within One Day – 3 Days**

- Must be continued at a normal or increased level within One Day – 3 days of an incident.
- Functions that may cause significant consequences if paused for more than 3 days.

**Tier II - Medium: Resumed Within 3 Days - 3 Weeks**

- Must be continued at a normal or increased level within 3 days - 3 weeks of an incident.
- Functions that may cause significant consequences if paused for more than 1 week.

**Tier III - Low: Resumed Within 3 Weeks – Six Months to a Year**

- Must be continued at a normal or increased level within 3 weeks of an incident.
- Functions that may be suspended for up to 3 weeks without causing significant disruption.

Targeted and Minimum Recovery Objectives		
Service/Priority Level	Targeted RTO	Minimum RRO
Critical Support Services – Tier 0	MUST be maintained at all times	12 Hours
Critical Operational Services – Tier I	One Day	Three Days
Essential Operational Services – Tier II	Three Days	Three Weeks
Important Services – Tier III	Three Weeks	Six Months to a Year

The important points from the above chart can be summarized as follows:

- Critical Support Services that control safety and life support systems must be maintained at all times or the college will have to close (all normal operations and all recovery efforts cease).
- Critical Operational Services that maintain the key college-wide infrastructure can be suspended for a day, but if the period of suspension exceeds three days, the entire campus recovery process can begin to break down. Certain dangerous situations could emerge, and the college may have to close.
- The restoration of Essential Operational Services will allow the college to maintain educational activities. If this can be accomplished within three days, the recovery process can usually be reduced to adjusting future class schedules. On the other hand, if this cannot be accomplished within one week or so, the college may face the cancellation of a semester and a tuition refund.
- All activities become important at some point. If normal operations cannot be recovered within some period of time (three weeks), the ongoing viability of the college may be called into question.

## IDENTIFIED MISSION CRITICAL/ESSENTIAL FUNCTIONS

Below is the list of identified mission-critical/essential functions

Priority	Assigned Division	Assigned department	Function	RTO
1	PRES	Pres/VPT/Marketing & Communications	Communication Internal Facing	Tier 0
2	PRES	CPD	Life Safety	Tier 0
3	PRES	Pres/VPT/Marketing & Communications	Communication Outward Facing	Tier 0
4	VPT	Information Technology Personnel	Information/Call Center	Tier 0
5	PRES	CPD	Institutional Security	Tier 0
6	VPT	Information Technology Personnel	Physical Security of Information Technology Resources	Tier 0
7	PRES	CPD	Law Enforcement	Tier 0
8	PRES	Director of Facilities	Care & Maintenance for Generators (emergency power), Boilers, Chillers, Cold Rooms, Refrigerators, and overall Facility Assessments	Tier 0
9	HR	Human Resources	Payroll	Tier 0
10	VPBS	Financial Services	Distribution of emergency funding	Tier 0
11	VPBS	Procurement and Disbursement	Emergency Purchases and Contracts	Tier 0

Priority	Assigned Division	Assigned department	Function	RTO
12	PRES	CPD/Marketing & Communications	DragonAlerts/Timely Warnings	Tier 0
13	VPBS	Procurement and Disbursement	Central Receiving - receiving, delivering essential supplies	Tier 0
14	PRES	CPD	Family Notifications Staff/Faculty	Tier 0
15	VPSS	CPD/Student Services	Family Notifications Student	Tier 0
16	VPSS	Director of Student Life	Housing/Food Services for Students	Tier 0
17	VPSS	Counseling Services	Emergency Counseling Services	Tier 0
18	VPAI	Institutional Effectiveness	Transmission of State & Federal Reports	Tier 1
19	VPBS	Financial Aid	Transmission of State & Federal Reports	Tier I
20	PRES	CPD	Traffic Control	Tier 1
21	VPAI/ VPWE	VPAI/VPWE	Classroom Instruction	Tier I
22	VPAI/ VPWE	VPAI/VPWE	Academic Labs	Tier I

Priority	Assigned Division	Assigned department	Function	RTO
23	VPSS	Admissions, Advising	Admissions processing	Tier I
24	VPBS	Financial Aid	Financial aid processing (loans and awards)	Tier I
25	VPSS	Registrar Office	Registration/enrollment of students	Tier I
26	VPSS	Registrar Office	Processing of grades	Tier I
27	PRES	Director of Athletics	Athletic Competition/Travel	Tier I
28	PRES	Marketing & Communications	Radio/TV Broadcasting to include Emergency Alerts	Tier I
29	VPSS	Student Success	Testing Services	Tier I
30	PRES	Facilities Management/Physical Plant	Building & Grounds Maintenance, Damage, Repair, Debris Removal	Tier I
31	HR	Human Resources	Faculty & Staff (Hiring & Onboarding)	Tier I
32	HR	Human Resources	Employee Relations (to address legal matters, grievances, and unemployment claims)	Tier I
33	HR	Human Resources	Records	Tier I

Priority	Assigned Division	Assigned department	Function	RTO
34	HR	Human Resources	Transmission of State & Federal Reports	Tier I
35	VPBS	Procurement and Disbursement	Travel - Emergency travel needs	Tier I
36	HR	Human Resources	Benefits	Tier I
37	VPSS	Enrollment/Advising	Immigration (submitting petitions, accessing immigration documents such as original I-797 documents)	Tier II
38	HR	Human Resources	Student Employment (Hiring & Onboarding)	Tier II
39	VPSS	Registrar Office	Student Records	Tier II
40	VPSS	Enrollment/Advising	Advising services	Tier II
41	HR	Human Resources (EEO/Title IX)	Training, Monitoring, Investigations	Tier II
42	VPBS	Financial Services	Financial Reporting & Analysis of Accounting	Tier II
43	VPAI	Library	Library Services	Tier III

Priority	Assigned Division	Assigned department	Function	RTO
44	VPAI	Student Academic Support Services	Tutoring services to support academics	Tier III
45	PRES	Compliance	Internal Reviews, Audit Liaison and Follow-Up, Clery Compliance, Policy Development & Updating,	Tier III
46	VPBS	Procurement and Disbursement	Accounts Payable - Essential payments	Tier III

## CRITICAL INFRASTRUCTURE

Based on the categorization of essential functions, the college has identified broad operations with campus-wide implications for sustaining and supporting life and safety following an emergency. These broad operations have been identified as critical infrastructure that must be robust and resilient to support the recovery of other essential functions. Critical infrastructure includes:

- Emergency Response Services.
- Utilities, including electricity, water, and reasonable climate control.
- Communications with internal and external audiences including students, faculty, staff, and media.
- Internet and voice communications.
- Hazardous materials spill response and control, including safe handling and proper disposal of toxic substances, biologically hazardous materials, research animals, and radioactive materials.
- Departments responsible for critical infrastructure will coordinate with the Continuity and Recovery Group to quickly restore their “critical” and “high” essential functions following an emergency.

## DIVISIONAL, DEPARTMENTAL, AND SITE BUSINESS CONTINUITY

**Business Continuity** includes activities that assist an organization in restoring essential services and evaluating the impacts of potential disruptions. A business continuity program enhances resilience by ensuring that internal and external services can withstand such disruptions.

While both Business Continuity and Emergency Management processes complement each other, there are clear distinguishing activities that separate these two programs.

- **Emergency Management** is an ongoing process to prevent, prepare for, respond to, and

recover from an incident that threatens life, property, operations, information, or the environment.

- **Business Continuity** seeks to identify a division's/department's critical functions that may impact the College economically or damage its reputation and develop a restoration plan to allow for these processes to continue.

## DIVISIONAL, DEPARTMENTAL, AND SITE CAMPUSES DEPENDENCIES

All college divisions, departments, and site campuses may rely on various components of the college to maintain their essential functions. Additionally, they may also depend on external vendors to support their operations. Each division, department, and site campus is responsible for documenting its key internal and external dependencies in its Business Continuity Plan. These key dependencies may include:

- Essential/mission-critical functions.
- Standard and emergency procedures.
- Essential employees.
- Equipment.
- Supplies.

## LIMITATIONS TO THE EOP AND COOP

Emergencies can happen suddenly and with little or no warning, making it impossible to predict every aspect and incorporate a perfect response into a plan. Disasters and emergencies are inherently unpredictable and involve significant uncertainty, making it challenging to account for every possible scenario.

## IMPLEMENTATIONAL CHALLENGES

Even a well-developed plan can face challenges due to various factors beyond the control of the Emergency Management team.

- **Communication Failures** – Technical issues, misinformation and inadequate information management.
- **Mismatch with Reality** – Plan may not fully align with the actual situation, which then requires improvisation and adaptation during the actual event.
- **Lack of Training and Familiarity with the Plan** – Insufficient or outdated training can lead to confusion or an inappropriate response to the emergency.
- **Resource Constraints** – Limited resources such as personnel, equipment, and investments can impede the ability to respond effectively.
- **Evolving Threats** – The nature of threats continues to evolve; the EOP plan must be updated annually to confront the new challenges.



# INCIDENT COMMAND SYSTEM (ICS) DIRECTION AND CONTROL ANNEX

## GENERAL INFORMATION

**Direction** refers to the guidance, leadership, and decision-making that are provided to the incident management team. Direction sets priorities, establishes objectives, and ensures resources are allocated appropriately. It involves making strategic decisions based on situational awareness, ensuring that the response remains focused on achieving the incident's objectives.

**Control** refers to the process of monitoring and managing the execution of the incident response. It ensures that the response is being carried out as planned and within established parameters. This includes overseeing the performance of all involved parties, assessing progress, and adjusting tactics or resources as necessary to meet objectives.

The College President will provide guidance for the direction and control of an emergency incident. The district should implement the Incident Command System (ICS) to manage the emergency incident:

- The first ICS-trained individual to arrive at the emergency incident scene will serve as the Incident Commander (IC) until relieved by the appropriate responding agency.
- The IC will have the ability to expand or contract the ICS structure as necessary during the emergency incident.
- The ICS structure is the district organization that will be used to involve all emergency incidents on district property.
- The IC will establish an Incident Command Post (ICP), assign individuals to fill positions to effectively respond to the emergency incident, direct the on-scene response from the ICP, and provide an assessment of the situation (situation report, etc.) to district officials and responding agencies.
- When an emergency incident expands beyond the district's response capabilities, multiple agencies may 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) to make collaborative decisions and coordinate an effective response.

## CHAIN OF COMMAND

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

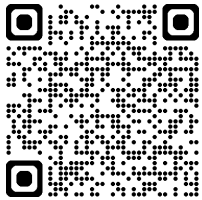
- First individual responsible for making decisions – President
- The individual designated to take responsibility if the primary person is unavailable.– VP of Academic Instruction
- Additional individual if the prior two are not available – VP of Student Success

## COORDINATION WITH RESPONDING AGENCIES

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

- Law Enforcement.
- Emergency Medical/Fire Services.
- Health and Human Services.

Members of the Emergency Management Team may want to complete Incident Command System Training provided by FEMA at no cost. **For more information on FEMA Incident Command courses, scan the QR Code below:**



## INCIDENT COMMAND SYSTEM (ICS) STAFF DESIGNATIONS

### INCIDENT COMMAND POST (ICP)

The ICP is located in the Emergency Operations Center (EOC) for on-scene incident command and management. Staffing at the ICP typically includes the Incident Commander, PIO, Operations, and Safety Officer, while some roles may be assigned to other posts if necessary (e.g. Liaison Officer, Planning, and Finance) in order to make best use of available staff resources. The designated location(s) for the ICP are as follows:

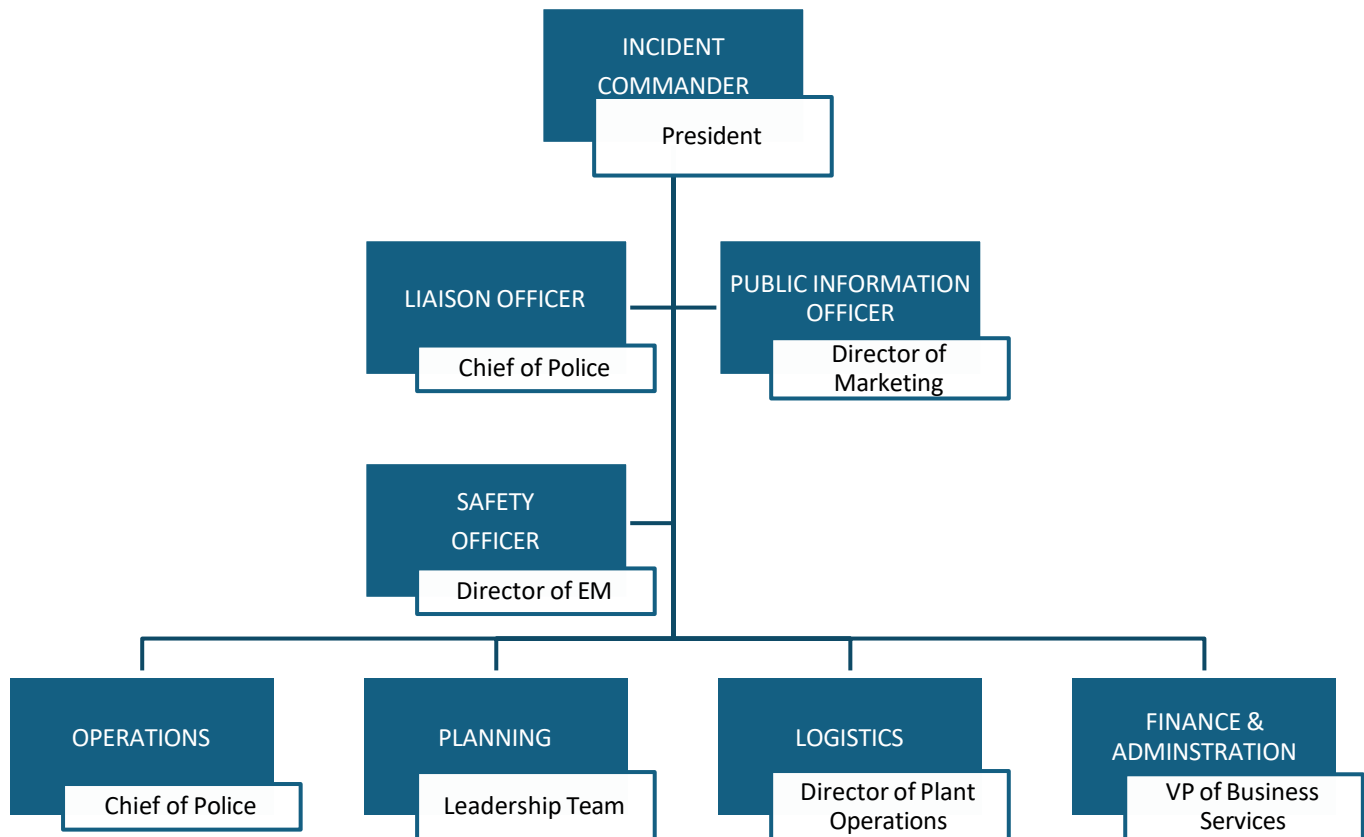
### EMERGENCY OPERATIONS CENTER (EOC)

The EOC is a physical or virtual location where members of the Emergency Management Team can coordinate information and resources to support the Incident Commander (IC) during an emergency. The EOC will assist with the following:

- Collect and analyze information related to the incident from various sources or agencies to help guide the emergency response.
- Facilitate communication and coordination among various agencies and/or organizations assisting in the response.
- Make decisions to protect life and property.
- Assist in activating and supporting the implementation of the COOP plan to ensure the college can perform essential functions during an emergency.

***Note: An **Emergency Operations Plan (EOP)** focuses on how the College will respond to and recover from an emergency or disaster, while an **ICS Direction and Control plan** ensures the proper management of the incident as it evolves.***

## CHAIN OF COMMAND ICP/EOC STRUCTURE



## INCIDENT COMMAND STAFF

Under NIMS, the Command Staff consists of personnel who assist the Incident Commander (IC) during an incident. This team is responsible for essential activities and includes key positions such as the Public Information Officer, Safety Officer, and Liaison Officer.

## INCIDENT COMMANDER (IC) ROLE

The Incident Commander (President) or his/her designee shall begin contacting all necessary members of the Emergency Management Team, which consists of the following command staff personnel:

- Public Information Officer- Director of Marketing and Communications.
- Emergency Preparedness Safety Officer or designee.
- Liaison Officer- Sr. Officer or designee (can be from a local or state agency).

## PUBLIC INFORMATION OFFICER (PIO) ROLE

PJC has designated a Public Information Officer (PIO) that is the official spokesperson for the college. 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. This role is typically handled by the Director of Marketing and Communications or an appointed external law enforcement agency.

- Establishes liaison with the news media and produces public announcements of information as requested by the President.
- Arranges photographic and audio-visual services, if requested by the President.
- Advises Chief/Incident Commander (College President) or designee of all news concerning the extent of the disaster affecting the campus/site.
- Prepares all internal announcements and information, including Blackboard Connect and releases announcements upon the approval of the Chief/Incident Commander (College President).

## LIAISON OFFICER ROLE

In direct support of emergency operations, Liaison Officers are activated depending on the impact, complexity, and size of the operation. Liaison Officers may be staffed by respective entities within the college that are functionally capable of interfacing with campus police of the college or the jurisdictional local, county, or state support provided to the college's operations.

The incident response operations will drive the requirements for liaisons to support the mission. Examples of these may include: Stress Management; Public Utilities; Private sector infrastructure; Public Health; Environmental Protection Agency; Law Enforcement; Transportation; Red Cross or other voluntary agencies; and other internal or external functions as listed below:

- Act as a point of contact for agency representatives.
- Monitor incident operations to identify current or potential inter-organizational issues.
- Maintain a list of assisting and cooperating agencies and agency representatives.
- Assist in setting up and coordinating interagency mutual aid agreements.
- Participate in planning meetings and provide current resource status, including limitations and capabilities of agency resources.
- Provide agency-specific demobilization information and needs.

## SAFETY OFFICER ROLE

The priority of life, safety, and security is paramount in the Emergency Operations Plan (EOP). The Safety Officer communicates directly with the person in charge, whether the initial IC or the college EOP Manager, to ensure all personnel can conduct operations safely without endangering their lives.

- Identify and mitigate hazardous situations.
- Stop and prevent unsafe acts.
- Prepare and communicate safety messages and briefings.
- Assign assistants qualified to evaluate special hazards.
- Initiate preliminary investigation of accidents within the incident area.
- Participate in planning meetings to address anticipated hazards associated with future operations.

## GENERAL STAFF

In the framework of the National Incident Management System (NIMS), the General Staff consists of senior personnel who report directly to the Incident Commander. They are responsible for managing the key functional areas of an incident, which include Operations, Planning, Logistics, and Finance/Administration.

### OPERATIONS SECTION CHIEF ROLE

The role of the Operations Section Chief (Ops Chief) is to oversee and direct all incident-related events. The Ops Chief plays an integral part in developing incident responses within the EOP by providing key advice from a tactical perspective on meeting the objectives necessary to successfully manage the incident at the incident site level, while working closely with the Planning Section to anticipate future needs. In addition, the Ops Chief is responsible for managing tactical operations to reduce immediate hazards, save lives and property, establish situation control and restore normal conditions. Depending on needs created by the emergency, Operations can include police, fire, and medical services, hazardous materials response, sheltering and feeding, mental health support, cultural and historical properties protection, and critical infrastructure sustainment efforts. The make-up of the Operations section will vary based on incident priorities.

The Ops Chief will be responsible for assigning subordinate roles as needed, such as:

- On-site Supervisor.
- Public Protection Supervisor.
- Roadblock Crews.
- Staging Area Manager.
- Coordinate response with outside agencies.

If the Operations Chief does not have enough staff to meet all public safety requirements, the Logistics Section should be contacted immediately to obtain additional resources. This could include bringing in outside emergency agencies/responders to manage roadblocks or securing other operators through mutual aid agreements.

## PLANNING SECTION CHIEF(S) ROLE

The Planning Section Chief plays a crucial role in incident responses within the EOP. The Planning Section Chief is responsible for collecting, evaluating, and disseminating information about the incident and the status of resources to create a shared understanding of the current situation and prepare alternative strategies to address incident priorities. Planning facilitates the planning process, with cooperation and input from the entire incident management team. They organize briefing meetings, provide essential advice on objectives, designate planning section staff, and anticipate future needs. In addition, the Planning Section Chief is part of the leadership team tasked with determining incident objectives and strategies for the assigned operational period. The Planning Section collects situation and resource status information, evaluates it, and processes the information to be used in developing or redefining action plans. The college's Vice Presidents/ leadership team typically handle the Planning Chief's role. The Planning Chief will be responsible for implementing the following:

- Establish phone trees with their Deans and Directors to ensure all their subordinates (faculty and staff) can be contacted during and after the emergency.
- Develop individual departmental, division, and site plans with each of their Deans and Directors to prepare for a campus incident.
- Develop individual departmental, division, and site plans with each of their Deans and Directors to respond to and secure their areas of responsibility during a campus incident.
- Develop individual departmental, division, and site plans with each of their Deans and Directors to fully recover their areas of responsibility upon conclusion of a campus incident. These plans are to include makeup class scheduling with their faculty.

## LOGISTICS SECTION CHIEF ROLE

The Logistics Section Chief is responsible for providing facilities, services, and materials to support incident response. This includes providing and establishing all incident facilities, transportation, supplies, equipment maintenance and fueling, food service, communications and technology, and medical services for incident personnel. Other duties are listed below:

- Arrange for the purchase of emergency supplies as needed through purchase orders, petty cash, credit cards, and checks.
- Track and maintain records by property address of all incident-related supplies, materials, and repairs.
- Provide maps and building blueprints and access to facilities to emergency response agencies.
- Ensure all college vehicles are adequately fueled in case of evacuation order or reunification transport.
- In collaboration with the Planning Section (Student Life Director), arrange for food stores/supplies for students living on campus.

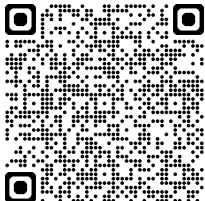
- To the extent possible, communicate with vendors of any anticipated deliveries concerning the possible closure of the college.

## FINANCE/ADMINISTRATION SECTION CHIEF ROLE

The finance/administration section chief plays a vital role within the incident command system, tasked with overseeing the financial and administrative components during emergencies or incidents. This position is responsible for ensuring that all financial resources are tracked, documented, and allocated efficiently, which facilitates effective response and recovery efforts. Furthermore, the finance/administration section chief is instrumental in planning for future incidents by keeping accurate records of costs and resource usage.

- The finance/administration section chief reports directly to the incident commander and is responsible for overseeing all financial operations related to the incident.
- This position involves tracking expenditures, processing claims, and ensuring compliance with regulations and policies during an emergency response.
- The finance/administration section chief also coordinates with other sections to assess their financial needs and allocate resources accordingly.
- Accurate documentation of costs incurred is essential for potential reimbursement from federal or state agencies following a disaster.
- Effective financial management by the finance/administration section chief helps to optimize resource allocation and enhances overall operational efficiency.

**For more information on the FEMA Incident Command Structure, scan the QR Code below:**





## ADDITIONAL CRITICAL INCIDENT ROLES

### INFORMATION TECHNOLOGY ROLE

- Maintains the Computing Services Department in a state of constant readiness.
- Maintains backup systems for the security of college records.
- Provides support for all computerized communications resources.
- Provides emergency repairs to the college's IT Infrastructure as required.
- Reroutes or relocates computer assets as needed.
- Updates employee and student phone numbers and addresses in Blackboard Learning Management system to be utilized during emergencies.
- Protect all computer assets and computerized communications resources.

### DIRECTOR OF HUMAN RESOURCES

- Focus on Employee Well-being: In times of crisis, employees' mental and emotional health can be significantly affected. HR should be proactive in providing support and resources.
- Submits updated list of employee phone numbers and addresses to IT monthly.
- Makes the employee list available to Emergency Management Command Staff members in both hard copy and electronic formats as requested for emergency purposes.

### DIRECTOR OF STUDENT LIFE

- Communicates with Athletic Coaches and Student Success Coaches regarding emergency closures that may affect their campus housing residents.
- Provides the Chief/Incident Commander (College President) or designee with a list of all college housing residents, including contact information for each resident.
- Develops a plan for the evacuation of the campus housing residents to temporary housing locations and submits it to the Chief/Incident Commander (College President) or designee
- Develops a plan to provide food services to campus housing residents displaced during the evacuation.
- In the event of an evacuation, provide written notice to all campus housing residents that PJC is not responsible for any personal items left in housing and ensure all electronic/electrical appliances are shut down or removed.

### FACULTY

- Educate students and/or employees concerning the college emergency operations plan as well as evacuation procedures for their building and/or activities.
- Maintain an updated roster of students in case of an evacuation for an incident response.

- Inform students and/or staff of an emergency and initiate emergency procedures as outlined in this plan.
- Report all safety hazards to the Incident Command Safety Officer or PJC Campus Police.

## FACILITIES ACCESS MANAGEMENT ANNEX

### PURPOSE

This annex establishes the policies and procedures under which the district will operate to provide Facilities Access Management support for a hazard or special event by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery).

### SCOPE

This annex addresses district planning to provide Facilities Access Management support during a hazard and applies to the whole district community and all district property.

### ACCESSING FACILITIES DURING A SPECIAL EVENT/HAZARD

Except in the event of a hazard or special circumstance, Paris Junior College (PJC) will adhere to its internal policy governing facility access management.

Hazards and special events often overburden everyday resources with visitors and other variables different from the norm. These events may disrupt the district staff's ability to adhere to the internal policy for facility access management.

### SPECIAL EVENT – INDOORS

Indoor special events—such as sporting events, concerts, plays, and award assemblies—can create challenges due to a large influx of visitors to the campus at once. When a special indoor event complicates the use of standard access procedures, PJC will implement the following modifications to screen/control incoming visitors to the campus:

- Designated points of entry will be determined and should be monitored by campus police and staff.
- Request assistance from local law enforcement to enhance physical security around the event facility.
- Staff should remain vigilant and monitor visitors for any suspicious behavior. Any suspicious behavior seen should be reported immediately to on-site law enforcement.

### SPECIAL EVENT – INDOORS AFTER HOURS

Special events held after hours often result in a reduced number of, or different, staff members monitoring visitor access to the campus facility. When a special indoor event is held after hours, PJC will implement the following modifications to screen/control incoming visitors to the campus:

- Designated points of entry will be determined and should be monitored by campus police and staff.
- Request assistance from local law enforcement to enhance physical security around the event facility.
- Staff should remain vigilant and monitor visitors for any suspicious behavior. Any suspicious behavior seen should be reported immediately to on-site law enforcement.

## SPECIAL EVENT – OUTDOORS

When a special outdoor event makes it difficult or impossible to use standard access procedures, PJC will implement the following modifications to screen/control incoming visitors to the campus:

- Designated points of entry will be determined and should be monitored by campus police and staff.
- Request assistance from local law enforcement to enhance physical security around the event facility.
- Staff should remain vigilant and monitor visitors for any suspicious behavior. Any suspicious behavior seen should be reported immediately to on-site law enforcement.

## DENSELY POPULATED CAMPUS EVENT

When a densely populated athletic event makes it difficult or impossible to use standard access management procedures, PJC will implement the following modifications to screen/control incoming visitors to the campus:

- Designated points of entry will be determined and should be monitored by campus police and staff.
- Request assistance from local law enforcement to enhance physical security around the event facility.
- Staff should remain vigilant and monitor visitors for any suspicious behavior. Any suspicious behavior seen should be reported immediately to on-site law enforcement.
- The district may implement metal detectors and perform bag checks when deemed necessary.

## ACCESS BY FIRST RESPONDERS

First responders must have immediate access to all district facilities without delay to save lives in response to a hazard.

PJC makes facility access, emergency response maps, and surveillance cameras readily available to first responders (Police, Fire, EMS), as evidenced by the following practices:

- Access to campus maps.

- Access to master keys to the campus.
- Access to campus buildings.
- Access to video surveillance.

**NOTE:** PJC makes first responder agencies aware of the above practices by:

- Information sharing throughout the year.

## OUTSIDE ENTITY FACILITY USAGE, AGREEMENTS

When PJC allows outside organizations to use district facilities, a written agreement must first be completed and signed by administrators of both organizations.

The following are the safety and security responsibilities required of outside organizations using district facilities:

- Responsibility for access control and key requirements.
- Responsibility for the safety of event attendees.
- Responsibility for damage to or loss of district property.
- Financial liability for injury, death, and destruction of property.
- District staff required to supervise access to facilities.
- Event first responder needs (Police, Fire, EMS).
- Visitor screening requirements.

## SPECIFIC TASKS TAKEN BEFORE, DURING, AND AFTER FACILITIES ACCESS MANAGEMENT ACTION

### District Actions and Responsibilities Table

#### Prevention Phase

This phase is usually not applicable to a functional annex

#### Mitigation Phase

This phase is usually not applicable to a functional annex

#### Preparedness Phase

Regularly review District readiness to support Facilities Access Management

District Actions	Responsible Role by Position
Providing additional security for events to include PJC Campus Police and/or local law enforcement	Chief of Police
Train campus staff in the standard response protocol for particular event (SRP)	Chief of Police

<b>Preparedness Phase</b> Regularly review District readiness to support Facilities Access Management	
<b>District Actions</b>	<b>Responsible Role by Position</b>
Ensure first responders have the access needed in case of an emergency	Chief of Police
If applicable, review the agreement signed by outside vendors	VP of Business Services

<b>Response Phase</b> District actions to provide support for Facilities Access Management	
<b>District Actions</b>	<b>Responsible Role by Position</b>
Provide security detail for any immediate concerns	Chief of Police
Provide maintenance/custodial support for any concerns	Director of Plant Operations
Activate SRP for event	President

<b>Recovery Phase</b> Return to normal District access management operations	
<b>District Actions</b>	<b>Responsible Role by Position</b>
Provide maintenance/custodial support for any concerns	Director of Plant Operations
Conduct an after-action review (AAR)	Chief of Police

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## BEHAVIORAL INTERVENTION TEAM (BIT)/THREAT ASSESSMENT ANNEX

PJC's Behavioral Intervention Team (BIT) serves as the centralized coordinated body for discussion and action regarding students exhibiting behaviors that indicate distress, cause a disturbance in the community, and/or present a danger to themselves or others.

### DEFINITIONS:

- **Threat** – An incident, statement, action or activity that reasonably places an individual or the College in a position of possibly incurring some type of harm.
- **Response** – An appropriate intervention or reaction to a threat or perceived threat.
  - Each response shall be case-specific based on the type and level of threat.
  - A response may or may not be disciplinary in nature.
  - A response given to the threat shall be designed to eliminate or reduce the likelihood that the threat will be carried out.
  - A response given to others shall be designed to inform those involved of the status of the investigation appropriately, and threat management.
- **Person of concern** – can be a member of any PJC constituency (faculty, staff or student) dealing with an emotional, psychological or physical crisis that may interfere with his or her ability to continue attending classes or working at the College.

### PURPOSE

The purpose of the Behavior Intervention Team is to serve as a coordinating body for intervention and provision of preventative measures on campus to reduce the risk of student incidents. Members will intake and assess information, take necessary action, and track details about behavior concerns noted on campus. The Team's goal is to successfully engage, support, and minimize the problems associated with students in distress, and promote student and campus safety by identifying individuals who demonstrate behaviors that may be early warning signs of possible disruptive or violent behavior and intervening at the earliest possible point.

### BIT ASSESSMENT PROCESS

While there is no single set of warning signs that will reliably predict individual behavior or campus violence, the assessment process looks for behavioral evidence that an individual is planning or preparing to act out inappropriately or carry out some type of threat. Assessment is designed to distinguish between threatening and non-threatening cases to ensure the safety of the individual of concern and any others potentially involved, as well as to resolve the conditions that initiated

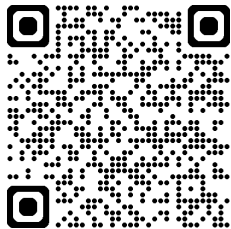


inappropriate behavior. Assessment assists in early identification of situations that may pose a threat to others, creates a baseline of information against which to assess future behavior, and provides a means for implementing interventions to increase the likelihood of a positive and safe resolution.

## INFORMATION GATHERING

- A. Once a report has been received by the BIT, the Chair will utilize the National Association of Behavioral Intervention Team Association (NaBITA) Threat Assessment Tool to assess whether there is an immediate risk/reason for concern. If so, the team will be called to meet immediately. If not, the case will be reviewed at the next regularly scheduled meeting.
- B. The assessment process may include any of the following data gathering processes:
  - Interviews with all available parties with information about the situation.
  - Interviews with the person alleged to have displayed inappropriate/concerning behavior.
  - Assessment by counselor and/ or mental health professional.
  - Interview with any identified potential targets of inappropriate/ concerning behavior.
  - Contacting a student's parents or family members.
  - Review of student's academic and disciplinary history.
  - Legal/criminal background check.

For additional information on NaBITA, scan the QR code below:



## INTERVENTION STRATEGIES

Based on the behavior displayed and the assessment by the BIT, the team may make any of the following recommendations for intervention. Recommendations may be made in consultation with the appropriate College department or administrator before any final action is taken.

- A. **Referral to College and/or Community Resources** – The BIT may refer the student to Counseling Services for intervention and connection with appropriate College and community resources.
- B. **Voluntary Withdrawal from Classes** – Based on discussion with a counselor or member of the BIT, the student may choose to temporarily take time away from the College to deal with other concerns. The student may re-enter the College during any future semester.
- C. **Referral to Code of Conduct Process** – The BIT will make this referral to the Associate Dean of Students, only when it is determined that the student behavior may be in violation of the

Student Code of Conduct.

- D. Mandatory Direct Threat/Safety Assessment** – The BIT may recommend that students determined to be at high risk for danger to self or others be required to participate in a mandatory assessment by a community mental health professional. The mental health professional will conduct an assessment of direct threat, provide assistance in gaining access to emergency care for the student as needed, assist the student in establishing ongoing treatment as needed, and provide feedback and recommendations to the BIT.
- E. Involuntary Withdrawal** – The BIT may recommend those students determined to be at high risk for danger to others be temporarily or permanently removed from the College based on imminent safety concerns. For those allowed to return, specific conditions would need to be met before return would be approved.
- F. Criminal Charges** – Students who have engaged in behavior that may be in violation of local, state or federal law may be referred for criminal prosecution. PJC Police will take over the case in these circumstances.

## FOLLOW-UP AND MONITORING

In addition to any of the specific intervention strategies described previously, the BIT will determine a plan for the follow-up monitoring of each student. This may include checking with faculty and staff regarding student behavior and periodic meetings between the student and an assigned mental health professional.

## RECORD KEEPING

All student records that do not lead to mandatory removal from the college will be kept for a minimum of seven years. Records leading to mandatory removal will be kept indefinitely.

### **A. BIT records are confidential and are kept separate from the student's educational records. BIT records should include:**

- Initial Report
- BIT Assessment
- Identified Plan (BIT Decisions/Recommendations)
- Action Taken
- Outcome
- Follow-up

### **B. Case Information and Confidentiality Procedures**

Members of the team may provide each other or faculty/staff/ students involved in a particular case, or outside parties in connection with the situation, with information as is necessary to protect the health, safety, and privacy of the student or other persons and to generate a recommended course of action in accordance with applicable legal and professional standards of confidentiality, including the release of information pursuant to the Family Educational Rights and Privacy Act of 1974.

### C. Health Insurance Portability and Accountability Act (HIPAA)

If the student involved in harmful, threatening, or disruptive activities is already receiving personal counseling as client of Counseling Services, information about that student may not be obtained by the team from this office without written authorization of the student in question, in accordance with federal Health Insurance Portability and Accountability Act (HIPAA) laws that govern the privacy and confidentiality of students' health and mental health information and records.

## LEVELS OF RISK

To assess level of risk, the BIT will utilize the NaBITA Threat Assessment Tool. Below is a summary of various risk levels:

- A. Mild Risk** – There is no threat to the individual of concern or others. At this level, the situation can generally be resolved by addressing the disruptive or concerning behavior. Counseling and follow-up support may be recommended. Generally, in this situation, the individual can acknowledge the inappropriateness of the behavior and engage in behavior to make amends with the other party. These individuals may be experiencing mental health concerns, but their conduct is not generally in violation with the College's conduct policies.
- B. Moderate/Elevated Risk** – At this level, there may be a threat to self or others that could be carried out although there is no evidence that the student has taken preparatory steps. These individuals may be experiencing mental health problems and/or displaying disruptive behaviors.
- C. Severe/Extreme Risk** – At this level, there appears to be a danger to the safety of the individual of concern or others, and immediate intervention by PJC Police and other local resources is required. It appears that specific steps have been made to carry out a plan to harm.

## BEHAVIORAL INTERVENTION TEAM

The BIT Team consists of campus leaders and faculty from the following areas:

- Vice President of Student Services
- Director of Advising & Counseling
- Licensed Professional Counselor
- Licensed Social Worker
- Psychology Professors
- Chief of Police
- Director of Student Life

## MEETINGS

The BIT will meet twice monthly during the academic year and once during the summer term to address new issues or updates regarding reported behaviors of a non-immediate concern. If a report involves some aspect of immediate concern, a team meeting will be notified.

## CONCERNING BEHAVIORS

A “red flag” or concerning behavior is a questionable, suspicious, or inappropriate behavior that may be presented through an appearance, speech, written works, or specific actions. Examples may include, but are not limited to:

- Threats to others or intentionally intimidating behavior.
- Indirect or direct threats in writings or verbalizations.
- Expression of suicidal thoughts or feelings of hopelessness.
- Notable change in behavior or appearance.
- Low frustration tolerance.
- Overreaction to circumstances.
- Appearance of being overly nervous, tense or tearful.
- Abnormal or disturbing behaviors.
- Behaviors which regularly interfere with classroom environment or management.
- Notable change in academic performance – poor or inconsistent preparation.
- Impairment of thoughts – verbally or in writing.
- Overly aggressive behaviors toward others; inability to accept limits or re-direct focus.
- Poor decision making and coping skills.
- Inappropriate or strange behavior.
- Lack of resiliency.
- Writings and comments endorsing violence; unusual interest in violence.
- Lack of empathy and concern for others; inability to care.
- Anger management problems.
- Instances of causing harm to self or others.
- Repeated failure to eat or sleep.
- Marked social withdrawal.
- Possession of weapons on campus.

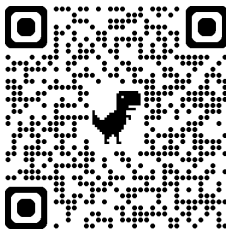
## MEDICAL EMERGENCY ANNEX



For medical emergencies or situations requiring immediate medical care for persons injured on the main campus, contact PJC Campus Police at (903) 782-0399 (ext. 1399) or 911.

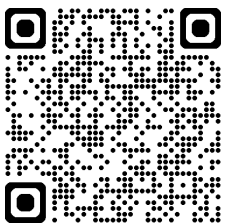
If someone is injured or becomes ill:

- Remain calm.
- Have someone call Campus Police or 911 if rendering aid.
- Location of incident.
- If known, name of the victim(s) and the condition.
- DO NOT move the victim unless there is danger of further injury.
- DO NOT leave the victim unless it is to summon assistance.
- Help comfort victim until emergency personnel arrive on scene.
- Render first-aid or CPR ONLY if trained.
- Have someone stand outside the location or building to flag down Campus Police, EMS and/or Fire.
- **For information on how to deploy an Automated External Defibrillator (AED), scan the QR code.**



If someone is bleeding, focus on simple actions such as applying direct pressure, using tourniquets, or packing wounds.

- **For information on how to STOP THE BLEED, scan the QR codes.**



## DEATH ON CAMPUS ANNEX

The death of a student or staff member on a college campus has far-reaching effects on the campus community. Not only will the death impact the family of the student or staff member, but also friends, roommates, professors and staff who were acquainted with the student or staff member.

If a death on campus is discovered, contact PJC Campus Police at (903) 782-0399 (ext. 1399) or 911.

- Remain calm.
- Clear any students or employees from the area and protect the scene from intrusion by cordoning off the area from public access.
- Document all activities and decisions made during the incident.
- Provide briefing to the arriving emergency personnel as required.
- Submit statements from witnesses and first responders to PJC Campus Police.
- Convene the campus Behavioral Intervention Team to address psychological, emotional issues and the potential of criminal and illegal activity.
- Coordinate notification of the family of the deceased, through the emergency contact person identified in college records.
- Prepare a fact sheet and media statement through the PJC President and Public Information Officer.
- Direct all media inquiries to the PJC Public Relations Officer.
- Coordinate with counseling services to provide grief counseling to individuals coping with the emotional and psychological distress following the death of a student or staff member.
- Conduct a debrief with BIT and PJC Campus Police.

# MISSING OR KIDNAPPED STUDENT ANNEX

## BACKGROUND

### HIGHER EDUCATION OPPORTUNITY ACT

The Higher Education Opportunity Act of 2008 (HEOA) requires that universities make available to current and prospective students important information concerning each institution's academic programs, retention rates, graduation rates, crime reports, financial aid procedures, and much more in an effort to ensure fairness and transparency for all higher education consumers. It was enacted on August 14, 2008, reauthorizing the Higher Education Act of 1965.

### JEANNE CLERY CAMPUS SAFETY ACT

The Clery Act of 1990 requires colleges and universities to collect and report campus crime statistics, provide safety policies, and issue timely warnings and emergency notifications. For Clery Act compliance related to residency, institutions must specifically track and report crimes occurring in on-campus housing, including specific types of crimes like murder, robbery, and sex offenses.

## POLICY AND GENERAL STATEMENT

Paris Junior College complies with the Higher Education Opportunity Act of 2008, which requires that any institution of higher education that participates in any Title IV program and that maintains an on-campus housing facility must establish, for students of the institution who reside in such housing facility, policy and procedures for notification regarding missing students.

Students have the option to identify a confidential contact person to be registered with the campus. The confidential contact person will be contacted immediately after the determination has been made that the student is missing. If a student has not reached their 18th birthday at the time they are reported missing, the student's custodial parent or guardian will be notified by the college.

For purposes of this policy, the confidential contact person information must be provided to the office of the Director of Student Life and Housing. Students may register such information in person with the office of the Director of Student Life during normal business hours. Such designations will remain in effect until the student changes or revokes the designation, is no longer enrolled as a student, or no longer resides in residential housing. This information will be accessible only to authorized campus officials and law enforcement agencies, as listed in the procedures below, and it may not be disclosed, except to law enforcement personnel in furtherance of the missing student investigation.

## PROCEDURES

The missing student policy is defined as any currently registered student of Paris Junior College who has not been seen by friends, family members or associates for any abnormal length of time,

and whose whereabouts have been questioned and brought to the attention of a member of the college community. If a report is submitted, the following procedure must be followed:

- When a student is reported missing to campus staff, the Director of Student Life or their designee will conduct a preliminary investigation unless the situation requires immediately contacting PJC Campus Police. The preliminary investigation conducted by the Director of Student Life or designee has the potential to alter the crime scene that is not known at the time. The preliminary investigation while determining whether or not person is actually missing should be completed with care.
- The preliminary investigation will include:
  - Preliminary check of the student's dorm room.
    - The preliminary investigation shall be a visual inspection of the room only and no items shall be physically touched by the Director of Student Life or their designee. If the preliminary inspection shows any indications of foul play, PJC Campus police shall be notified immediately.
  - An attempt to contact the student by phone.
    - The Director of Student Life or his designee should pay very close attention whether contact is or is not made and shall note any background noises or indicate if the phone goes straight to voicemail.
  - Contacting the student's roommates or known acquaintances.
    - Initial statements made by potential suspects in a person's disappearance can change if and when an official investigation is conducted. The Director of Student Life or designee shall not provide any information when contacting student's roommates or known acquaintances. The Director of Student Life or designee should document the details of the contact made.
  - Meal and card access around campus.
- If the inquiry at any point indicates that the student is missing and there are safety concerns involved, the Director of Student Life or designee shall immediately contact PJC Campus Police. Upon notification, PJC Campus Police will contact the Chief of Police, who will, in turn, make the appropriate notifications to the leadership team.
- PJC Campus Police will initiate an investigation.
- If the PJC Campus Police investigation indicates that the student has been missing for more than any abnormal length of time and the point it is determined that the student is missing and in danger, PJC Campus Police will initiate the following:



- Notify law enforcement agencies within the jurisdiction.
  - Contact the individual identified by the missing student as their contact person.
  - If the missing student is under 18 years of age and not an emancipated individual, a member of the leadership shall immediately contact the custodial parent or legal guardian of such student.
  - PJC Police Department shall investigate pursuant to Paris Junior College Police Department General Orders Manual 7.33.1-Missing Persons
- Before any information about the missing student is released to the public, PJC Campus Police and other law enforcement agencies involved in the investigation will be consulted to avoid jeopardizing the investigation.
- If the student reported missing is located, PJC Campus Police shall provide an update to the leadership team and other responding agencies involved in the investigation
- In the event the student does not reside in a college residence hall, the appropriate local police authorities will be notified by PJC Campus Police, and an investigation will be initiated. Both agencies shall be actively involved in the investigation in accordance with all interagency agreements in place.

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## ACTIVE THREATS ANNEX

### PURPOSE

This annex establishes the policies and procedures under which the district will operate in the event of an active threat incident by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery).

### SCOPE

This annex is meant to address district planning for an active threat incident and applies to the whole district community and all district property.

### HAZARD OVERVIEW

According to FEMA, an active shooter is one or more individuals actively engaged in killing or attempting to kill people in a populated area, typically using firearms, with no discernible pattern in their selection of victims

In addition, an active threat is defined as any incident that, by its deliberate nature, creates an immediate threat or presents an imminent danger to the campus community.

### DISTRICT-SPECIFIC HAZARD ANALYSIS

Paris Junior College identifies the following active threats as high priority.

**NOTE:** See APPENDIX G – PJC HAZARD ANALYSIS TOOL

#### Shooting

A shooting incident involves an attack with firearms being discharged at others. An Active Shooter Appendix to this Active Threat Annex includes specific tasks taken before, during, and after an active shooter incident.

#### Stabbing and Blunt Force Trauma

A stabbing attack involves use of a pointed object intended to harm others. A blunt force attack involves use of a dull, firm surface or object. Trauma from these attacks could result in stab wounds, contusions, lacerations, or fractures.

#### Bomb Threat

A bomb threat incident occurs when an individual threatens to harm others with a bomb or improvised explosive device. A bomb may look as harmless as a coffee cup or as obvious as a pipe bomb with a timer. Bomb threats may be received by telephone, written message, in person, or by electronic means.

### Civil Disturbance

Civil disturbance refers to violent acts by groups of three or more individuals, which pose an immediate risk of, or result in, damage or injury to the property or person of others.

## HAZARD DETECTION WARNING

Paris Junior College acknowledges that districts across the country are equally at risk for an active threat incident; therefore, the risk for a campus is unpredictable. Consequently, it is difficult to determine an individual's risk for harming themselves or others without the assistance of a comprehensive Multi-Tiered System of Support (MTSS), which includes threat assessment and case management. MTSS is one of six student support components within Texas Education Agency's Safe and Supportive School Program (SSSP). Additional information is available in the PJC Psychological Safety Annex.

## HAZARD-RELATED EXPENSE TRACKING

Paris Junior College's Vice President of Business Services oversees all financial activities within all phases of emergency management, including purchasing necessary materials, tracking emergency incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records.

Additional duties may include:

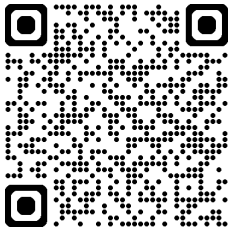
- Develops or deploys a system to monitor and track expenses, financial losses, and secure all records.

## SUSPICIOUS ACTIVITY AND WORKPLACE VIOLENCE

The Clery Act mandates colleges and universities to report campus crime data, support victims of violence, and publicly share their safety policies and procedures. Paris Junior College is committed to providing a safe learning, living, and working environment for its students, faculty, staff, affiliates, and visitors. PJC is responsible for ensuring an environment free from violence, threats of violence, harassment, intimidation, and other disruptive behavior or suspicious activity. This commitment applies both on campus and to incidents reported to have occurred off campus. Reasonable steps will be taken to investigate and address any reported prohibited acts of criminal violence by PJC Campus Police.

Prohibited acts of workplace violence include threats, terrorism, intimidation, hazing, physical attacks, property damage, and domestic/relationship violence occurring on campus or affecting community members. Violent behavior may involve physical acts, threatening statements, harassing communications, or gestures that jeopardize an individual's safety.

For more information on workplace violence from OSHA, scan the QR code below:



## THREAT ASSESSMENT TEAM

Paris Junior College's Behavior Intervention Team (BIT) strives to prevent violence and provides support to district community members in crisis before an individual poses a threat to themselves or others. The BIT team reviews observed and reported concerning prohibited behaviors objectively to assess the risk to the campus community. The team maintains a record of these reviews within its case management system. PJC acknowledges that a key goal of threat assessment is to distinguish between *making* a threat and *posing* a threat.

## SIGNS OF POTENTIAL CAMPUS VIOLENCE

Consider the specific circumstances when evaluating the following signs. The presence of one characteristic may not mean a person is prone to violence, but if in doubt, call the PJC Campus Police.

- Threats (verbal or written), threatening behavior, displays of aggression, or excessive anger.
- A history of threats or violent acts.
- Unusual fascination with weapons.
- Verbal abuse, or harassment via phone/texting/e-mail/social media.
- Bizarre comments or behavior, especially if it includes violent content.
- Holding grudges, inability to handle criticism, habitually making excuses, and/or blaming others.
- Chronic, hypersensitive complaints about persecution or injustice.
- Making jokes or offensive comments about violent acts.
- Significant changes in mood or behavior

## RESPONSE PROCEDURES TO AN ACT OF CAMPUS VIOLENCE

When reporting the information about an act (or potential act) of campus violence, include the following:

- Call PJC Campus Police or 911.
- Remain calm when speaking to law enforcement.
- Physical description of the suspect.
- Has the incident already occurred? If not, when/where is it scheduled to happen?

- Location of incident or potential incident.
- Language (verbal or written) used to make the threat.
- If known, name of the threat maker and relationship to his/her partner or the college.
- Name of victims or potential victims.
- Names of others involved with the incident, including witnesses.
- Referral to Director of Student Life, Title IX Coordinator, Human Resources, or Behavior Intervention Team if applicable.

## DETECTING SIGNS OF SUSPICIOUS ACTIVITY

Suspicious activity is any behavior that could indicate a person may be involved in a crime or is about to commit a crime.

PJC uses the following methods to detect suspicious activity on campuses:

- Continuous monitoring of security cameras.
- Staff and students can report concerns through an anonymous reporting system.
- Regular security patrols by school resource officers or campus security personnel.
- Controlled access points with visitor check-in procedures.
- Social media monitoring by school safety personnel.
- Training staff to recognize and report behavioral warning signs.
- Collaboration with local law enforcement for intelligence sharing.

The following is a list of indicators related to suspicious activity:

- Anything out of the ordinary.
- A person(s) running or leaving quickly as if being watched or chased.
- A person(s) hauling property (lab equipment, laptops, books, bikes) at an unusual time or location.
- A person(s) going door-to-door in an office suite.
- A person(s) pulling on car door handles or looking into multiple vehicles.
- A person(s) forcibly entering a locked vehicle or door.
- Car or person(s) repeatedly circling an area.
- A person(s) being forced into a vehicle.
- Strange noises (arguing, yelling, gunshots, etc.).
- A person(s) exhibiting unusual mental or physical symptoms—person may be injured or under the influence of drugs.
- A person(s) who photographs, videotapes, sketches, or asks detailed questions about power plants, buildings, bridges, hospitals, utility infrastructure, etc.
- A person(s) who doesn't belong, gaining, or trying to gain access to a restricted area.

## RESPONSE PROCEDURES TO SUSPICIOUS ACTIVITY

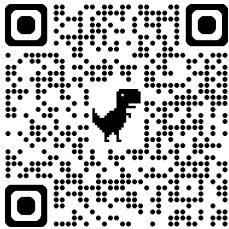
If you **SEE SOMETHING** that seems suspicious in any way, **SAY SOMETHING**. Being vigilant and reporting any suspicious activity helps PJC Campus Police keep our campuses and communities safe. When reporting the information, include the following:

- Call PJC Campus Police or 911.
- Date, time, and location of the suspicious activity.
- Remain calm when speaking to law enforcement.
- Physical description of the suspect or suspects.
- Brief description of what you observed.
- Vehicle description if applicable.
- Direction of travel of the people involved.

## CRISIS COUNSELING

Critical incidents can have a significant psychological impact. Crisis intervention and counseling services are crucial to helping individuals cope with the aftermath of critical incidents. The district provides students and personnel with various counseling resources.

For more information on support, services, and treatment during a crisis, scan the QR code below:



## FILING OF FALSE REPORTS

Anyone who knowingly and intentionally files a false report may face disciplinary action, which can include suspension, expulsion, termination, and/or legal consequences.

## RETALIATION PROHIBITED

Any faculty, student, or staff member who retaliates against someone for filing a complaint in good faith under this policy or for participating in an investigation of such a complaint will face disciplinary action. This may include, but is not limited to, suspension, expulsion, or termination.

## CIVIL DISTURBANCES

Students have the right to protest and assemble peacefully; however, this right is not absolute. A civil disturbance on a college campus refers to a condition where a large group of people are protesting/demonstrating in a way that may disrupt the learning/working environment and other related campus activities, which may lead to an unsafe condition.

## PURPOSE

This annex outlines the responsibilities, standards, and procedures for protecting students, faculty, staff, and visitors during civil disturbances on or near campus.

## PRIORITY

Most campus demonstrations are peaceful. In the event of a civil disturbance on or near campus, Campus Police will work with surrounding law enforcement agencies to bring the disturbance under control.

Faculty and staff may be required to assist in assuring student safety.

## RESPONSE PROCEDURES TO A CIVIL DISTURBANCE

In the event of a civil disturbance on campus, students, faculty, staff, and visitors should follow these instructions:

- Avoid the area or remain indoors.
- Stay away from windows/doors. Lock them if possible.
- Remain calm and **DO NOT** engage in a verbal or physical altercation.
- Follow instructions from campus authorities or local law enforcement.
- Secure your area by securing your work area, logging off computers, and securing sensitive files or papers.
- If you witness any crime or dangerous activity, contact PJC Campus Police.
- Be prepared to evacuate or relocate if directed by campus authorities or local law enforcement.



## SPECIFIC TASKS TAKEN BEFORE, DURING, AND AFTER AN ACTIVE THREAT INCIDENT

Prevention Phase Safeguard against an active threat incident.	
District Actions	Responsible Role
<b>Security Measures for the Detection of Suspicious Persons:</b>	
Security camera systems, monitored by district personnel, survey each campus educational building entrance for the detection of a suspicious person or group of people during school hours.	Chief of Police
If a suspicious person or group of people are detected, initiate the notification of security personnel and local law enforcement.	Chief of Police
If an unauthorized person is detected or reported to be on campus grounds, contact the campus police and ensure all building exterior doors are locked in each affected campus.	Chief of Police
Establish ongoing professional development and/or training on the Active Threat Annex with faculty, staff, students, and outside emergency response agencies.	Chief of Police
<p>For more information, visit the Texas State Texas School Safety Center at <a href="https://txssc.txstate.edu/tools/at-toolkit/1-annex-and-appendix">https://txssc.txstate.edu/tools/at-toolkit/1-annex-and-appendix</a> and I Love You Guys Foundation <a href="https://iloveguys.org/The-Standard-Response-Protocol.html#Higher-Ed">https://iloveguys.org/The-Standard-Response-Protocol.html#Higher-Ed</a></p>	
<b>Behavioral Threat Assessment Process:</b>	
Establish a safe and supportive team to organize threat assessments, case management data systems, and suspicious activity reporting programs.	VP of Student Services
The safe and supportive school team conducts threat assessments, determines level of risk, and provides interventions to support the individual for whom the threat assessment was conducted and the victim of the threat.	VP of Student Services
Submit BIT referral through the Early Alert System or by emailing bit@parisjc.edu. Behavioral Threat Assessments	VP of Student Services

## Prevention Phase

### Safeguard against an active threat incident.

District Actions	Responsible Role
Use the NaBITA Risk Rubric to conduct threat assessments and ensure all reported threats are screened and assessed by the safe and supportive school team.	VP of Student Services
<p style="text-align: center;">For more information, visit the Safe and Supportive Schools Program (SSSP)  <a href="https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools">https://tea.texas.gov/texas-schools/health-safety-discipline/safe-and-supportive-schools</a>.</p>	
<b>Screening of Visitors:</b>	
Remove a person from district property if they refuse or fail to provide on request identification; if it reasonably appears a person has no legitimate reason to be on district property; or if a person becomes unruly.	Chief of Police
<b>Expense Tracking</b>	
Maintain an expense list for all security upgrades, supplies, and equipment purchases.	VP of Business Services

## Mitigation Phase

### Reduce the impact of an active threat incident.

District Actions	Responsible Role
<b>Campus Police Officer Requirement:</b>	
The district has one armed LE Officer who is present during regular school hours at each district campus.	Chief of Police
District LE Officer has completed school safety training provided by a qualified handgun instructor certified in school safety under Section 411.1901, Government Code; and carries a handgun on the school premises in accordance with written regulations or written authorization of the district under Section 46.03(a)(1)(A), Penal Code.	Chief of Police
<b>First Responder Access to Campus:</b>	

## Mitigation Phase

### Reduce the impact of an active threat incident.

District Actions	Responsible Role
District has two distinctive exterior secure master key box(es) designed to permit emergency access to both law enforcement agencies and emergency responder agencies from the exterior.	Chief of Police
<b>Expense Tracking</b>	
Maintain expense tracking for investments in infrastructure or disaster preparedness kits.	VP of Business Services

## Preparedness Phase

### Regularly review district readiness for an active threat incident.

District Actions	Responsible Role
<b>Classroom Communication Access:</b>	
Employees have classroom access to a telephone, allowing for immediate contact with Campus Police or other emergency services agencies, law enforcement agencies, health departments, and fire departments.	VP of Technology
Update and issue an emergency notification roster quarterly to each campus for distribution to district employees and students.	Director of Human Resources
<b>Active Threat Communication Testing:</b>	
Test district communication systems (DragonAlert/Email) and devices that will be used for an active threat monthly.	Chief of Police
<b>Test Physical Security Equipment and Procedures:</b>	
Test the district's physical security equipment (doors, cameras) monthly.	Chief of Police

## Preparedness Phase

### Regularly review district readiness for an active threat incident.

District Actions	Responsible Role
Test the district's physical security procedures during emergency drills and emergency exercises annually.	Chief of Police
After the physical security test/drill, an after-action review is conducted, ensuring an improvement plan is completed, and the district policy is updated within one week after the improvement plan is approved.	Chief of Police
<b>Emergency Drills:</b>	
Conduct secure drill once a year; lockdown drills two per academic year (once per semester); evacuation drill once a year; shelter-in-place for severe weather drill once a year; shelter-in-place for hazmat drill once a year, and fire evacuation drills four per school year (two per semester).	Chief of Police
Conduct annual training with other emergency response agencies. Review and utilization of maps and building configurations are important during drills	Chief of Police
Ensure facilities have primary and secondary routes incorporated into all emergency drills.	Chief of Police
Communicate with first responders before an emergency drill to request their participation.	Chief of Police
<b>Active Shooter Response Training:</b>	
Ensure district LE officers complete the active shooter response training program approved by the Texas Commission on Law Enforcement at least once in each four-year period.	Chief of Police
<b>Bleeding Control Station Training:</b>	
Ensure completion of TEA approved training on the use of a bleeding control station in the event of an injury to another person for district personnel who may be expected to use it.	Chief of Police
<b>Silent Alarm System Access:</b>	
The college district has access to intercom technology	VP of Technology

## Preparedness Phase

### Regularly review district readiness for an active threat incident.

District Actions	Responsible Role
(PHONES) for every classroom.	
<b>Expense Tracking</b>	
Maintain expense tracking that covers costs for emergency plans, drills, and training.	VP of Business Services

## Response

### District actions during an active threat incident.

District Actions	Responsible Role
<b>Implement the Standard Response Protocol:</b>	
Use the standard response protocol toolkit, college district general guide found at <a href="https://txssc.txstate.edu/tools/at-toolkit/">https://txssc.txstate.edu/tools/at-toolkit/</a>	Chief of Police
Communicate the district's standard response protocol during the emergency incident with faculty, staff, visitors, students, and emergency first responders.	President
<b>Timely Warning of Threats Communication:</b>	
Use of DragonAlert, email, social media, and news outlets to initiate notification of a threat or violent activity to students, faculty, staff, visitors, and parents.	Public Information Officer
<b>Accountability Procedures:</b>	
Account for all district students, faculty, staff, and visitors during a drill, exercise, or emergency incident.	President
<b>Initiate Reunification Support Method:</b>	

## Response District actions during an active threat incident.

District Actions	Responsible Role
Activate the reunification support method depending on the emergency incident or hazard type.	President
Communicate the reunification support method information to students, faculty, staff, visitors, and parents.	Public Information Officer
Use primary or alternate locations during the reunification process, depending on the emergency incident.	Chief of Police
Use primary or alternate transportation during the reunification process, depending on the emergency incident.	Chief of Police
Provide support services to students, faculty, staff, visitors, and parents for those in need of this support.	VP of Student Services
Initiate public communication during reunification.	Public Information Officer
<b>Review the EOP Reunification Annex</b>	
<b>Implement Continuity of Operations Plan (COOP):</b>	
The college district initiates the Continuity of Operations Plan.	President
<b>Review PJC COOP plan in EOP</b>	
<b>Initiate Psychological Support Services:</b>	
Implement psychological support during and after the event.	VP of Student Services
Support psychological safety, including strategies for ensuring required professional development training on grief-informed and trauma-informed care for students, faculty, staff, and others in the whole community following an emergency incident.	VP of Student Services
<b>Review EOP Behavior Intervention Team Actions</b>	
<b>Expense Tracking</b>	
Maintain expense tracking involves costs for emergency operations, evacuations, and medical care.	VP of Business Services

## Recovery

### Return to normal operations following an active threat incident.

District Actions	Responsible Role
<b>Resume Routine District Operations:</b>	
Resume routine district operations.	President
Resume short-term routine district operations pending an emergency incident.	President
Resume long-term routine district operations pending emergency incident.	President
Disseminate information on resuming routine district operations to students, faculty, and staff.	Public Information Officer
Initiate public communication for services required after an emergency incident.	Public Information Officer
Ensure all facilities are functional and safe to enter.	Director of Plant Operations
Notify students living in campus housing that it is safe to enter their dorms.	Director of Student Life
Ensure proper accounting of expenditures, processing of claims, and compliance with regulations and policies after an emergency response.	VP of Business Services
<b>Review COOP plan in EOP</b>	
<b>After-Action Review:</b>	
Conduct a comprehensive after-action review with representation present for all roles involved in and affected by the hazard.	President
Decide who is included in the district after-action review prior to conducting it.	President
<b>Improvement Plan:</b>	
Create an improvement plan based on findings from the after-action review.	Director of Emergency Management

## Recovery

### Return to normal operations following an active threat incident.

District Actions	Responsible Role
Implement a timeline for refinements from the district improvement plan.	President
<b>Expense Tracking</b>	
Maintain expense tracking includes costs for debris cleanup, financial assistance, and rebuilding infrastructure.	VP of Business Services



## ACTIVE SHOOTER INCIDENT ANNEX



Each shooting incident is unique, and the primary focus should always be the safety of the campus community. These procedures serve as a guideline, but your response should depend on your assessment of the specific situation. Research has shown that many active shooter attacks have been halted because potential victims either took direct action to confront the shooter or made it more difficult for the shooter to locate them. In other words, the actions of civilians can significantly influence the number of casualties during an attack.

### ACTIVE SHOOTER DEFINED:

According to FEMA, an active shooter is one or more individuals actively engaged in killing or attempting to kill people in a populated area, typically using firearms, with no discernible pattern in their selection of victims.

### CHARACTERISTICS OF AN ACTIVE SHOOTER:

The following is a list of characteristics commonly associated with active shooter suspects. The list is compiled from descriptions of past active shooters and not meant to be a comprehensive list describing all active shooters; each active shooter situation is unique.

- Active shooters usually focus on assaulting persons with whom they come into contact. Their intention is usually an expression of hatred or rage rather than the commission of a crime.
- An active shooter is likely to engage more than one target. Active shooters may be intent on killing a number of people as quickly as possible.
- Generally, the first indication of the presence of an active shooter is when he or she begins to assault victims.
- Active shooters often go to locations where potential victims are close at hand, such as schools, theaters, concerts, or shopping malls. Active shooters may also engage multiple targets while remaining constantly mobile.
- Tactics such as containment and negotiation normally associated with standoff incidents may not be adequate in active shooter events. Active shooters typically continue their attack despite the arrival of emergency responders.
- Active shooters are often better armed than the police, sometimes making use of explosives, booby traps, and body armor. Active shooters are not limited to the use of firearms in accomplishing their attacks on victims.

They may use bladed weapons, vehicles, or any tool that, in the circumstance in which it is used, constitutes deadly physical force.

- An active shooter may have a planned attack and be prepared for a sustained confrontation with the police. Historically, active shooters have not attempted to hide their identity or conceal the commission of their attacks. Escaping from the police is usually not a priority for the active shooter.
- Active shooters may employ some type of diversion.
- Active shooters may be indiscriminate in their violence or they may seek specific victims.
- Active shooters may be suicidal, deciding to die in the course of their actions, either at the hands of others or by self-inflicted wound.
- Active shooters usually have some degree of familiarity with the building or location they choose to occupy.
- Active shooter events are dynamic and may go in and out of an “active” status; a static incident may turn into an active shooter event or an active shooter may go “inactive” by going to a barricaded status without access to victims.

## GENERAL CONSIDERATIONS ABOUT ACTIVE SHOOTERS

In most cases, active shooters use firearms and display no pattern or other methods for the selection of their victims.

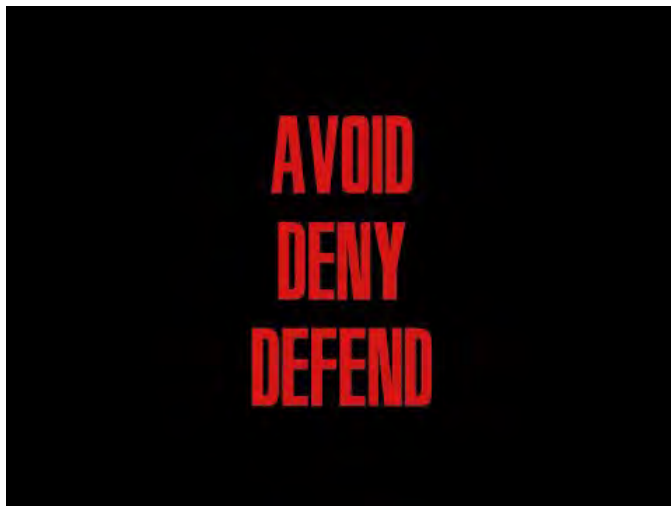
- Active shooters may use improvised explosive devices to cause additional victimization and act as an impediment to law enforcement and emergency services responders. These improvised explosive devices may detonate immediately, have delayed detonation fuses, or may detonate on contact.
- Unfamiliar voices may be an active shooter trying to lure you from safety; do not respond to voice commands until you can verify with certainty that a police officer or College official is issuing them.
- DO NOT respond to fire alarms unless you have first-hand knowledge that there is a fire in the building or the Police have advised you to evacuate the building.
- Attempts to rescue people should only be attempted if it can be accomplished without further endangering the persons inside a secured area.
- Depending on circumstances, consideration may also be given to exiting ground floor windows as safely and quietly as possible.

## RESPONSE PROCEDURES TO AN ACTIVE SHOOTER/HOSTILE INTRUDER

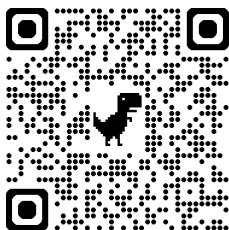
In general, how you respond to an active shooter will be dictated by the specific circumstances of the encounter. If possible, **MOVE AWAY** from the active shooter or the first sound of gunshot(s) and/or explosion(s) immediately. Active shooter situations are dynamic and evolve rapidly, demanding immediate response by campus occupants and immediate deployment of law enforcement resources to stop the shooting and prevent harm. Furthermore, research has indicated that it is more common for people to deny what is happening. Denial can consume critical time in taking action because individuals believe the sound was something other than gunfire. To alleviate misguided/unclear sounds that could be gunfire and/or explosions, we advise taking immediate action by treating the sound as gunfire.

Additionally, active shooter or hostile intruder incidents often begin and conclude quickly, and the incident may be at any location within the college. This leaves faculty, staff, and PJC Campus Police officers no time to coordinate response procedures with outside law enforcement and students. The response to a specific incident will depend on the circumstances unique to that incident. However, there are general procedures that apply to all active assailant incidents.

### AVOID, DENY, DEFEND



- Pocket reference card for active shooter. Scan the QR code for more information



- Report the incident.
- **DO NOT** attempt to record the incident.

- If possible, call 911 or PJC Campus Police at 903.782.0399, and state: “This is Paris Junior College (give your specific campus/location), we have an active shooter on campus, gunshots fired.”
- If you were able to see the offender(s), give a description of the person(s)’ sex, race, clothing, type of weapon(s), location last seen, direction of travel, and identity – if known.
- If you observed any victims, describe the location and number of victims.
- If you observed any suspicious items (improvised explosive devices), provide the location and a description.
- If you heard any explosions, provide a description and location.

#### **AVOID if possible**

- Always pay attention to your surroundings.
- Have an exit strategy based on the location of the active attacker.
- Move away from the source of the threat as quickly as possible.
- The more distance and barriers between you and the threat, the better.
- Leave your belongings behind. Always keep your hands empty and visible.
- Alert others, if possible, but do not attempt to move the wounded. Evacuate even if others do not agree to follow.
- Remain calm. Avoid screaming or yelling as you evacuate.
- Follow all instructions of arriving law enforcement.

#### **DENY if necessary, when getting away is difficult or maybe impossible**

- Silence cell phones or any other device emitting sound.
- Keep a distance between you and the source.
- Go to the nearest room or office and lock the door(s). If the door does not lock, wedge it shut or use heavy furniture to barricade it.
- Close blinds, turn off lights, and cover windows.
- Remain out of sight and quiet by hiding behind large objects and silencing your phone.
- Do not open the door until someone can provide an identification badge.
- Identify an escape route in the event you are directed to evacuate.

#### **DEFEND, if you must, because you have the right to protect yourself**

- If there is no opportunity for escape or hiding, as a last resort, and only when your life is in imminent danger, attempt to disrupt and incapacitate the active shooter.
- Be prepared to defend yourself.
- Be aggressive and committed to your actions.
- **DO NOT fight fairly! THIS IS ABOUT SURVIVAL!**

## **WHAT YOU SHOULD KNOW & HOW TO PREPARE WHEN POLICE OFFICERS RESPOND**

Police are trained to respond to an active shooting incident by entering the building as soon as possible and proceeding to the area of the shooter. Early in the incident, medical treatment may be impossible to deliver to victims, because the main goal of the police is to stop the shooter. Try to

remain as calm as possible so as not to interfere with police operations. Once the area has been secured, rescue teams will arrive to assist those injured.

It is important to follow the directives from responding police officers and do exactly as instructed. The officers may be armed with rifles, shotguns, or handguns. You are likely to hear the following, commands: raise hands and spread fingers; put down any items in your hands (i.e., phones, bags, jackets); always keep hands visible. The first responding officers may be in teams; they may be dressed in normal patrol uniforms, or they may be wearing external ballistic vests and kevlar helmets or other tactical gear.

As a reminder, the first responding officers will be focused on stopping the active shooter and creating a safe environment for medical assistance to be brought in to aid the injured. Therefore, we advise faculty, staff, students, and visitors to **AVOID** the following when police officers respond to active shooter incidents at any PJC locations.

### GENERAL CONSIDERATIONS FOR THE POLICE RESPONSE:

- Respond appropriately.
- Remain calm and follow officers' instructions.
- **DO NOT** have items in your hands. Raise your hands, spread your fingers, and always keep your hands visible.
- **DO NOT** make quick moves toward officers or hold on to them for safety.
- Avoid pointing, screaming, or yelling.
- **DO NOT** stop officers from asking for help or directions. Evacuate the building in the direction the officers arrived at while keeping your hands above your head.
- For your safety, do not get upset or argue if an officer questions whether you are a shooter or a victim. Do not resist, even if you are handcuffed and searched.

### PERSONNEL AND VISITOR MANAGEMENT:

- Account for full-time, part-time, and contract employees.
- Obtain the visitor log (if available).
- Identify employees and visitors who are on-site.
- Provide site and building maps to emergency responders (if available).
- Provide facility access to emergency responders.
- Ensure incoming emergency response personnel know where to stage.

### KEEPING UPDATED ACTIVE SHOOTER SITUATION

If an active shooter situation develops, PJC will combine efforts with local/state/federal law enforcement for additional support and resources in an effort to manage emergencies at the campuses. PJC will provide the most accurate and timely information available to students, faculty, staff, and the community as soon as possible by utilizing PJC's Emergency Notification System used to notify constituents of the college in the event of an emergency. *Students, faculty,*

*and staff are encouraged to stay connected and follow updates through our web page, social media, and other outlets to acquire the most recent information on incident(s) that pose an immediate or ongoing threat to the health or safety of all constituents.*

## SPECIFIC TASKS TAKEN BEFORE, DURING, AND AFTER AN ACTIVE SHOOTER INCIDENT

Before an Active Shooter Incident	
Tasks	Responsible Role
Obtain lifesaving resources such as bleeding control kits. Install these resources in common spaces and regularly inform the community of their presence. Floor plans should clearly identify the locations of lifesaving resources.	Chief of Police
Train staff in lifesaving techniques, including the use of bleeding control kits.	Chief of Police
Train staff on how to administer all actions for the Standard Response Protocol (SRP). <ul style="list-style-type: none"> <li>During SRP training, encourage staff members supervising any student activities outside the building to make the best decision for students under their supervision.</li> <li>Train staff and students to use programs such as Civilian Response to Active Shooter Events (CRASE) to help them make individual decisions during an attacker incident. Consider adaptations for noninstructional facilities, such as stadiums, administration buildings, etc.</li> </ul>	Chief of Police
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	Chief of Police
Train staff on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Chief of Police
Train staff to notify first responders of an attacker by using multiple communication options.	Chief of Police
Request that local emergency response agencies help develop training programs designed to educate staff members to safely observe and report information that would be useful to responders during an attack.	Chief of Police
Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students. <ul style="list-style-type: none"> <li>Use a progressive schedule, beginning with applicable SRP drills and culminating in full-scale exercises (without live fire). Refer to Texas Education Code 37.1141 for specific mandates to follow during these exercises.</li> <li>Consider designing drills and exercises for after-hour and extracurricular activities.</li> </ul>	Chief of Police
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	Director of Emergency

Before an Active Shooter Incident	
Tasks	Responsible Role
	Management
Empower all staff members to initiate SRP actions. Include this concept in drills and exercises.	Chief of Police
Assign two-way communication devices (e.g., radios, cell phones, etc.) to administrators and ensure that each major interior and exterior area has these devices.	Chief of Police
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff and first responders.	President
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Chief of Police
Install and test panic button(s) at regular intervals. Include any staff members who would be in proximity to the panic alarm during an attack. <ul style="list-style-type: none"> <li>Place panic buttons in a space that encourages legitimate use and discourages false alarms. Consider wearable panic buttons.</li> <li>Notify first responder agencies before testing panic buttons.</li> <li>Ensure that both first responders and district administrators receive alerts from panic buttons.</li> </ul>	Chief of Police
Ensure that persons with access and functional needs have equal access to safety.	Director of Emergency Management (EM)
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Chief of Police
Provide opportunities for police, fire, and EMS to become familiar with district facilities. <ul style="list-style-type: none"> <li>Host first responder tours on a regular basis.</li> <li>Encourage law enforcement training on school campuses.</li> </ul>	Chief of Police
Provide first responders with access and navigation aids such as the following: <ul style="list-style-type: none"> <li>Offsite access to your video surveillance camera system.</li> <li>Digital floor plans.</li> <li>Secure access boxes (Knox Boxes) with multiple sets of master keys and access cards.</li> </ul>	Chief of Police
Encourage, celebrate, and advertise positive police relationships with staff and students. Consider the following: <ul style="list-style-type: none"> <li>Lunch visits with students.</li> <li>Using police officers as mentors and reading buddies.</li> <li>Using police officers for class chats about safety.</li> <li>Establish report writing spaces for police officer use while on patrol.</li> <li>Invite law enforcement to attend and conduct informative sessions during parent–teacher association meetings and activities to develop and foster relationships with parents.</li> </ul>	Chief of Police
Prepare mass notification scripts for attacker incidents to include within	Public Information



Before an Active Shooter Incident	
Tasks	Responsible Role
your Communications Annex. Consider different audiences and situations, such as a common school day versus after-hours activities.	Officer
Designate and train multiple users on how to access mass notification systems and scripts. Empower users to send appropriate messaging using a protocol if necessary.	Chief of Police
<p>Develop and implement a written schedule for regular safety and security inspections. Perform a monthly inspection and test of safety and security components such as the following:</p> <ul style="list-style-type: none"> <li>• Locking hardware: Ensure that hardware allows for legitimate access and denies entry to unauthorized persons. Consider testing automation technology.</li> <li>• Surveillance cameras: Ensure that video surveillance systems are installed in appropriate locations and provide video resolution that aids in identification. Continually evaluate the need to upgrade or expand the surveillance system. When possible, install systems that enable offsite monitoring by district administrators and emergency response agencies.</li> <li>• Lighting: Conduct facility inspections after dark to evaluate the effectiveness of existing lighting and identify areas where facilities may benefit from additional lighting. Repair or upgrade lighting as needed.</li> <li>• Emergency communications systems: Ensure that emergency communications systems effectively notify the intended audience and appropriate response agencies.</li> </ul>	Chief of Police
<p>Enforce and celebrate district safety and security policies. Ensure that administrators support practices that create a security-minded culture.</p> <ul style="list-style-type: none"> <li>• Conduct a staff and student orientation session on district safety and security measures and stress the importance of maintaining security.</li> <li>• Support an environment that celebrates the reporting of suspicious activity by policy and practice.</li> </ul>	Chief of Police
Identify and mark safe rooms for visitors, staff, and students who may be away from their normal space.	Chief of Police
<p>Determine which armed defenders (Campus Police or other law enforcement agency) will be your first line of defense against an attacker.</p> <ul style="list-style-type: none"> <li>• Ensure that armed defenders meet regularly with local law enforcement officers who would be responding to an attacker.</li> <li>• Ensure that armed defenders train with local police officers at intervals that are decided between district and local law enforcement.</li> <li>• Ensure that armed defenders can be readily identified by staff members and emergency responders during an attacker incident.</li> </ul>	Chief of Police



Before an Active Shooter Incident	
Tasks	Responsible Role
<ul style="list-style-type: none"> <li>Before the end of the spring semester, consult with local law enforcement to evaluate the feasibility of having armed defenders on campus. Develop and implement policies and procedures that help establish and maintain a viable armed defender program.</li> </ul>	
<p>Secure and review written agreements for the use of non-district resources that may be needed for an attacker incident, such as, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>Assistance with offsite evacuation and transportation needs</li> <li>Support for food services</li> <li>Classroom space needed after an incident</li> <li>Additional law enforcement support following resumption of campus activities</li> <li>Additional psychological support services</li> </ul>	President
<p>Ensure that the School Behavioral Threat Assessment Team convenes in a timely manner to discuss concerning and prohibited behavior.</p> <ul style="list-style-type: none"> <li>Ensure that the School Behavioral Threat Assessment Team errs on the side of early intervention and timely support to individuals exhibiting concerning behaviors.</li> </ul>	VP of Student Services
At a minimum, provide suicide prevention and trauma-informed care training to required staff members.	VP of Student Services

During an Active Shooter Incident	
Tasks	Responsible Role
Call for help using redundant communications systems.	Chief of Police
<p>Decide on Standard Response Protocol (SRP) action.</p> <ul style="list-style-type: none"> <li>Lockdown is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep occupants quiet and in place.</li> <li>Evacuate may be followed by a location and is used to move people from one location to a different location in or out of the building.</li> <li>Secure (Lockout) is followed by the Directive: “Get Inside, Lock Outside Doors” and is the protocol used to safeguard people within the building.</li> <li>Encourage staff members who are supervising student activities outside the building to make the best decisions for their students.</li> </ul>	Chief of Police
<p>Initiate SRP action using brief, clear language offered by SRP over the campus announcement system.</p> <ul style="list-style-type: none"> <li>Lockdown: “Locks, Lights, Out of Sight”</li> <li>Evacuate: “Evacuate to _____.”</li> <li>Secure (Lockout): “Get inside. Lock Outside Doors.”</li> </ul>	Chief of Police
Follow directions from law enforcement. Wait for law enforcement	Chief of Police

During an Active Shooter Incident	
Tasks	Responsible Role
direction before leaving secured areas.	
Use a simple response protocol, such as CRASE, when necessary. Avoid, Deny, Defend against Attackers.	Chief of Police
Begin to account for all staff, students, and visitors.	President
Inform your community of the current threat and status of the incident. <ul style="list-style-type: none"> <li>• Coordinate public information activities with local response agencies. Conduct joint briefings when possible.</li> <li>• Send a timely message to the community using prepared scripts from your Communications Annex.</li> <li>• Develop and publish a schedule for when and where authorized officials will provide incident updates.</li> </ul>	Public Information Officer
If necessary, implement your Continuity of Operations Plan (COOP) to ensure that the district continues to perform essential functions.	President

After an Active Shooter Incident	
Tasks	Responsible Role
Perform an incident debriefing (hotwash) while staff and responders are still on scene.	Chief of Police
Account for all personnel.	Director of Human Resources
Reunite student and college personnel with family members using the Reunification Annex. Utilization of buses/vans	President
Conduct an after-action review (AAR) session for staff and responders to discuss what went well and what needs to improve.	Director of Emergency Management (EM)
Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. <ul style="list-style-type: none"> <li>• Assign specific tasks to ensure accountability.</li> <li>• Incorporate changes into future drills and exercises.</li> </ul>	Director of Emergency Management (EM)
Activate your damage assessment team to identify replacement and repair needs. <ul style="list-style-type: none"> <li>• Consult and involve your city or county Emergency Management Coordinator.</li> <li>• Ensure that proper documentation of damages and expenses is maintained for potential insurance or reimbursement claims.</li> </ul>	VP of Business Services
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	Director of Plant Operations
Assess the trauma-informed and grief-informed care needs of the district community after an attacker incident and provide appropriate mental health resources.	VP of Student Services

After an Active Shooter Incident	
Tasks	Responsible Role
<ul style="list-style-type: none"> <li>• Call on neighboring districts and third-party providers to assist with resources needed for the initial return to school.</li> <li>• Anticipate returning to instruction while providing for the ongoing and prolonged mental health needs of the district community.</li> <li>• Reintroduce staff and students to school carefully after repairs have been made.</li> </ul>	
Provide a visible security presence as staff and students transition back to school.	Chief of Police
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Chief of Police

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## CYBERSECURITY THREAT ANNEX

### PURPOSE

This annex establishes the policies and procedures under which the district will operate in the event of a cybersecurity incident by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery) regarding actual or potential cyber-related threats and attacks to the district.

### SCOPE

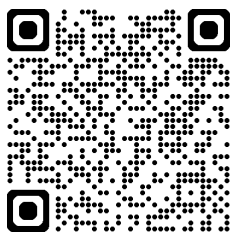
This annex is meant to address district planning for cybersecurity incidents and applies to the whole district community and all district property.

### GENERAL INFORMATION

Cybersecurity establishes the measures taken to protect a computer, computer network, or computer system against unauthorized use or access, otherwise known as a cyber incident. According to the Presidential Policy Directive (PPD) 41, a cyber incident is

“An event occurring on or conducted through a computer network that actually or imminently jeopardizes the integrity, confidentiality, or availability of computers, information or communications systems or networks, physical or virtual infrastructure controlled by computers or information systems, or information resident thereon.”

**For more information on Presidential Policy Directive (PPD) 41, scan the QR Code below:**



A cyber incident could impact building access, phone systems, security systems, learning management systems, human resources, payroll, student records, school nutrition services, visitor management systems, printing services, library services, staff information, and other systems that rely on a computer network.

## SPECIFIC TASKS TAKEN BEFORE, DURING, AND AFTER A CYBERSECURITY INCIDENT

District Actions and Responsibilities Table	
Prevention Phase Safeguard against consequences unique to a cybersecurity incident.	
District Actions	Responsible Role (Position responsible for this action)
Designate a district Cybersecurity Coordinator to serve as a liaison between the district and the agency in cybersecurity matters.	VP Technology
Complete state-certified annual training for the District Cybersecurity Coordinator located on the Texas Department of Information Resources (DIR) website, per Texas Education Code §11.175(h-1).  <a href="#">DIR Statewide Cybersecurity Awareness Training</a>	Cybersecurity Coordinator, [fill in date training was completed]
Conduct a risk assessment of cybersecurity threats and vulnerabilities. <ul style="list-style-type: none"> <li>Identify the attractiveness of potential targets.</li> <li>Identify critical district processes and assets.</li> </ul>	VP Technology
Install host-based firewalls and Endpoint Detection and Response (EDR) software security products.	VP Technology
Configure network firewalls to block unauthorized IP addresses.	VP Technology
Install EDR software.	VP Technology
Employ a backup solution that automatically and continuously backs up critical data and system configurations.	VP Technology
Regularly test the restoration of data.	VP Technology
Disable port forwarding (disable the ability to connect over the internet with other public or private computers).	VP Technology
Sign up for <a href="#">Dorkbot</a> web application vulnerability notification service.	VP Technology
Prepare a contact list of roles for the execution and management ( <i>Section 3.2: Build a Cyber Incident Response Team and Define the Roles</i> ) during a security incident and disseminate it to relevant parties.	VP Technology

<b>Mitigation Phase</b> <b>Reduce the impact of a cybersecurity incident.</b>	
<b>District Actions</b>	<b>Responsible Role (Position responsible for this action)</b>
Conduct continuous vulnerability scans on Local Educational Agency (LEA) owned systems.	VP Technology
Provide updates on LEA owned systems, including all internet connected devices (i.e., smartphones and tablets), whenever possible. Replace unsupported operating systems, applications, and hardware. Consider testing a small percentage of systems before patching all systems.	VP Technology
Set EDR and anti-malware solutions to automatically update and conduct regular scans.	VP Technology
Separate student networks from other sensitive district networks where possible.	VP Technology
Apply the Principle of Least Privilege (PoLP) for employees to all LEA owned systems and services so that users only have the access they need to perform their jobs.	VP Technology
Highly recommend the use of Multi-Factor Authentication (MFA) for accessing critical systems and consider using for all systems.	VP Technology
Enable the most secure authentication tools available, such as biometrics, security keys, or a unique one-time code through an app on the mobile device.	VP Technology
Close or block network ports that are not in use to reduce the threat landscape of potential attacks.	VP Technology

<b>Preparedness Phase</b> <b>Regularly review readiness for a cybersecurity incident.</b>	
<b>District Actions</b>	<b>Responsible Role (Position responsible for this action)</b>
Create an annual training plan for all employees and students.	VP Technology
Train faculty, staff, and students on cybersecurity incidents annually.	VP Technology
Conduct cybersecurity training for Board Members.	VP Technology
Join an information sharing program.	VP Technology
Document information flows by learning where data is located and how it is used for the district.	VP Technology
Maintain hardware and software inventory.	VP Technology

<b>Preparedness Phase</b> <b>Regularly review readiness for a cybersecurity incident.</b>	
<b>District Actions</b>	<b>Responsible Role (Position responsible for this action)</b>
Ensure proper audit logs are created and reviewed routinely for suspicious activity.	VP Technology
Monitor privacy settings and information available on social networking sites.	VP Technology
Test and update response plans by conducting tabletop exercises.	VP Technology
Perform annual penetration testing and routine vulnerability assessments.	VP Technology
Ensure all students and employees understand and sign a network use agreement that explicitly outlines bad behaviors and consequences.	VP Technology
Develop business continuity plans, as part of your Continuity of Operations Plan (COOP), for each department with essential functions.	VP Technology
Establish an Interagency Contract with the Department of Information Resources (DIR).	VP Technology
Consider purchasing cyber insurance for the district.	VP Technology
Learn what actions to avoid that could disrupt the insurance process	VP Technology

<b>Response During a Cybersecurity Incident</b> <b>District actions during a cybersecurity incident.</b>	
<b>District Actions</b>	<b>Responsible Role (Position responsible for this action)</b>
Contact the IT director or team lead through established channels, as well as communication channels that do not use the district network (i.e., cell phones, Gmail, etc.).	VP Technology
When possible, capture live system data (i.e., current network connections and open processes) prior to disconnecting a compromised machine from the network.	VP Technology
Determine the appropriate power-down option. Consider disconnecting from the network rather than shutdown. Forensic data can be destroyed if the operating system (OS) executes a normal shutdown process.	VP Technology
Block compromised systems from communicating with other devices or with attackers.	VP Technology
Seek legal guidance <i>before</i> initiating communications.	VP Technology
Contact a cyber insurance provider or broker if the district has an existing policy.	VP Technology
Contact all critical software vendor(s).	VP Technology
Contact the FBI, Law Enforcement, and Homeland Security, as needed.	VP Technology



## Response During a Cybersecurity Incident

### District actions during a cybersecurity incident.

District Actions	Responsible Role (Position responsible for this action)
Contact DIR using the cybersecurity hotline which may be reached 24 hours, 7 days a week Districts must report security incidents to DIR within 48 hours after discovery per Texas Government Code, Section 2054.603.	VP Technology
Consult with trained forensic investigators for advice and assistance <i>prior</i> to implementing any recovery or forensic efforts.	VP Technology
Contact banks, credit card companies, and other financial accounts to report that someone may be using the district's identity. Holds may need to be placed on accounts that have been attacked. Unauthorized credit or charge accounts will need to be closed.	VP Technology
Keep detailed notes of all observations, including dates and times, mitigation steps taken and not taken, device logging enabled or disabled, and machine names for suspected compromised equipment. More information is generally better than less information.	VP Technology
Oversee and track containment and restoration activities, including actions taken, resource assignments, and notifications.	VP Technology
Initiate Continuity of Operations Plan (COOP) and essential department continuity plans.	VP Technology
Track hazard-related expenses.	VP Technology

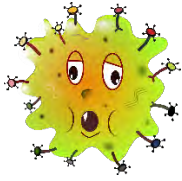
## Recovery After a Cybersecurity Incident

### Return to normal operations following a cybersecurity incident.

District Actions	Responsible Role (Position responsible for this action)
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	VP Technology
Conduct a root cause analysis to pinpoint where a malicious incident took place.	VP Technology
Communicate with internal and external stakeholders and manage public relations and reputation, including parents of students, if necessary.	VP Technology
Conduct continuous monitoring of networks after a breach for any abnormal activity and make sure intruders have been inhibited thoroughly.	VP Technology
Activate the damage assessment team.	VP Technology
Work with affected system and service owners and managers to determine resources and sequencing needed to restore operations to a normal state.	VP Technology

<b>Recovery After a Cybersecurity Incident</b> <b>Return to normal operations following a cybersecurity incident.</b>	
<b>District Actions</b>	<b>Responsible Role (Position responsible for this action)</b>
Based on priorities and estimated recovery timelines, repair, restore, rebuild, or replace systems that were taken offline or otherwise affected by the incident after they are cleared and released by investigators.	VP Technology
Track restoration efforts and provide information to the emergency management team (EMT) regarding estimated and actual time to full restoration.	VP Technology
After ensuring evidence has been preserved for legal and insurance purposes, and given the all-clear, eliminate all traces of the incident.	VP Technology
Track damages and expenses for reimbursement claims.	VP Technology
Conduct an After-Action Review (AAR) to identify areas of improvement for the incident response plan.	VP Technology
Develop and implement an Improvement Plan (IP) that includes recommended changes from the incident debriefing and AAR.	VP Technology
Share lessons learned through appropriate channels.	VP Technology
Contact DIR using the cybersecurity hotline which may be reached 24 hours, 7 days a week at (877) 347-2476 (877-DIR-CISO). Districts must report security incidents to DIR within 10 days of incident closure per Texas Government, Code Section 2054.603.	VP Technology
Districts must notify any individual whose sensitive personal information was, or is reasonably believed to have been, acquired by an unauthorized person no later than the 60 <sup>th</sup> day after the date on which the breach was determined to occur per Texas Government Code section 2054.603.	VP Technology

## COMMUNICABLE DISEASE/PANDEMIC ANNEX



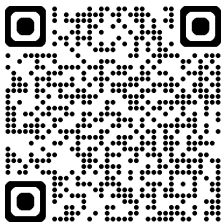
The Infectious Disease/Pandemic Annex outlines the procedures the campus will implement in response to an outbreak of infectious disease or a pandemic. The main objective is to protect the health and well-being of students, staff, faculty, contractors, and visitors, while ensuring the continued provision of the district's essential services.

The district will consider federal, state, and local health department recommendations when allocating resources to address infectious disease prevention and control. Employee leave related to circumstances arising from an infectious disease event will follow directives from the President and/or current district policies.

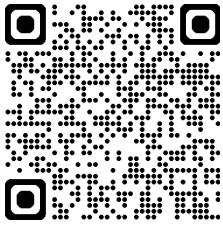
### DEFINITIONS:

- **Contagious disease:** an infectious disease that is spread from person to person through casual contact or respiratory droplets, which may lead to an epidemic or pandemic and threaten the health or safety of the campus community. These diseases include but are not limited to: tuberculosis (TB), mononucleosis, measles or German measles (rubella), certain strains of hepatitis and meningitis, as well as SARS and certain strains of influenza. Other potentially less serious infectious diseases, such as chicken pox, seasonal flu, and pneumonia, will be addressed on a case-by-case basis.
- **Epidemic:** the occurrence in a community or region of cases of an illness clearly above normal expectancy.
- **Pandemic:** a disease epidemic that has spread across multiple continents or worldwide.

**For more information on communicable diseases and prevention, scan the QR Code below for U.S. Centers for Disease Control and Prevention:**



For local information on communicable diseases and prevention, scan the QR Code below for the Paris Lamar County Health District:



## PRECAUTIONARY TIPS TO PREVENT THE SPREAD OF COMMUNICABLE DISEASES

- Stay up-to-date with vaccines.
- **STAY HOME** when sick.
- Wash hands frequently.
- Avoid touching your eyes, nose, and mouth—especially when sick.
- Cough and sneeze into your sleeves.
- **DO NOT** share personal items.
- Maintain your distance from sick people.

## PROCEDURES FOR COLLEGE EMPLOYEES AND STUDENTS DURING A COMMUNICABLE DISEASE/PANDEMIC EMERGENCY

- College administrators should maintain contact with the county health department.
- Ensuring the confidentiality of medical records for college personnel and students.
- If infected, stay home and notify instructors and/or supervisors, as you may pose a risk to others.
- Immediately advise your healthcare provider.
- College personnel will report all communicable disease incidents to Human Resources.
- If a student exhibits symptoms of a contagious disease, report it to the Director of Student Services.
- If a student living in a residential hall, stay there and isolate yourself.
  - Await instructions from the Director of Student Life.
- If a student's roommate is infected, the college may decide to coordinate plans for alternative housing during this period.
- Prepare to cancel classes and campus activities until the threat has passed.
- The following information should be documented regarding the individual infected with a communicable disease:
  - Name of the affected person and/or the individual reporting the illness.
  - Contact information such as address, phone number, or email of the affected person and/or the individual reporting the illness.
  - If known, the current location and condition of the affected person.

## EXCLUSION FROM CAMPUS

If a college employee, contract worker, or student reports having a communicable disease, they may be excluded from campus until their medical condition has been properly evaluated. The college may require a letter or certificate from a licensed physician or public health official confirming that the individual is cleared to return to campus.

# FIRE/BOMB THREAT/ SUSPICIOUS PACKAGE ANNEX

## RESPONSE PROCEDURES FOR A FIRE EMERGENCY



**In the Event of a Fire, remember *CARE*:**

If you see smoke or flames, use **CARE** if possible:

- Contain the fire by closing all doors as you leave.
- Activate the nearest Fire Alarm pull station (Pull stations are located near all building exits).
- Report the fire by calling PJC Police or 911.
- Evacuate or extinguish (In most cases, it is best to evacuate).
  - Remember P.A.S.S.



- Call campus police or 911
- Stay calm and speak clearly.
- Cooperate with authorities.
- Evacuate immediately.
- If it is safe to do so, remove anyone who is in immediate danger.
- Proceed to the nearest exit.
- Close all doors, including interior offices.
- If in a multi-story building, **DO NOT** use the elevators. Use the stairways.
- If smoke is present, stay below the smoke line. Get down and crawl until you are in a clear area or inside a stairwell.
- When approaching closed door, feel the door with the back of your hand; if cool, carefully open the door and, if safe, proceed with the evacuation.
- Proceed to an area at least 100-300 feet from the building.
- Account for all persons in your area department/work area.
- **If you are trapped in a room or building:**
  - Move towards a window and if needed, remain as close to the floor as possible.
  - If possible, hang or wave clothing or some other item at the window to gain the attention of the authorities.
  - DO NOT break a window unless instructed by authorities, or if your life is in danger.

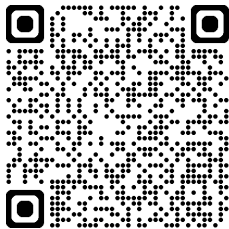
- If your clothing catches fire, **STOP, DROP, and ROLL.**
- **DO NOT** re-enter the building until permitted by authorities.

## RESPONSE PROCEDURES TO A BOMB THREAT



If you receive a bomb threat, notify PJC Campus Police or 911 immediately. Try to be as specific as possible when relaying information received from the caller. PJC Campus Police will notify Emergency Management Team Members, Campus Administrators, and other first responders as appropriate for further assistance. In the event a bomb threat is received, please adhere to the following steps to obtain as much pertinent information as possible:

- **REVIEW/COPY the BOMB CHECKLIST with the OR Code listed below:**



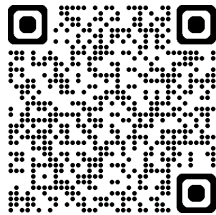
- If you see the bomb, **DO NOT** attempt to handle it.
- Write down the number from which the call is coming.
- Write down the exact time of the call.
- Write down as accurately as possible the statements made.
- Listen to the voice to determine the sex, age, accents, lisps, tone, etc.
- Listen for background noises.
- Try to signal a for someone else to also listen on the call, if possible.
- Do not hang up and stay on the line as long as possible; wait for the caller to hang up.
- Keep caller talking, and ask as many of the following questions as you can:
  - When will the bomb go off? How much time remains?
  - Where is the bomb located?
  - What does it look like?
  - What kind of bomb is it?
  - How do you know about this bomb?
  - Why was it placed here?
  - Who are you?
  - What is your name?

## RESPONSE PROCEDURES FOR SUSPICIOUS PACKAGES

If you see a suspicious object or a potential bomb on the campus, **DO NOT HANDLE THE OBJECT.** Clear the area immediately and contact PJC Campus Police or dial 911 for local law

enforcement. Any person receiving a phone call that a bomb or other explosive device has been placed on the campus should attempt to keep the caller on the line as long as possible and ask the questions listed below:

- **DO NOT** touch the package or object.
- **DO NOT** tamper with the package or object.
- **DO NOT** attempt to move the package or object.
- **DO NOT** open the package or object.
- **DO NOT** put the package or object in water or an enclosed space, such as a drawer or box.
- Isolate the package or object and evacuate the immediate area.
- If a substance is spilled out from a package or envelope, **DO NOT** attempt to clean it up.
- Leave the area immediately and close all doors.
- Wash your hands and any other area exposed by the spill by removing any contaminated clothing.
- Provide a list of people who were in the area with you at the time of the spill.
  - **Call the Federal Poison Control Program hotline at 1-800-222-1222 or Visit the Poison Control Program via the QR Code below:**



#### **CHARACTERISTICS OF SUSPICIOUS PACKAGES:**

- Special deliveries, foreign mail, or airmail.
- Restrictive markings such as “Confidential” or “Personal.”
- Excessive postage.
- Handwritten or poorly typed addresses.
- Incorrect titles.
- Misspelled words.
- Stains or discoloration on the package.
- Excessive weight.
- Rigid, lopsided, or uneven envelopes.
- Protruding wires or aluminum foil.
- Excessive tape or string.
- Visual distractions such as illustrations.
- No return address.



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## HAZARDOUS MATERIALS ANNEX



A hazardous spill/release can be caused by equipment failure, human error, natural disaster, or sabotage. Addressing a hazardous spill/release at a PJC campus may involve areas such as laboratories, chemical/gas storage cabinets, centrifuges, paint shops, gas line leaks, boiler/chiller rooms, occupational exposure (bloodborne pathogens) and other designated areas where combustible materials are kept. Additionally, off-campus hazardous incidents can involve chemical plants, tanker trucks, rail cars, and fuel storage and distribution facilities located near all PJC campuses.

### CAMPUS HAZARDOUS MATERIALS PREVENTION

- Identify hazardous materials in the work environment.
- Ensure containers are properly labeled, have adequate headspace, properly capped and stored with secondary containment if possible, and are in good condition.
- Ensure incompatible materials are not stored next to each other.
- Inspect hazardous material storage locations weekly.
- Ensure employees receive hazard communication, chemical hygiene, hazardous waste, and other applicable safety training as appropriate.

**NOTE:** All hazardous spills are assumed to be extremely dangerous to life and property. Each area that is designated for storage of hazardous material must have the appropriate kit to address the spill along with instructions on its proper use. The kit should be easily accessible and clearly identifiable for responding personnel to address the hazard.

Any staff member involved in the decontamination of the affected area will be required to wear the proper Personal Protective Equipment (PPE). All personnel on campus should also prepare for an evacuation depending on the severity of the hazardous spill/release.

### RESPONSE TO TRAIN DERAILMENT CONTAINING HAZARDOUS MATERIAL

Texas Education Code 37.108 mandates that any school district within 1,000 yards of a railroad track must implement a policy addressing issues related to train derailments or potential leaks of hazardous materials from railcars. Currently, the Blacklands Railroad, which is headquartered in Sulphur Springs, Texas, operates between Mount Pleasant, Texas, and Winfield, Texas.

The PJC Sulphur Springs Site, located at 1137 TX 301 Loop, is about 363 yards from the Northeast Texas Connector.

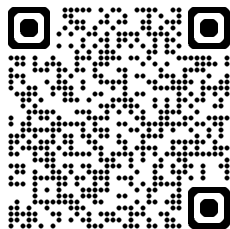
Northeast Texas Connector rail service representative contact information:

Miguel Fernandez  
 Manager of Train Operations 903-348-2933  
 P.O. Box 358  
 Mustang, Oklahoma 73064

Please review response procedures to a hazardous spill/release

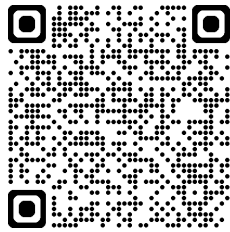
## RESPONSE PROCEDURES TO A HAZARDOUS SPILL/RELEASE

- Remember the three “C’s” of a hazardous spill/release.
  - Control the spill, Contain the spill, and Clean the Spill.
- Leave or cordon off the area immediately.
- If safe to do so, turn off any equipment related to the spill before leaving the area.
- Alert others located in the area of the hazardous substance.
- Call PJC Police or 911.
- Advise first responders of any injuries.
- Assist in removing injured personnel if it is safe to do so without endangering yourself.
- PJC Police shall immediately advise facility services of the hazard.
- Facilities will evaluate whether it is appropriate to turn off all ventilation equipment in the area affected by the hazardous substance.
- Faculty, staff, and students should be prepared for a possible evacuation or shelter-in-place order by PJC Police based on the severity of the spill.
- If in the contaminated area, do not take a breath until you are clear of the area.
- If exposed to a hazardous substance, do not make contact with others.
  - **Call the Federal Poison Control Program hotline at 1-800-222-1222 or Visit the Poison Control Program via the QR Code below:**



- Provide a list of people who were in the area with you at the time of the spill.
- Outfit responding personnel with the proper PPE and response kit.
- To decontaminate the area:
  - **NOTE:** Please refer to the **OSHA** Safety Data Sheet (SDSs) in your area for proper use of any disinfectant and/or decontamination procedures.
    - Depending on the hazardous substance, professional hazmat teams may be needed to implement the proper protocols required to clean the area and render it safe.
  - Place a spill control pad over the contaminated area to absorb/contain the spill.
  - Use the appropriate disinfectant to soak into the spill control pad and let stand for 20-30 minutes (see SDSs).

- Once the spill is absorbed, remove the pad and mop up the area with the proper disinfectant.
- Once the area is declared safe, remove PPE equipment and thoroughly wash hands or any other areas that may have been exposed due to the spill and/or during the cleanup process.
- **For more information about chemical and workplace hazards, scan the following OSHA QR code:**



- In the event of a hazardous spill or release occurring off-site near the campuses, please adhere to the following instructions:
  - Go inside immediately.
  - Follow procedures for shelter in place.
  - If an evacuation is ordered, instructors and college leads/supervisors need to account for students/staff.
  - Close all doors and windows.
  - Facilities will evaluate whether turning off all ventilation equipment in the area affected by the hazardous substance is appropriate.
  - Monitor campus or local notifications for ongoing information about the hazardous spill or release.
  - Remain indoors until campus administrators provide an “all clear” signal.

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## SEVERE WEATHER ANNEX



Severe weather includes rain, snow, ice, flooding, strong winds, and tornadoes or similar events that could affect the operational capability of the college or threaten the safety of students or employees. This includes conditions affecting safe travel to or from any college campus.

### INFORMATION ON WEATHER ALERTS

Important information concerning severe weather may be communicated through various channels, including PJC DragonAlerts, emails, and weather warning sirens near the college campuses.

### DECISION MAKING FOR SEVERE WEATHER

The President or their designee will assess the available information, which includes personal observations, news sources, and suggestions from PJC Campus Police and Facility Services, to determine the appropriate course of action. This may involve deciding whether to reduce services, close the college, or continue operations as scheduled.

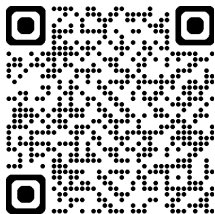
### INCLEMENT WEATHER

Inclement weather may occur due to extreme climatic conditions (including but not limited to rain, hail, snow, high winds, cold, or extreme high temperature) under which travel is not reasonable or safe.

If the National Weather Service Fort Worth/Dallas issues a weather advisory, the college may take the following actions:

- A DragonAlert notification and email have been sent to college personnel and students.
- Delayed start of operations.
- Early dismissal for college personnel and students.
- Cancellation of classes.

**For more information on severe weather precautions, scan the QR Code for the National Weather Service Fort Worth/Dallas:**



## SEVERE WEATHER ADVISORIES

- A **watch** means conditions are favorable for the development of severe weather. Monitor the situation closely if the weather deteriorates.
- A **warning** means severe weather has been observed and is imminent.
- You should tune into local television or radio stations for the latest information about approaching severe weather.

## TORNADO WARNINGS

Tornado warnings are issued by the National Weather Service when a tornado is approaching an area. Again, these warnings, along with other important information, may be communicated through various channels, including sirens, emails, and PJC DragonAlerts.

## RESPONSE PROCEDURES IF INDOORS DURING A TORNADO WARNING:

- Seek refuge in the designated shelter areas of each PJC campus (review PJC campus shelter areas).
- If you are in a building, go to the center of a small interior room or interior hallway on the lowest level, away from windows, doors, and outside walls. Put as many walls as possible between you and the outside. Avoid large rooms with large-span roofs such as gymnasiums.
- If unable to seek shelter in the designated shelter area, seek refuge in a doorway or under a desk or table. Cover your head and neck.
- If you are caught outside with no well-constructed building available, look for a ditch or low-lying area, preferably with no water, in which to shelter.
- Stay away from glass, windows, shelves, and heavy equipment.
- Watch out for falling objects such as light fixtures, file cabinets, shelves, and other furniture that may move or topple.
- Stay undercover until the tornado passes and then check your area for injuries and hazards. Assist others and remain calm.
- After the tornado, use extreme caution exiting buildings, as they may be unstable and there may be hazards (i.e., exposed and live electrical wires).
- Pay attention to any downed power lines or debris caused by the tornado.
- **DO NOT USE ELEVATORS.**
- **DO NOT** re-enter any buildings until they have been declared safe by Facility Services or appropriate PJC staff.
- If it is unsafe to move from your location, call PJC Campus Police if possible and remain in place until help arrives. In addition, report any injuries and the status of the injured.

## RESPONSE PROCEDURES IF OUTDOORS DURING A TORNADO

### WARNING:

- Move quickly indoors and follow the instructions above.
- If unable to move indoors, lie flat in a ditch or low area.

## THUNDERSTORM WARNING

If a thunderstorm warning is issued for your area, be prepared to take immediate action. A warning indicates an imminent danger to life and property. Severe flooding, hail, and damaging winds may impact the area. Remember: **When thunder roars, go indoors!**

### RESPONSE PROCEDURES DURING A THUNDERSTORM WARNING:

- If indoors:
  - Move to a designated shelter area (review PJC campus shelter areas).
  - Stay away from glass, windows, shelves, and heavy equipment.
  - Avoid electric equipment.
- If outdoors:
  - Move to a building or motor vehicle with a hard top.
  - If unable to move to a building or vehicle, crouch low to the ground. Cover your head and neck.
  - Stay away from tall objects and bodies of water due to the potential for lightning.
- Stay away from flooded areas as thunderstorms can produce a vast amount of rain quickly.
  - Remember: **Turn around. Don't Drown!**
- Please avoid areas affected by the thunderstorm, as hazards such as downed power lines and debris may still be present.
- Should you experience a power outage, notify facility management.

## FLOOD WARNING

Flooding occurs when prolonged rain falls over several days or a short period. Failing to evacuate flooded areas or entering floodwaters can result in injury or death.

### RESPONSE PROCEDURES DURING A FLOOD WARNING:

- Seek shelter.
- Evacuate if necessary.
- Move to higher ground or a higher floor if inside a building.
- Stay off bridge crossings with fast moving water.
- DO NOT drive, walk, or swim through flood waters.
  - Remember: **Turn around. Don't Drown!**
  - It only takes six inches of moving water to sweep away you and/or your motor vehicle.



For more information on floods, scan the QR Code for READY.GOV:



## PARIS JUNIOR COLLEGE DESIGNATED SEVERE WEATHER SHELTER AREAS

College personnel should become familiar with designated shelter areas. Faculty should inform students about these shelter areas in case of severe weather events.

### PARIS CAMPUS

- **Administration Building** – Move to the center hall or to the basement (west end of the building).
- **OLD PJC Gym** – Seek shelter under the bleachers.
- **Music Building** – Interior hall or restrooms.
- **Alford Center** – Seek shelter in the restrooms.
- **College Bookstore** – Seek shelter in the storage room.
- **Learning Center/Library** – Seek shelter in interior classrooms, offices, or restrooms.
- **Applied Science Building** – Seek shelter in the interior hallways.
- **Math and Science Building** – Move to the downstairs restrooms and interior hallways.
- **Student Center** – Seek shelter by moving downstairs.
- **Hunt Center** – Seek shelter inside the rooms.
- **Maintenance** – Move to the south end of the bleachers beneath Noyes Stadium.
- **Workforce Training Center** – Move to the interior classrooms.
- **Campus Dormitories:**
  - **Thompson Hall** – Move to the lower floor restrooms.
  - **Hatcher Hall** – Move to the lower floor restrooms.
  - **South Campus Hall** – Move downstairs to the ground floor hallway.
- **NOTE:** If unable to seek shelter in the designated shelter area, seek refuge in a doorway or under a desk or table. Cover your head and neck.

### GREENVILLE CENTER

- Move to the downstairs interior hallways/room.

### SULPHUR SPRINGS CENTER

- Move to the downstairs interior hallways/rooms.

## NATURAL GAS LEAK ANNEX

If a natural gas leak is discovered on campus, facility services should be contacted immediately. The most common sign of a gas leak is the smell of rotten eggs and/or a hissing sound from an appliance, meter, or valve.

### RESPONSE PROCEDURES TO A NATURAL GAS LEAK

- Prepare to evacuate the area or building.
- NO ONE is to operate any electrical switches or other sources of ignition. It may be necessary to cut power to the buildings affected.
- Facility Services will do the following:
  - Determine concentrations of gas and the source of the leak.
  - Shut off building gas valve or shut off a certain affected area of campus.
  - Arrange for repair of the leaks and notify the appropriate gas supplier of the situation.
  - Ventilate the building if necessary.
- Once all clear is given, evacuated personnel will be allowed to return to work after the leak has been addressed and the building has been properly ventilated.
- The Director of Facility Services will report what occurred and the steps taken to correct the problem.

**For more information on gas leak detection, scan the QR Code for ATMOS Energy:**



## UTILITIES OUTAGES ANNEX



A power outage can occur at any moment; however, the loss of electricity presents a range of challenges on a college campus. From laboratories to facilities, IT services infrastructure, and campus dormitories, a sudden power loss can present major risks to safety and wellness. Most outages last 5-10 minutes.

Before a power outage occurs, faculty, staff, and students need to implement a plan. Here are some points to consider:

- Consider backing up your computer files to the PJC network drive (MS-365).
- Have a flashlight readily available or download a flashlight app to your phone.
- Turn off any computers or non-essential equipment not in use.
- Do not overload power strips.
- Review the shelter-in-place and evacuation plans.
- Familiarize yourself with all the exits in your building.

## CONSIDERATIONS FOR LABORATORY AND FOOD STORES

- Develop a log of equipment that must be reset, restarted, or that requires special attention following an outage.
- Maintain an inventory list of food stores, chemicals, hazardous materials, or other experimental materials that require refrigeration or freezing.
  - Ensure these systems have backup power or enough dry ice to keep materials preserved, if applicable.
- Please ensure that you safely shut down your work and any equipment not in use.
- While power is out, refrain from opening lab rooms, refrigerators, and freezers.
- Once power is restored, please check all ventilation equipment.
  - Contact facilities for assistance if needed.

## RESPONSE PROCEDURES TO A POWER OUTAGE

- Call Facility Services and Campus Police.
  - Follow the instructions given by Facility Services.
- Provide room number and building location.
- Pay attention to any DragonAlerts.
- Shut down or unplug equipment as a power surge may occur once power is restored.
- If there is no emergency lighting in your area, safely move to an area that does.
- Be cautious of electrical hazards that may have caused the outage, such as downed power lines, while moving about.

- If you are trapped in an elevator:
  - Stay calm and call PJC Campus Police or 911 on your cell phone.
    - Use the elevator call box.
  - Provide the following information to first responders:
    - Name
    - Location
    - Floor
    - Number of people trapped.
    - Report any medical conditions, disabilities, or injuries.
  - **DO NOT** attempt to force the elevator doors open.
  - Be aware that the elevator may move/start unexpectedly.
  - Get comfortable and wait for Facility Services or Emergency Personnel.

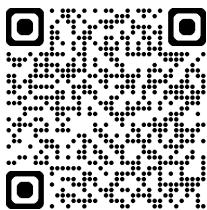
## PJC RESIDENTIAL HALLS POWER OUTAGE

- Remain inside the dorm room unless otherwise directed by campus personnel or first responders.
- If you have to evacuate, proceed to the appropriate designated assembly point.
- **DO NOT** use any candles to light your room.
- Have a flashlight readily available or download a flashlight app to your phone.
- Turn off all equipment in the room to include computers, microwaves, and refrigerators.
- Follow any directions you receive from Facility Services or Emergency Personnel.

## AFTER A POWER OUTAGE

- Pay attention to any DragonAlert notifications
- If you haven't already, turn off non-essential equipment now to prevent power surges.
- Walk your area to ensure no safety hazards remain.
  - Any safety hazards should be reported to Facility Services or Campus Police.
- The Director of Plant Operations will maintain a report of what occurred and the steps taken to correct the problem.

**For more information on power outages, scan the QR Code for READY.GOV:**



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## EMERGENCY LOCKDOWN PROCEDURES ANNEX



### EMERGENCY LOCKDOWN

A lockdown can be issued at any time when there is a threat to faculty, staff, students, and visitors at the college. There are various levels of lockdown; however, we will include specific terminology and information conducive to PJC locations to better serve our faculty, staff, and students in the event of a lockdown at property owned or controlled by the college.

In general, a lockdown is issued when an imminent threat (internal or external) of violence involving one or more armed individuals is present and has caused serious bodily harm (likely to cause death) to the PJC Community. Whether the threat is internal (when the danger is inside of the school or campus) or external (occurs outside the school building or campus), the objective of this lockdown is to prevent the threat from entering the school or campus. Overall, the goal of the college is to keep everyone safe until the threat is completely isolated or removed.

Facility Services will assess the appropriateness of turning off any ventilation equipment in areas affected by a campus evacuation or lockdown.

### TYPES OF LOCKDOWNS



- **Hold** – This protocol is activated when individuals must clear the halls and remain in their rooms or designated areas within a building for a brief period until the all-clear signal is given.



- **Secure** – This protocol is activated in response to threats, including active shooters or other hazards outside campus buildings. People are advised to enter the buildings and lock the outside doors.



- **Lockdown** – This protocol is activated when there is a threat or hazard inside the building. Lockdown uses room security to protect people from an immediate threat. This requires locking or barricading individual rooms and access points. Occupants should turn off lights, keep silent, and stay out of sight.



- **Shelter-in-Place** – When there is no time to evacuate or when certain conditions, such as a tornado, hurricane, or chemical spill are near the campus and have rendered the area unsafe; usually an external health hazard where building evacuations are not recommended.

## RESPONSE PROCEDURES FOR CAMPUS LOCKDOWNS

- Immediately upon receiving notice to lockdown, stop whatever you are doing and assist others to get into the lockdown mode. Close and lock yourselves in a room, behind heavy furniture, or a barrier away from windows and doors. In the event of a weather emergency (i.e. tornado), seek shelter in an interior room with no windows.
- Barricade doors and windows if necessary.
- Turn off lights, close blinds, silence radios, etc. Ensure all cell phones are on silent mode and everyone remains quiet.
- If able to do so safely, quietly call 911 to report campus, building, or classroom violence.
- State your name and give the location where the incident is occurring, state what the incident involves, and any additional information requested.
- While in lockdown modes do **not** respond to fire alarms unless you know for certain there is an actual fire.
- If you are outside, move away from the location of the threat. If you can immediately and safely leave campus, do so. Otherwise, seek shelter by immediately going into a building before it is locked down, or by seeking refuge behind a car, tree, building or other secure object.

- When the lockdown order is given and the area/building is secure, no one will leave or enter the secure area or building without first receiving the “All clear” signal from PCJ or local authorities, or other appropriate College official.

## SHELTER IN PLACE

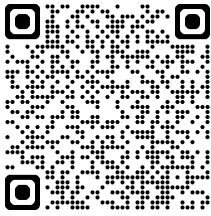
In the event of a message or announcement to “Shelter in Place,” immediately proceed to enter the nearest building to the predestinated **Shelter in Place** (campus offices or classrooms, as necessary, etc.). Individuals should remain “sheltered in place” until they are directed by Campus Police, local law enforcement, Emergency Management Team, or Campus Administrators that it is safe to leave the **Shelter in Place Zone**.

## RESPONSE PROCEDURES FOR SHELTER IN PLACE

- Stop what you are doing right away (i.e., classes, work, and business operations). Do not risk exposure by moving to another building, whether by foot or by vehicle.
- Select interior room(s) with the fewest windows or vents. If the emergency involves severe weather, choose a location on the lowest floor possible. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Large storage closets, utility rooms, and copy and conference rooms without exterior windows work well.
- Avoid selecting a room with mechanical equipment like ventilation blowers or pipes. It is ideal to have a hard-wired telephone in the room(s) you select.
- Close and lock all windows, exterior doors, and any other openings to the outside, where possible. If advised there is danger of explosion, close the window shades, blinds, or curtains.
- Have a phone available if you need to report a life-threatening condition. Be mindful that cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door(s). Be alert for college updates until you are told all is safe or you are told to evacuate.
- **All individuals should proceed to the predesignated Shelter in Place Zone.**



**For more information on Shelter in Place, scan the QR Code for FEMA.GOV:**



## **SUPPORT DURING LOCKDOWN DRILLS/EMERGENCIES**

PJC Police, Emergency Preparedness, Facility Services, Campus Administrators, and other supporting staff will assist with the following in the event of a lockdown drill or actual campus emergency:

- Before an emergency exists, assess classroom or teaching areas and assist building occupants in understanding the requirements of a lockdown.
- Be familiar with locking mechanisms for your class and office doors and windows.
- Assist in all lockdowns, whether drills or emergency (non-law enforcement members will assist when it is safe to do so).
- Conduct and encourage safety meetings as necessary with building personnel to ensure tenants are knowledgeable and capable of implementing the lockdown plan.
- Prior to an emergency, plan for assistance or assist disabled individuals during an emergency. Be cognizant of disabled visitors on Campus who may also need assistance during an emergency lockdown.
- Prior to an emergency, ensure building occupants know to take shelter in secure areas away from windows and doors.
- Monitor lockdown drills and critique actions taken by building occupants.
- Campus Administrators, Facility Services, and other support staff will not place their personal safety in jeopardy in efforts to assist during an emergency lockdown.

## QUICK REFERENCE FOR EMERGENCY LOCKDOWN/EVACUATION PROCEDURES

### SHELTER IN PLACE/ LOCKDOWN

- All faculty and staff should direct all students and visitors to an area that can be secured.
- All doors into the area should be locked and/or barricaded.
- Instructors and students should move to the area of the room that places the most substantial barrier(s) (i.e., away from windows, doors and behind filing cabinets, under desks, etc.) between you and the hazard (i.e., bullets, flying glass and other projectiles).
- If possible, close all blinds/drapes and turn off lights.
- Remain sheltered or under lockdown until you have been officially advised that the crisis has been resolved.
- Once the lockdown has been cancelled, faculty and staff should assist with directing police, fire, EMS, rescue teams, etc. to any injured persons in their respective area.

### EVACUATION

- In the event of a fire alarm or should an announcement be made calling for the orderly evacuation of the building. (DO NOT USE ELEVATORS if on second floor of a building.)
- Faculty and staff will ensure that students evacuate the building.
- All employees should conduct a visual sweep of the building as they leave to ensure that everyone has exited the building and/or emergency area.
- Faculty and staff should assist any individuals who are unable to evacuate because of health or other reasons.
- All persons should proceed directly to the designated evacuation assembly area and remain there until further instructed.

## BUILDING/CAMPUS EVACUATION



Evacuation occurs when it is necessary to move people from one location to another. This is most often required in situations such as a heating or ventilation system failure, a gas leak, or a bomb threat in the area. During evacuations, individuals are typically allowed to bring their personal belongings with them if time permits. If instructed to evacuate, you should leave the indicated location at once. Evacuation requires community members to exit a building or area, and in some instances, the campus.

If evacuation of the campus or a specific area becomes necessary, faculty, staff, students, and visitors will receive instructions from members of the PJC Emergency Management Team, campus administrators, and first responders in collaboration with local law enforcement agencies. These instructions will specify which areas need to be evacuated and where individuals should assemble or relocate.

**As a reminder, if a decision to evacuate is given, Stay CALM and SPEAK CLEARLY! Listen**

**carefully to instructions & follow the procedures below.**

## RESPONSE PROCEDURES FOR BUILDING/CAMPUS EVACUATIONS

The PJC Campus Police Department has primary responsibility for evacuating the campus facilities and grounds. When an evacuation of a building is ordered, the evacuation will be performed in an orderly and safe manner. All faculty and staff are to assemble in designated areas. Evacuation orders may be given for multiple purposes; therefore, please follow directions and procedures given to effect a safe and rapid evacuation by using the tips below:

- Become familiar with work areas.
  - **NOTE:** Maintain **EGRESS:** A continuous and unobstructed way of egress from any point of a building that provides an access route to an area of refuge, a horizontal exit, or a public way **MUST** be maintained at all times.
- If an evacuation order is given by the PJC President or Campus Police, prepare to evacuate immediately.
- If time permits, secure your work area and take important personal items with you.
  - If you do not have enough time, then leave things behind.
- Do not panic but walk quickly to the closest emergency exit.
- Do not use elevators.
- Walk in a single file on the right through corridors and stairwells.
- Keep noise to a minimum so you can hear emergency instructions.
- Keep the evacuation lines moving in an orderly fashion.
- Individuals requiring assistance in evacuation should proceed to the stairwell entrance areas and wait for assistance.
- Move to a designated assembly point.
- No one is allowed to return to the building unless authorized by the PJC Police Department, other law enforcement personnel, or a college official.

## EVACUATION PROCEDURES FOR DISABLED EMPLOYEES/STUDENTS

- Never use elevators, chair lifts, or any other system requiring electrical power in an emergency.
- In most cases, delay exiting persons with disabilities until the exit route is clear of traffic. This is for the disabled person's safety as well as for the safety of others. For example, where a person will be carried down sets of stairs, it is much safer to wait until the stairs are free of fast moving traffic.
- Ensure that appropriate staff members account for all individuals with disabilities immediately after notification that an emergency exists. Inform the appropriate administrator immediately of anyone who cannot be accounted for.
- Ensure that appropriate staff members assist individuals with disabilities in moving to their predetermined Areas of Rescue Assistance, and assist them in exiting the building.

- Ensure that appropriate staff members assisting individuals with disabilities remain with them until the emergency is over.
- Upon arrival of Emergency Responders, ensure that an administrative staff member meets with them at a prearranged location with information on the number, identity, and locations of individuals with disabilities who are still in the building. Also, provide a copy of the list that describes any special medical needs that students or employees may have, as well as any special equipment or apparatus that may be needed.
- During drills, it may **not** be advisable to evacuate all disabled persons from the building. In certain cases, the potential risk of injury may outweigh the benefits of conducting the drill.

## KEEPING UPDATED WITH EVACUATION PROCEDURES

If an evacuation order has been issued, PJC will combine efforts with local/state/federal law enforcement for additional support and resources in an effort to manage emergencies at the College. PJC will provide the most accurate and timely information available to students, faculty, staff, and the community as soon as possible by utilizing PJC's Emergency Notification System used to notify constituents of the college in the event of an emergency. *Students, faculty, and staff are encouraged to stay connected and follow updates through our web page, social media, and other outlets to acquire the most recent information on incident(s) that pose an immediate or ongoing threat to the health or safety of all constituents.*

## NON-COMPLIANCE WITH EMERGENCY PROCEDURES

Paris Junior College takes safety seriously. Cooperation and participation from all PJC employees and students are mandatory during emergency drills and declared emergencies. Required responses may include building or campus evacuation, lockdown, shelter-in-place, and other measures.

All employees, students, and visitors must comply with all lawful orders issued by Campus Police, local law enforcement, designated College Administrative Officials, the Emergency Management Team, and other first responders serving PJC locations.

### **Please Note:**

1. Anyone who ignores a lawful order during a lockdown may face criminal charges.
2. Employees violating this Policy may be subject to discipline up to and including termination.
3. Students violating this Policy may be subject to discipline up to and including expulsion.

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## REUNIFICATION ANNEX

### PURPOSE

The purpose of this plan is to develop a process of family reunification that ensures the safe, orderly, and documented reunion of students and college personnel in the event of an emergency evacuation or school closing. This plan provides guidance to school personnel and members of the Reunification Team of the district.

### SCOPE

This policy applies to all students, staff, parents, and emergency support providers of the district. The district has mutual aid agreements (MAA) or memorandums of understanding (MOA) in place with several alternate locations to ensure the safety and security of students, faculty, and staff. In the event students are evacuated and transported to a reunification site, parents/guardians or emergency contacts will be notified via phone, email, and text messaging.

### SPECIFIC TASKS DURING REUNIFICATION

District Actions and Responsibilities Table	
<b>Prevention Phase</b> <b>This phase is usually not applicable to this Reunification Annex.</b>	
<b>Mitigation Phase</b> <b>This phase is usually not applicable to this Reunification Annex.</b>	
<b>Preparedness Phase</b> <b>Before an Emergency Involving Reunification.</b>	
District Actions	Responsible Role
<b>Preparation Procedures:</b>	
Identify secure and accessible sites (on/off campus) for reunification. Assign personnel to a reunification response team	Chief of Police
Review and inspect the reunification logistical sites with the Emergency Management Team and local emergency services organizations.	President

## Preparedness Phase Before an Emergency Involving Reunification.

District Actions	Responsible Role
Make a reunification plan explaining the reunification process to personnel and family members.	Director of Emergency Management
Regularly review and practice the plan with students, faculty, and staff. Discuss different scenarios.	Chief of Police
Keep emergency contact information up-to-date for students, faculty, and staff.	VP of Student Services and Director of Human Resources
Review and coordinate the use of mass communication, like calls, texts, social media, and other media representatives.	Public Information Officer
<p style="text-align: center;"><b>For additional information of the reunification process, go to</b>  <a href="https://rems.ed.gov/trainings/course/reunification.aspx">https://rems.ed.gov/trainings/course/reunification.aspx</a></p>	

## Response District Actions during Reunification.

District Actions	Responsible Role
<b>Implement the Standard Response Protocol:</b>	
Ensure reunification team members are in place at each area.	Chief of Police
Transport college personnel and students to reunification areas using college vehicles, with possible assistance from local agencies.	Director of Plant Operations
Coordinate with external emergency response agencies to assist college personnel or students with injuries and/or experiencing emotional distress.	Chief of Police
Document college personnel and students transported to the reunification area.	Director of Student Life

## Response District Actions during Reunification.

District Actions	Responsible Role
Disseminate and share approved information/updates with media representatives.	Public Information Officer

## Recovery Return to normal District operations following Reunification.

District Actions	Responsible Role
<b>Resume Routine District Operations:</b>	
Oversee support or assistance for any remaining college personnel or students on the reunification site.	VP of Student Services
Update the President and other assigned administrators on the status of the reunification process. If complete, return to normal operations if applicable.	Public Information Officer
Have mental health personnel available to support students and staff.	VP of Student Services



## REUNIFICATION/EVACUATION SITES

Reunification/Evacuation Site Locations.	
Campus	Reunification Site Location(s)
Williams Adm Building and Frank Grimes	The parking lot between Williams Adm building and DeShong Chapel or Parking lot east of Frank Grimes Center
DeShong Chapel	The parking lot between the Chapel and Williams Adm building
Mayer Center for Musical Arts	Southwest corner of the parking lot adjoining the Mayer Center
Old Gymnasium	The parking lot south of the Mayer Center of Music
Alford Center/Student Development	The parking lot southwest of the Alford Center near the tennis courts
College Store	The parking lot southwest of the Alford Center near the tennis courts
Mechanical Building west of the Alford Center	The parking lot southwest of the Alford Center near the tennis courts
Plant Ops	The parking lot between Plant Ops and the Rheudasil Learning Center
Annex 4-Sonography	Gather on the Trail de Paris directly south of the building
South Campus Residence Hall	Gather on the Trail de Paris directly south of the building
Annex 2-Art Building	Gather on the Trail de Paris directly south of the building
Annex 1	Gather on the Trail de Paris directly south of the building
Rheudasil Learning Center/Library	The parking lot between the Rheudasil Learning building and Plant Ops

## Reunification/Evacuation Site Locations.

Campus	Reunification Site Location(s)
Applied Science Building	The parking lot between the Rheudasil Learning building and Plant Ops
McLemore Student Center	The east parking lot adjoining the McLemore Student Center
Math and Science Building	The parking lot adjoining the Math and Science Building
Hatcher Hall	The east parking lot adjoining Hatcher Hall
Thompson Hall	The Hunt Center parking lot
Hunt Physical Education Center	The Hunt Center parking lot
Gabbert Building/Small Business Development Center	Southeast corner of the parking lot adjoining the Gabbert Building
Talent Search/Upward Bound	The parking lot adjoining the Talent Search Building
Bobby R. Walters Workforce Training Center	Southeast corner of the parking lot adjoining the Workforce Center
Noyes Stadium	The parking lot between the stadium and 24 <sup>th</sup> St., or the parking lot east of the stadium, in between the Rheudasil Learning Center and Plants Ops.
Hub Hollis BB Field & Dragon Softball Field	Parking lots adjoining the baseball and softball fields
Greenville	Northwest corner of the main parking lot
Sulphur Springs	Northwest corner in the north parking lot

## PARIS CAMPUS BUILDING/CLASSROOM COORDINATOR ASSIGNMENTS

Building/Site	Coordinator	Alternate	Dir/Dean/VP	Phone Ext.
Williams Administration Building (& Ray Karrer Theatre)	M. Flowers		R. Stanley	
Frank Grimes Center	L. Miles		R. Stanley	
DeShong Chapel & Carillon Tower	J. Eubanks		J. Eubanks	
Mayer Center for Musical Arts	M. Holderer	W. Walker	R. Stanley	
Old Gymnasium				
Alford Center/Student Development Center	N. Whitaker		L. Elliott	
College Store/Bookstore	K. Carlton		K. Carlton	
Math and Science Building	J. Brown	J. Collier	R. Stanley	
Mechanical Building	J. Eubanks		J. Eubanks	
Plant Operations	J. Eubanks		J. Eubanks	
Sonography	A. Flanagan	T. Reaves	M. Erny	
Art Building	L. Spencer		R. Stanley	
Rheudasil Center (Library)	C. Gable	S. Sanchez	R. Stanley	
Applied Science Building	M. Erny	A. Miller	M. Erny	
Workforce Training Center	H. Unruh	M. Flatt	M. Erny	
Campus Police Department	Chief Mayfield	On-Duty Officer	S. Benson	
McLemore Student Center	K. Webb		L. Elliott	
Hatcher and Thompson Dorms	Dorm Supervisor	K. Webb	L. Elliott	
South Campus Dorm	Dorm Supervisor	K. Webb	L. Elliott	
Hunt Center	B. Foy	B. Christian	C. Cox	
Small Business Development Center	M. Meyers	T. Davis	M. Erny	
Talent Search and Upward Bound Center	C. Barham	R. Spain	L. Elliott	
Greenville Site	Jody Todhunter	Campus Police	R. Stanley	903-457-8704 903-457-8730
Sulphur Springs Site	Lanny Mathews	Campus Police	R. Stanley	903-439-6154 903-348-6654

### COORDINATOR CHECKLIST

The following list includes tasks to complete before or during an emergency event.

- ☐ Unplug and loosely bag all computers, copiers, and sensitive electronic/medical equipment.
- ☐ Make sure that all chemicals being used by college staff are correctly labeled.
- ☐ Secure chemicals in properly locked storage cabinets or rooms.

- ☐ Secure water-sensitive equipment off the floor.
- ☐ Disconnect or unplug electrical appliances and equipment.
- ☐ Empty the refrigerators and freezers and prop the door open.
- ☐ Important files and papers on the floor should be raised and covered.
- ☐ Secure and lock doors.
- ☐ Advise students in dorms to remove all personal items.
- ☐ Advise students in dorms to disconnect or unplug all electrical appliances.
- ☐ Protect special collections.
- ☐ Secure all items that can be damaged by water on pallets off the floor.
- ☐ Top off all college vehicles with fuel.
- ☐ Secure and shut off gas cylinders.
- ☐ Cover art supplies and art pieces.
- ☐ Cover sensitive sound equipment.
- ☐ Cover pianos and musical instruments.
- ☐ Collect and inventory all security radios.

## APPENDIX A – SCHOOL SAFETY AND SECURITY COMMITTEE

Although additional members (and agencies) may be added, under Texas Education Code 37.109(a-1) and to the greatest extent practicable, the School Safety and Security Committee Members will include the following:

School Safety and Security Committee Members Table		
Name	Position or Title	Phone Number
Dr. Stephen Benson	PJC President	903-782-0330
Chief Chris Mayfield	PJC Chief of Police	903-782-0244
Dr. Paul Guidry	Criminal Justice Instructor	903-782-0318;
Dr. Lisa Elliott	VP of Student Services	903-782-0211
Rob Stanley	VP of Academic Instruction	903-782-0338
Dr. Michael Erny	VP of Workforce Education	903-782-0381
Sebastian Barron	VP of Technology	903-782-0231
Kenneth Webb	Director of Student Life	903-782-0433
Keitha Carlton	VP of Business Services	903-782-0311
Baleigh McCoin	Communications	903-782-0276
Jon Eubanks	Director of Plant Ops	903-782-0263
Jody Todhunter	Director of Greenville Center	903-454-9333
Dr. Lanny Mathews	Director of Sulphur Springs Center	903-885-1232
Melanie Hatcher	Director of Human Resources	903-782-0483

## RECORD OF SAFETY AND SECURITY COMMITTEE MEETINGS

In accordance with Texas Education Code 37.109(c), 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 the Texas Government Code, Chapter 551 (Texas Open Meetings Act), has the freedom to meet in executive session as provided by that chapter, and posts notice of its committee meetings in the same manner as notice of a meeting of the Board of Regents. The School Safety and Security Committee Meeting Schedule includes data concerning the previous year's meetings. The district academic calendar:

**Fall Semester (Term 1): 08/18/2025 – 12/12/2025**

**Spring Semester (Term 2): 01/05/2026 – 05/08/2026**

**Summer: 06/01/2026 – 08/14/2026**

Record of Safety and Security Committee Meetings	
Meeting Date (mm/dd/yyyy)	Meeting Time
11/19/2021*	10:00am
10/19/2022*	2:30pm
11/23/2023*	10:00am
05/15/2024*	9:00am
06/22/2025	2:00pm

**\*Represents meetings related to EOPs 2021-2024**

## 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(b) and (c). Paris Junior College, or a person included in the registry established by the Texas School Safety Center (TxSSC) under Texas Education Code 37.2091, who was engaged by the district to conduct a Safety and Security Audit, followed the Safety and Security Audit procedures developed by the Texas School Safety Center in coordination with the commissioner of higher education. A Safety and Security Audit Report has been submitted to the Board of Trustees and signed by the President of the Junior College District in compliance with Texas Education Code 37.108(c)(1).

Record of Safety and Security Audits		
Date of Audit Completion (mm/dd/yyyy)	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Regents
2015*	Anglin, Boatwright	09/2015
2018*	Anglin, Boatwright	09/2018
2021*	Anglin, Boatwright, Eubanks	09/2021
2024*	Boatwright, Eubanks, Eisler, Craig	09/2024
2027		

\*Represents audits related to EOPs 2015-2024

## APPENDIX B – FORMAL AGREEMENTS WITH OUTSIDE AGENCIES

### RESOURCES NEEDED BY THE DISTRICT

The district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with various agencies and community organizations to ensure access to necessary resources during incidents that may impact the district.

RESOURCES NEEDED BY THE DISTRICT		
Provided through formal agreements with agencies and community organizations		
Agency	Type of Agreement	Resources
City of Paris Police Department	Interagency MOU	Deploy additional law enforcement resources to support district safety and security during emergency incidents.
City of Greenville Police Department	Interagency MOU	Deploy additional law enforcement resources to support district safety and security during emergency incidents.
City of Sulphur Springs Police Department	Interagency MOU	Deploy additional law enforcement resources to support district safety and security during emergency incidents.



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## APPENDIX C – AGENCY COORDINATION

In accordance with Texas Education Code 37.108(a)(5), PJC has measures in place to ensure coordination with the Department of State Health Services (DSHS), local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency. When possible, these agencies will also be included in district drills, exercises, trainings, and after-action reviews.

### NON-EMERGENCY CONTACT NUMBERS FOR EMERGENCY RESPONDERS

<b>FOR AN EMERGENCY, DIAL 911</b> <b>CAMPUS PHONES DO NOT REQUIRE 9 TO BE DIALED</b> <b>BEFORE MAKING A 9-1-1 CALL</b>		
<b>Response Agencies</b> <b>Non-Emergency Contact Numbers</b>		
<b>Agency</b>	<b>Agency Point of Contact</b>	<b>Phone Number</b>
PJC Campus Police	Chief Chris Mayfield	903-782-0399
Paris Police Department	Chief Rich Salter	903-784-6688
Lamar County Sheriff Dispatch	Deputy Chief Moore	903-737-2400
Paris Fire Department	Fire Chief Thomas McMonigle	903-784-9225
Greenville Police Department	Chief Chris Smith	903-457-2900
Greenville Fire Department	Fire Chief Jeremy Powell	903-457-2940
Hunt County Sheriff's Department	Sheriff Terry Jones	903-453-6800
Sulphur Springs Police Department	Chief Jason Ricketson	903-885-7602
Sulphur Springs Fire Department	Fire Chief David James	903-885-7546
Hopkins County Sheriff's Department	Sheriff Lewis Tatum	903-438-4040
Texas Department of Public Safety North Region (1)		214-861-2240

Hopkins County Health Department		903-885-6573
Hunt County Health Department		903-408-4140
Lamar County Health Department		903-785-4561
Texas Public Health Region 4/5 North		903-533-5264
Lamar County Office of Emergency Management		903-782-1118
Easttex Regional Community Emergency Response Team		903-450-3819
Paris Regional Health		903-737-1111
Christus Mother Frances Hospital		903-885-7671
Hunt Regional Medical Center		903-408-5000

## APPENDIX D – OUTSIDE RESOURCE CONTACT NUMBERS

Resource Agencies Contacts		
Agency	Agency Point of Contact	Phone Number
City of Paris Animal Control/Shelter		903-784-6860
Child Abuse Hotline		1-800-252-5400
Family & Protective Services		903-737-0346
Safe-T Crisis Center		903-783-1313
Poison Control		1-800-448-4663
Suicide Prevention (National)		1-800-784-2433

## APPENDIX E – EMERGENCY TRAINING/DRILLS

To improve the district's readiness, PJC conducts regular training with students, faculty, staff, and substitutes on the hazards identified in this EOP. Emergency training includes, but is not limited to, required emergency drills and district-approved exercises to improve emergency incident coordination, operation, and response, thereby mitigating loss of life and damage to property.

### FACULTY AND STAFF TRAINING

Professional development is a continuous process in all areas of education, and emergency management is no exception. As part of this emergency management training process, PJC faculty and staff with roles and responsibilities in the plan are provided with training on their function and protective action response. Every PJC member has a responsibility to provide for the safety of students during an emergency. PJC training programs provide opportunities for all employees including staff, administrators, support services, and volunteers, to receive training on response actions for emergency incidents. PJC employees may take additional specific training based on their specific duties.

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

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

(<http://training.fema.gov/IS/NIMS.aspx>).

Divisions will determine who best fits the roles for the safety committee and serve as part of PJC emergency response. These assignments will determine the training each staff member needs.

### DRILLS AND EXERCISES

- **Drills:** A district activity designed to train individuals to respond effectively during an incident when loss of life or property is at risk. According to Texas Education Code 37.108, 37.114, and Texas Administrative Code 103.1209, and state and federal best practices, campuses must schedule and complete required drills each school year and evaluate the effectiveness of these drills. The Emergency Drill Table contains each legislatively mandated emergency drill with the definition and frequency in accordance with Texas Administrative Code 103.1209.
- **Exercises:** A district training activity designed to practice and assess, in a more realistic setting, the actions of individuals responding to an incident when loss of life or property are at risk. **Per Texas Administration Code 103.1211(b), local education agencies (including school districts and open-enrollment charter schools), are not required to conduct active threat exercises; however, should a district choose to conduct an active threat exercise, the district shall ensure the exercise meets requirements specified within Texas Education Code 37.1141.**

## Emergency Drill Table

Definitions are found at [Texas Administration Code 103.1209.](#)

Drill	Definition	Frequency
Secure	A response action districts take to secure (close, latch, and lock) the perimeter of school buildings and grounds during incidents that pose a threat or hazard outside of the district building. This type of drill uses the security of the physical facility to act as protection to deny entry.	One per school year.
Lockdown	A response action taken to secure (close, latch, and lock) interior portions of district buildings and grounds during incidents that pose an immediate threat of violence inside the district. The primary objective is to quickly ensure all students, staff, and visitors are secured away from immediate danger.	Two per school year (once per semester).
Evacuation	A response action taken to quickly move students, faculty, staff, and visitors from one place to another. The primary objective of an evacuation is to ensure that all individuals can quickly move away from the threat.	One per school year.
Shelter-in-place (for either severe weather or hazmat)	<p>A response action taken to quickly move students, staff, and visitors indoors, perhaps for an extended period, because it is safer inside the building than outside.</p> <p>For severe weather, depending on the type and/or threat level (watch versus warning), affected individuals may be required to move to rooms without windows on the lowest floor possible or to a weather shelter.</p> <p>Examples of a shelter-in-place for hazmat drill include train derailment with chemical release or smoke from a nearby fire.</p>	<p>One per school year for severe weather.</p> <p>One per school year for hazmat.</p>
Fire evacuation	A method of practicing how a building would be evacuated in a fire. The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible	Districts and open-enrollment charter schools should consult with the local authority having jurisdiction (e.g., fire marshal) and comply with its requirements and

		recommendations. If a district does not have a local authority, it shall conduct four per school year (two per semester).
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## RECORD OF DRILLS/TRAINING

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## APPENDIX F – AFTER-ACTION REVIEW (AAR)

Organizational learning requires teams to continuously assess their performance, identifying and learning from successes and failures. The After-Action Review (AAR) is a simple yet powerful tool to help achieve this. Conducting an AAR at the end of a drill or event can help a team learn from its efforts.

### **An AAR is centered on four questions:**

- What was expected to happen?
- What actually occurred?
- What went well and why?
- What can be improved and how?

### **An AAR features:**

- An open and honest professional discussion.
- Participation by everyone on the team.
- A focus on the results of an event or project.
- Identification of ways to sustain what was done well.
- Development of recommendations on ways to overcome obstacles.

A high-quality emergency planning process includes development of an AAR process to facilitate this review and evaluation, as applied to drills, exercises, events, incidents and emergencies.

The AAR process results in documentation of strengths and of areas for improvement. An AAR summarizes key information related to the evaluation of the EOP. By recording the information below, district and campus officials can identify gaps and address areas for improvement.

Information commonly documented but somewhat unique to the AAR is:

- Factors that contributed to the incident.
- Identification of the core capabilities and responsibilities needed for best outcomes.
- Notification and communication systems used during the incident or exercise.
- Quality of response (internal staff and external responders).
- Involvement of media.
- Possible prevention or mitigation techniques not applied.
- Lessons learned.
- Supplies (materials, equipment, and/or job aids) that were missing and might have improved the outcome if made available.
- Overall impact to students and to the continuity of the educational process.
- Next Steps.



AFTER ACTION REVIEW (AAR) - DATA CAPTURE FORM		
Facilitator:		
Participants: (attach roster if needed)		
Event:		
Location(s):		
Time/Date Under Review:		

### Discussion:

<b>1. What was supposed to happen?</b>
•
•
•

<b>2. What actually happened?</b>
•
•
•
<b>3. Why were there differences?</b>
•
•
•

<b>4. What can we learn and improve?</b>
•
•

•
•

Comments And/Or Immediate Follow-Up Actions (As Needed)

Knowledge Share			
What is to be shared/followed up?	Who is responsible for follow-up?	How will that happen?	With whom will it be shared

What happens next?
•
•
•
•
•

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## APPENDIX G – PJC HAZARD ANALYSIS

Paris Junior College has used historical records and subjective estimates to determine criticality, which is a measure of event probability and the district's ability to mitigate the harmful effects of an emergency incident upon its stakeholders and property for natural hazards, technological hazards, and human-caused hazards.

The District Hazard Analysis Tool provides a numerical score for district identified hazards utilizing:

- Readiness Time
- Probability
- Health and Life Safety
- Impact to Property
- Impact or Duration to District Continuity of Operations

## DISTRICT HAZARD ANALYSIS TOOL

Natural Hazards (acts of nature)	Readiness Time (0 4)	Probability (0 4)	Health and Life Safety (1 5)	Impact to Property (0 4)	Impact Duration to District Continuity (0 4)	Final Score
Communicable Disease	1	4	2	0	2	9
Extreme Temperatures (Hot or Cold)	1	4	3	1	1	10
Hailstorms	4	4	2	2	1	13
Lightning	4	4	2	2	1	13
Pandemic	1	3	3	0	2	9
Severe Winds (Storm /High Winds)	2	3	2	2	3	12
Tornadoes	4	4	5	4	4	21
Winter Weather (Storm/Ice Storm)	1	4	2	2	4	13
						0
						0
						0
						0
						0
						0
<b>Technological Hazards (accidents or the failures of systems and structures)</b>						
Communication System Failure	3	4	1	0	2	10
Fire	4	3	3	4	4	18
Hazard Release - Chemical	4	3	3	0	3	13
Information Technology Disruption	3	4	1	0	3	11
Pipeline Explosion / Release	4	2	3	2	3	14
Power Failure (Outage)	4	4	1	0	4	13
Transportation Accident	3	3	3	0	0	9
Train Derailment	4	1	3	3	4	15
Utility Interruption (school infrastructure)	3	4	3	0	3	13
Water Contamination	2	4	2	0	4	12
						0
						0
						0
Enter additional hazard type						0
<b>Human Caused Hazards (adversarial)</b>						
Active Shooter / Assiliant	4	1	5	2	4	16
Blunt Force Attack	4	2	5	1	4	16
Bomb or Explosive Device	4	2	5	3	4	18
Civil Disturbance	4	4	2	0	0	10
Cyber Attack	4	2	1	0	2	9
Domestic Violence & Abuse	4	4	2	1	0	11
Kidnapping / Missing Student	4	2	4	0	0	10
Law Enforcement Activity (bailout, fugitive search)	4	3	2	1	1	11
						0
						0
						0
						0
						0
Enter additional hazard type						0

## APPENDIX H – PJC CAMPUS MAPS

### PJC MAIN CAMPUS MAPS

#### Paris Junior College Campus Map







## PJC GREENVILLE SITE





## PJC SULPHUR SPRINGS SITE



## APPENDIX I – REFERENCES

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Final Audit Report

2025-09-29

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