

Progreso ISD

Multi-hazard Emergency Operations Plan



August 18, 2026

Security Statement

In accordance with the Texas Government Code sections 418.175 – 418.182, this document contains information that is not subject to disclosure under Chapter 552, Government Code.

Formal Adoption Statement

Progreso ISD and its stakeholders expect that schools remain safe havens for education. However, the district cannot predict exactly when and where an emergency incident is going to happen. This unpredictability means that every campus, and all staff, must be prepared to ensure efficient and effective operations and response efforts for any emergency incident. Through emergency management, the district plan helps to ensure that the district continues to provide a safe, orderly learning environment for every student and every campus. The district emergency management process embraces state and federal standards and proven practice.

This plan is known as Progreso ISD Multi-hazard Emergency Operations Plan (EOP). The plan and supporting documents provide the framework that outlines the district's intended approach to managing emergency incidents of all types and should not be regarded as a performance guarantee. It represents a conceptual framework for consistent and coordinated multi-agency response during a major event and is supported by collaboration, training, and exercise.

Progreso ISD Superintendent is responsible for approving and ensuring the formal adoption of this plan, which supersedes and rescinds all previous the district emergency operation plans. It is designed for use alongside local, regional, state, and federal emergency management plans. The district EOP and related appendices, including individual campus emergency preparedness plans, are reviewed annually by all affected and impacted departments, and updated at least every three years on a schedule consistent with the District Audit Review as set forth in Texas Education Code Chapter 37.108 or as district policy changes dictate.

In the event that any portion of this EOP or supporting documents are held invalid by judicial or administrative review, such ruling shall not affect the validity of the remaining portions of the plan. The Superintendent may develop and distribute minor changes to this plan. Revisions and recertification will be signed by the Superintendent.

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

Superintendent Signature

Superintendent Name

Date (mm/dd/yyyy)

Record of Changes

Record of Changes and Annual Review

In accordance with Texas Education Code 37.108(a)(7), the Superintendent is responsible for ensuring the development, implementation, and promotion of this plan in conjunction with all local, state, regional, and federal emergency management, and Homeland Security planning guidance. Prior to the start of each school year, the district will complete a review of the Multi-hazard Emergency Operations Plan (EOP) to include updates to organizational and contact information, plan review, training, and exercise.

Record of Changes and Annual Review Table				
Change Number	Date of Change (mm/dd/yyyy)	Name of Person Updating or Reviewing	Title of Person Updating or Reviewing	Summary of Significant Changes and Annual Review
1	09/21/2022	Frank Quintero	Designee, Emergency Management Coordinator	Annual EOP Review Conducted
2	09/21/2022	Frank Quintero	Designee, Emergency Management Coordinator	Included additional response activities that were needed based on the results from the annual safety and security audit
3	06/06/2023	Frank Quintero	Designee, Emergency Management Coordinator	EOP Annual Review
4	06/19/2023	Frank Quintero	Designee, Emergency Management Coordinator	Include Hazardous Material Annex & Severe Weather Annex
5	10/16/2024	Santos Alvarado	Designee, Elementary Facilitator	Basic Plan Annual Review Updated Contacts & Personnel
6	12/19/2024	Santos Alvarado	Designee, Elementary Facilitator	Basic Plan, Cyber Security, Safety Audits, Reunification Site Review
7	01/29/2025	Santos Alvarado	Designee, Elementary Facilitator	Updated DPS & Local PD Walk-Throughs & Map Distribution
8	02/3/2025	Santos Alvarado	Designee, Elementary Facilitator	Updated Weslaco EMS Walk-Throughs & Map Distribution

9	08/20/2025	Santos Alvarado	Designee, Elementary Principal	Revised, updated the Basic Plan;
10	9/15/2025	Santos Alvarado	Designee, Elementary Principal	Revised the Active Threat for Schools Annex
11	11/18/2025	Santos Alvarado	Designee, Elementary Principal	EOP-Basic Plan and Active Threat Review
12	04/28/2026	Santos Alvarado	Designee, Elementary Principal	Discuss the upcoming 26-27
13	08/18/2026	Santos Alvarado	Designee, Elementary Principal	Revised, updated the Basic Plan & Reunification Annex;

Record of Distribution

Updated versions of Progreso ISD Basic Plan have been distributed to the following district members as well as responding and coordinating agencies identifying their receipt, review, and intent to use this EOP during an emergency incident.

Record of Distribution Table		
Name of Person Receiving	Name of District or Agency Receiving	Delivery Date (mm/dd/yyyy)
Sergio Coronado	Superintendent, Progreso ISD	08/21/2026
Juan Hernandez	Director, Business Manager Progreso ISD	08/21/2026
Marivel Garcia	Director, Academic Foundations & College Readiness, Principal Progreso High School	08/21/2026
Claudia Coronado	Director, Bilingual	08/21/2026
Adriana Correa	Director, School Compliance	08/21/2026
Yulia Molina	Principal Dorothy Thompson Middle School	08/21/2026
Santos Alvarado	Principal Progreso Elementary	08/21/2026
Edith Zuniga	Principal Progreso Early Childhood	08/21/2026
Leticia Aguilar	Progreso Early College Director	08/21/2026
Agapito Perez	School Board President, Progreso ISD	08/21/2026
Berenice Martinez	School Board Vice-President, Progreso ISD	08/21/2026
Fire Chief	Progreso Fire Department	08/21/2026
Police Chief	Progreso Police Department	08/21/2026
David Garza	Progreso ISD Security Commander	08/21/2026
Gloria Guerrier	Progreso ISD Athletic Director	08/21/2026
Nilsa Guzman	Facilitator Progreso Early Childhood	08/21/2026
Rachel Valdez	Facilitator Progreso Elementary	08/21/2026
Mariana Villanueva	Facilitator Dorothy Thompson Middle School	08/21/2026
Zelda Rocha	Progreso ISD Family Engagement Coordinator	08/21/2026
Armando Lopez	Progreso Property Control Officer	08/21/2026

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SECTION 1.0: Purpose, Scope, and Objectives

1.1 Purpose

The purpose of this Multi-hazard Emergency Operations Plan (EOP) is to educate and inform the district about actions to follow before, during, and after an emergency incident by outlining the responsibilities and duties of administrators, faculty, staff, substitutes, students, response and coordinating agencies, and the whole community. The purpose of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency operations, practices, collaboration, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been designed to meet the specific and individual needs, capabilities, and circumstances found throughout the district.

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

- Prevention
- Mitigation
- Preparedness
- Response
- Reunification
- Recovery

1.2 Scope

This EOP addresses district planning and procedures for all emergency incidents, applies to all district facilities and campuses, and ensures that the needs of individuals with access and functional needs are addressed.

This plan is designed to guide the district in preventing and mitigating potential emergency incidents, preparing for all hazards, coordinating an effective response, facilitating safe reunification of students, substitutes, and staff, and ensuring a timely and efficient recovery to restore normal operations.

1.3 Objectives

Progreso ISD Multi-hazard Emergency Operations Plan is a framework that supports the district's overall educational mission. The overall objectives of the Basic Plan are to:

- Prepare and protect all individuals covered by this plan against significant threats and hazards in a manner allowing vital interests and daily operations to continue.
- Reduce the loss of life and property by decreasing the impact of disasters.
- Respond quickly to save lives, protect property and the environment, and meet basic human needs after an emergency incident.
- Assist whole communities recovering from an emergency incident with continued stabilization of vital life support systems and whole community restoration.

These objectives apply to all hazards and may be used to assist with any type of emergency incident requiring emergency operations, response, and recovery efforts.

This plan is applicable to all district sites (campuses, extension centers, administration, transportation, and support facilities). The district will review and update the plans and supporting documents through activities that enhance its ability to prevent and mitigate, prepare for, respond to, and recover from emergency incidents of all types.

Section 2.0: Authority and Guidance

This Basic Plan is developed under the authority of Texas Education Code 37.108(a) that states “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, reunification, and recovery.” It aligns with federal, state, and local guidelines, and provides the framework for coordinating response efforts during an emergency incident. All actions and decisions outlined within this plan are guided by the principles set forth in the [National Response Framework](#) and the [Guide for Developing High-Quality School Emergency Operations Plans](#), ensuring a structured and compliant response to any emergency event.

In 2005, The governor of the State of Texas issued Executive Order RP 40, which mandates the adoption of the [National Incident Management System \(NIMS\)](#) as the “declared state standard for incident management.”

SECTION 3.0: District Hazard Analysis

Progreso ISD is an important part of the whole community and plays a responsible role in ensuring a safe, secure, and healthy environment for students, faculty, staff, and substitutes. The district maintains resources that not only support its daily educational mission but also recognizes that schools are resources when an emergency incident occurs.

A summary of potential hazards is outlined in Attachment 1: District Hazard Analysis. The district 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.

SECTION 4.0: SITUATION OVERVIEW AND ASSUMPTIONS

4.1 Situation Overview

The situation overview provides an effective response to an emergency incident. This Multi-hazard Emergency Operations Plan (EOP) may be activated in part or in whole, as necessary, by the Superintendent or designee.

This plan is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Hidalgo County, City of Progreso, and is serviced by the Education Service Center (ESC) 01.

Progreso ISD Basic Plan describes the high-level responsibilities of the agencies and partners who have responsibilities within this plan and within the scope of prevention, mitigation, preparedness, response, and recovery. The district's Basic Plan and those involved in emergency preparedness efforts strive to meet the needs of all residents, constituents, and individuals with access and functional needs.

The district's Basic Plan is a comprehensive plan intended to provide guidance and resources. Incident responders should use judgment and discretion to determine the most appropriate actions at the time of an emergency incident.

A. Plan Organization

There are three components to the district's Emergency Operations Plan (EOP):

- Basic Plan
- Annex (Hazard Specific Annex and Functional Annex)
- Appendix

Plan Organization Table	
Component	Description
Basic Plan	Describes the district's emergency management organization and a system of coordination.
Annex	Functional Annex: Describes the district's actions that are consistently taken during any emergency incident impacting the district. Hazard Specific Annex: Addresses how the district responds to specific types of emergency incidents and may be referenced by other annexes. Hazard annexes may be augmented by other supporting plans.
Appendix	Attached to an annex, the district provides a list of specific tasks that need to be accomplished before, during, and after an emergency incident.

B. (M) Individuals with Access and Functional Needs

The district provides equal access to safety during emergency incidents, required drills, and district approved exercises for students and district personnel with access and functional needs in accordance with Texas Education Code 37.108(f)(4) and 37.1086(a).

Progreso ISD designates the Special Education Director and Licensed School Psychologist(s) as the person who ensures all district campuses have reviewed all individual education plans (IEP) and 504 plans to identify students who require an accommodation(s) to have access to safety and security during drills and emergency situations. When documented locally, an accommodation(s) must be shared with appropriate campus level personnel and the district's Safety and Security Committee.

Progreso ISD designates the Special Education Director and Licensed School Psychologist(s) as the person who ensures all students who have an IEP, 504, or both, that requires an accommodation(s) to access safety and security during drills and emergency situations is updated in the district's EOP. This includes:

- Updating the Record of Changes each time a change is made.
- Updating the Record of Distribution to include those with a need to be aware of the accommodation(s) provided.
- NOTE: Updates in the EOP must avoid using personal identifying information to protect a student in accordance with the Family Educational Rights and Privacy Act (FERPA).

The TxSSC highly recommends the following two considerations when locally documenting accommodations:

- Formally documenting the accommodation in the student's IEP and/or 504. This allows for seamless support and advocating of the student's accommodation needs as the student changes classrooms, grade levels, campuses, transition to post-secondary education, and potential changes to the student's IEP/504 identification(s).
- Develop a formally documented, short-cycle cadence for how often accommodations are updated in the district's emergency operations plan. Once the accommodation is identified, it should be quickly documented locally, distributed to necessary staff, and updated in the district's emergency operations plan. Failure to complete these tasks in a timely manner may delay accommodation practice during a drill or access to life saving accommodations during an actual emergency.

C. Facilities and Campuses

Progreso ISD has a total of 8 facilities. The district has 1 high school, 1 middle school, 0 intermediate school, 2 elementary schools, 1 technology/manufacturing building, 1 central office, 1 DAEP, and 1 Transportation. A master list of facilities is available at the Progreso ISD Administration Building. A map of each facility

annotated with evacuation routes, shelter locations, fire alarm pull stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, and utility shutoffs are included in the Facilities Access Management Annex.

The district's current enrollment is approximately 1189 students. The district staff comprises approximately 320 employees including district office staff, faculty, administrators, support staff, cafeteria staff, custodial staff, maintenance staff, and transportation staff.

Progreso ISD Instructional Facilities <i>(real property that is used predominantly for teaching curriculum)</i> as of 08/03/2026				
Name of Facility	Street Address	City	State	Zip Code
Progreso High School	700 N FM 1015	Progreso	TX	78579
Dorothy Thompson Middle School	108 N FM 1015	Progreso	TX	78579
Progreso Elementary	1401 N FM 1015	Progreso	TX	78579
Progreso Early Childhood	1201 N FM 1015	Progreso	TX	78579
Progreso Technology Manufacturing	600 N FM 1015	Progreso	TX	78579
Progreso DAEP	100 S Bus FM1015	Progreso	TX	78579

Progreso ISD Non-Instructional Facilities <i>(real property that is not primarily used for teaching curriculum)</i> as of 08/03/2026				
Name of Facility	Street Address	City	State	Zip Code
Progreso Administration	600 N FM 1015	Progreso	TX	78579
Progreso Transportation	300 W Shelby	Progreso	TX	78579

D. (M) Portable Building Safety

The district currently has NO portable buildings as defined in Texas Administrative Code 61.1036.

E. (M) Fire Safety Inspections

When a fire safety inspection is required by the local jurisdiction, a public or private school, including an open-enrollment charter school, shall comply with the requirements of Texas Government Code. In accordance with Texas Government Code 419.909:

- A fire safety inspection must be performed by an individual certified by the Texas Commission on Fire Protection.
- The inspection must include an examination of each automated external defibrillator (AED) on the school campus to determine whether the defibrillator is fully functional, which must include verifying that that defibrillator's pads and battery have not expired and that the defibrillator's status indicator light indicates that the device is ready for use.
- A representative of the campus shall present each AED for inspection.

F. Resources

The district will use district owned resources to respond to emergency incidents. If these resources prove to be inadequate or exhausted, the district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and whole community organizations to ensure the district has access to necessary resources during an emergency incident impacting the district.

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

A list of current agreements is found in Attachment 2: Formal Agreements. All current agreements can be obtained through the district's legal office.

4.2 Assumptions

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

- This EOP is intended to provide guidance but does not imply performance guarantees. The district may deviate from this plan, as necessary.
- Those district members, as well as responding and coordinating agencies listed in the Record of Distribution, acknowledge receipt, review, and intend to use this plan during an emergency incident.
- **(M)** The district must coordinate with external (non-district owned) facilities regarding site-specific plans to identify hazards, including measures to ensure the safety of students, staff, and visitors during district-sponsored or sanctioned extracurricular activities.
- Students, faculty, staff, and substitutes are empowered to assess the seriousness of a situation and respond accordingly, which may prevent an emergency incident from occurring.

- Ensures all students who have an IEP, 504, or both, that requires an accommodation have access to safety and security during drills and emergency situations is updated in the district's emergency planning efforts.
- An emergency incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty, staff, and substitutes 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 to avoid potential injury or loss of life if conditions should evolve into an emergency incident.
- Emergency incident and disaster efforts 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.
- The district is prepared to take initial response actions until help from responding agencies is available.
- Upon arrival, a member of a responding agency (law enforcement, fire, etc.) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the emergency 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.
- Recovery includes the district's obligation to plan for the prompt recovery of services provided by the school district following an emergency incident or disaster.
- A large-scale emergency incident requires an effective and coordinated response between the district, whole community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, staff, and substitutes.
- During an emergency incident, faculty, staff, and substitutes are expected to perform tasks beyond their daily duties.
- Utilities (water, electrical power, natural gas, telephones, radio systems, cell towers, information systems) may be interrupted due to an emergency incident.
- Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.
- The district will continue to be exposed to and subject to the impact of those hazards described in the hazard analysis as well as lesser hazards and others that may develop in the future.
- It is possible for a major disaster to occur at any time and at any place. In many cases, dissemination of warnings to the public and implementation of increased

readiness measures may be possible. However, some emergency situations occur with little or no warning.

- Emergency incidents may result in one or more of the following:
 - Damage or destruction to public and private property.
 - Damage or destruction to public and private records.
 - Displacement of people and families.
 - Disruption of local services (sanitation, emergency medical services, fire, and police). Disruption of utilities (electric, gas, internet, telephone, and water) and daily life activities.
 - Impacts on the environment.
 - Injury or loss of life.
 - Shortages of temporary or permanent housing.
 - Social and economic disruption.
- Achieving and maintaining effective district, whole community, and individual preparedness is the primary mitigating factor against disasters and can reduce the immediate stress on the public and response organizations.
- Proper mitigation actions can prevent or reduce disaster related loss. Detailed emergency planning, training of emergency responders and other personnel, and conducting periodic emergency drills and exercises can improve our readiness to deal with emergency incidents.
- The district formally adopted and implemented the National Incident Management System (NIMS).

Section 5.0: Concept of Operations

5.1 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 emergency incident and decisions of leadership.

Each facility and campus will develop and test emergency plans. Faculty, staff, and resources may be limited; however, some routine services and activities may be redirected or suspended to accomplish response and recovery efforts.

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

(M) Texas Education Code 37.115(c)(6) requires the board-adopted policies and procedures for each school district's Threat Assessment and Safe and Supportive School Team to ensure that, after an administrator or the team receives information regarding a threat against a campus, a timely notification is provided to each member of the teaching staff, including teacher aides, who may be directly affected. The notification must state that a threat exists, describe the nature of the threat, and include any other pertinent information necessary to protect student and staff safety.

5.2 Emergency Operations Organization

In coordination with Texas Education Code 37.108(a), the district will implement the Incident Command System (ICS) for all planned events and emergency incidents. ICS is a standardized approach used to manage events and emergency operations by clearly defining roles and responsibilities while establishing a formal decision-making structure.

The district ensures all facilities and campuses have developed site-specific emergency plans that address their identified hazards, including measures to ensure the safety of students, staff, and spectators during extracurricular activities sponsored or sanctioned by the district.

5.3 (M)Emergency Training

To improve the district's readiness, the district 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 to mitigate emergency incident loss of life and damage to property.

A. Drills: A preparedness activity designed to train individuals to respond effectively during an incident when loss of life or property is at risk. Per Texas Education Code 37.114, Texas Administrative Code 103.1209, and state and federal best practices, every school year campuses shall schedule and complete required drills and evaluate the drill effectiveness. The Emergency Drill Table contains

each legislatively mandated emergency drill with the definition and frequency in accordance with Texas Administrative Code 103.1209.

Emergency Drill Table		
Definitions are found at Texas Administration Code 103.1209.		
Drill	Definition	Frequency
Secure	A response action schools 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 school 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 schools take to secure (close, latch, and lock) interior portions of school buildings and grounds during incidents that pose an immediate threat of violence inside the school. The primary objective is to quickly ensure all school students, staff, and visitors are secured away from immediate danger.	Two per school year (once per semester).
Evacuation	A response action schools take to quickly move students, faculty, substitutes, and staff 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)	A response action schools take to quickly move students, staff, and visitors indoors, for an extended period of time, because it is safer inside the building than outside. 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. Examples of a shelter-in-place for hazmat drill include train derailment with chemical release or smoke from a nearby fire.	One per school year.
Fire evacuation	A method of practicing how a building would be vacated in a fire. The purpose of fire drills in	School districts and open-enrollment charter schools should

	buildings is to ensure that everyone knows how to exit safely as quickly as possible.	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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B. Exercises: A preparedness 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.

5.4 (M) Phases of Emergency Management

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

The district’s communications technology and infrastructure allow for clear communication during all phases of an emergency incident or disaster, including measures to ensure the use of standardized response protocol terminology, to facilitate communication between law enforcement, emergency services, district employees, and the public.

The district has identified the following actions for all phases of emergency management.

A. Prevention: Actions that include activities to avoid an emergency incident or to intervene to stop an emergency incident from occurring. Prevention involves activities to protect lives and property.

Prevention Actions Table	
Progreso ISD identified the following actions for the prevention phase of emergency management.	
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 include routine E-misting of buildings.	
Building access control procedures including cameras and call in stations.	
Staff ID system.	
Visitor badging.	
Conduct Unauthorized Intruder Training.	
Install vape and decibel detection devices on secondary campuses.	
Update 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.	

B. Mitigation: Actions that include activities to reduce the loss of life and property from natural, technological, and human-caused hazards by avoiding or lessening the impact of an emergency incident and providing value to the public by creating safer communities.

Mitigation Actions Table
Progreso ISD identified the following actions for the mitigation phase of emergency management.
Implement structural changes to buildings, including shatterproof film at campus entrances.
Install barrier fencing around campuses.
Lock exterior doors with call in cameras.
Closed, locked, and latched doors.
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.

C. Preparedness: Actions that include a continuous cycle of planning, organization, training, equipping, exercising, evaluation, and taking corrective action to ensure effective coordination during emergency incident response.

Preparedness Actions Table
Progreso ISD identified the following actions for the preparedness phase of emergency management.
Conduct drills scheduled in a professional development calendar and conducted by campus principals.
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 principal training for ongoing review of emergency response.
Conduct bi-annual training for all faculty, staff, and substitutes regarding emergency operations procedures.
Conduct bi-annual employee surveys.

D. Response: Actions that include activities to address the short-term, direct effects of an emergency incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. The response actions include the execution of Multi-hazard Emergency Operations Plans.

Response Actions Table
Progreso ISD identified the following actions for the response phase of emergency management.
Evacuate buildings.
Provide suicide prevention, grief-informed and trauma-informed care, CRASE actions, Stop the Bleed, CPR, and AED training.
Provide transportation resources when needed.
Nurse directs trauma stations with pre-identified roles, responsibilities, and mapped color-coded stations.
District police serve as the first responders employing partner agencies as appropriate.

E. Reunification: Actions that establish and implement procedures to ensure the safe and secure reunification of students with their parent or guardian following an emergency. This action includes maintaining accountability of all students, verifying parent or guardian authorization prior to release, coordinating with law enforcement and emergency services, and communicating clearly with stakeholders throughout the process.

Reunification Actions Table
Progreso ISD identified the following actions for the reunification phase of emergency management.
Develop and maintain a reunification plan as part of the district's emergency operation plan (EOP) to include procedures that use standardized response protocol terminology to ensure consistent and clear communication among law enforcement, emergency services, staff, students, and the public.
Incorporate standard reunification measures within the EOP that align with ensuring a structured, accountable, and secure process for reuniting students with parents following an emergency incident or evacuation.

Establish a designated reunification site(s) that is safe, secure, and accessible.
Account for all students and staff before, during, and after transport to a reunification site.
Verify parent identity and authorization prior to releasing students, following district policy and Family Educational Rights and Privacy Act (FERPA) guidelines.
Coordinate with law enforcement, emergency responders, and transportation services to ensure site security and safe operations.
Communicate clearly and consistently with parents, staff, and the whole community using pre-identified methods (e.g., call-out system, website, media).
Provide accommodations for students with access and functional needs during the reunification process.
Document student release to parents to maintain legal accountability.
Conduct training and exercises with staff and partners (internal and external) to test and improve reunification procedures.

F. Recovery: Actions that include activities to address both short-term and long-term efforts for rebuilding and revitalization of affected communities.

Recovery Actions Table
Progreso ISD identified the following actions for the recovery phase of emergency management.
Coordinate with the county government and partner agencies to assess readiness and time frame for recovery efforts.
Account for students and employees after a county evacuation and communicate district updates and plans.
Activate the Comprehensive Counseling Plan, 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..

5.5 (M) Physical and Psychological Safety

The physical safety of students, faculty, staff, substitutes, and the whole community during an emergency incident is addressed throughout each annex. In addition to physical safety, the district's EOP ensures provisions for supporting the psychological safety of students, faculty, staff, substitutes, and the whole community during the response and recovery phase following a disaster or emergency. These provisions are aligned with programs and research-based practices in accordance with Texas Education Code 37.108 and in alignment with Texas Education Code 38.351.

This EOP, in compliance with Texas Education Code 37.108(f)(6)(B), includes strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate school personnel. For additional information regarding physical and psychological safety, refer to the Psychological Resilience Annex.

5.6 (M) Breaching Tool and Ballistic Shield

In accordance with Texas Education Code 37.1171, each campus must maintain at least one breaching tool and one ballistic shield available for use at each campus in the event of an active shooter incident.

For additional information regarding the breaching tool and ballistic shield, refer to the Active Shooter Appendix.

SECTION 6.0: Assignment of Responsibilities

This section provides an overview of the responsibilities of district personnel during each phase of emergency management. Personnel should take action to respond to and manage an emergency incident until response agencies arrive. Progreso ISD acknowledges the primary responsibility for response efforts and will assign an individual with the most relevant subject matter expertise to manage specific emergency incidents.

Roles and responsibilities are identified in the Roles and Responsibilities for Emergency Management Phases Table.

Roles and Responsibilities for Emergency Management Phases Table	
Prevention Phase	
Responsible Role	Actions and Responsibilities
Superintendent	Assume responsibility for emergency management planning.
	Identify individuals whose responsibilities are to support emergency management.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's EOP.
	Communicate with the School Safety and Security Committee regarding the objectives and priorities for emergency management.
	Obtain ICS training to ensure effective communication with first responders during an emergency incident or disaster.
Principal(s)	Assume responsibility for emergency management on their campus.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Obtain ICS training to ensure effective communication with first responders during an emergency incident or disaster.
Policy Committee	Provide policy and strategic guidance.
	Ensure adequate resources are available.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.
Finance Department	Tracking emergency incident costs including expenditures and purchases.
	Arrange memorandum of understanding and legal documents.
	Track timekeeping for emergency responders or contracted services.

	Prepare and submit documentation for reimbursement.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Nurses	Organize first aid and medical supplies.

Mitigation Phase	
Responsible Role	Actions and Responsibilities
Superintendent	Assume responsibility for emergency management planning.
	Identify individuals whose responsibilities are to support emergency management.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's emergency management.
	Communicate with the School Safety and Security Committee regarding the objectives and priorities for emergency preparedness.
Principal(s)	Assume responsibility for emergency management on their campus.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Policy Committee	Provide policy and strategic guidance.
	Ensure adequate resources are available.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.
Finance Department	Tracking emergency incident costs including expenditures and purchases.
	Arrange memorandum of understanding and legal documents.
	Track timekeeping for emergency responders or contracted services.
	Prepare and submit documentation for reimbursement.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Nurses	Organize first aid and medical supplies.

Preparedness Phase	
Responsible Role	Actions and Responsibilities
Superintendent	Assume responsibility for emergency management planning.
	May designate an individual to serve as the emergency management coordinator who oversees emergency management.
	Identify individuals whose responsibilities are to support emergency management.
	Approve and ensure formal adoption of the Multi-hazard Emergency Operations Plan (EOP).
	Approve all significant changes to this EOP.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's emergency management.
	Establish a line of succession for decision making during an emergency incident.
	Ensure this EOP is reviewed annually.
	Communicate with the School Safety and Security Committee regarding the objectives and priorities for emergency management.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Principal(s)	Develop campus site-specific emergency operation plans.
	Assume responsibility for emergency management on their campus.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Nurse(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Participate in drills, exercises, and trainings.
Teachers and Faculty	Participate in drills, exercises, and trainings.
Public Information Officer (PIO)	Create and maintain an updated media roster with contact information for local media outlets listed in the Emergency Communications Annex.
	Prepare and deliver accurate messages in a timely and professional manner.
	Participate in drills, exercises, and trainings.

School Safety and Security Committee	Participate in development and implementation of emergency plans addressing the specific needs for each facility and campus.
	Provide the board of trustees and administration with recommendations to update the EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry maintained by the TxSSC.
	Provide information required to complete the safety and security audit, audit report, or others reports submitted to the TxSSC.
	Ensure 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).
	Ensure a Safety and Security Audit Report is submitted to the board of trustees.
	Review reports submitted to the TxSSC to ensure accuracy, completion, and criteria established regarding all district facilities.
	Consult with local law enforcement agencies for increased presence near campuses.
	Ensure bleeding control stations are present and easily accessible.
	Meet as required by Texas Education Code 37.109(c).
	Attend Psychological First Aid Training.
Policy Committee	Provide policy and strategic guidance.
	Ensure adequate resources are available.
Transportation Department	Participate in drills, exercises, and trainings
Maintenance Department	Develop plans for surveys and report on the condition of buildings.
	Participate in drills, exercises, and trainings.
Food Service Department	Develop plans for inventorying existing food and supplies.
	Participate in drills, exercises, and trainings.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Participate in drills, exercises, and trainings.
Finance Department	Tracking emergency incident costs including expenditures and purchases.
	Arrange memorandum of understanding and legal documents.
	Track timekeeping for emergency responders or contracted services.
	Prepare and submit documentation for reimbursement.

Response Phase	
Responsible Role	Actions and Responsibilities
Superintendent	Activate this EOP, in part or in whole, to provide for an effective response to an emergency incident.
	Provide policy and strategic guidance.
	Ensure adequate resources are available.
	Ensure prompt recovery for the safety and security of students, staff, and visitors.
	Establish a line of succession for making district decisions during an emergency incident.
	Assign a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the whole community response to an emergency incident.
	Provide guidance for the direction and control of an emergency incident according to NIMS and the district's emergency management.
	Advise the board of trustees on emergency incidents and provide reports as needed.
Principal(s)	Take steps to ensure overall safety of students, faculty, staff, and substitutes.
	Assume responsibility for the emergency management response on their campus.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
	Assist with the reunification of students with parents or guardians.
Nurse(s)	Administer first aid or emergency treatment, as needed.
	Supervise those trained to provide first aid to others.
Teachers and Faculty	Remain with students until directed otherwise.
	Take attendance of their class when relocating to a safe location.
Public Information Officer (PIO)	Assume responsibility as the official spokesperson for the district during an emergency incident.
Policy Committee	Keep elected officials and other executives informed of situations and decisions.
Transportation Department	Develop plans to recall bus drivers.
	Develop plans to adjust bus routes.
Maintenance Department	Develop plans for surveys and report on the condition of buildings.
Food Service Department	Develop plans for inventorying existing food and supplies.

Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.
Finance Department	Tracking emergency incident costs including expenditures and purchases.
	Arrange memorandum of understanding and legal documents.
	Track timekeeping for emergency responders or contracted services.
	Prepare and submit documentation for reimbursement.

Reunification Phase	
Responsible Role	Actions and Responsibilities
Superintendent	Ensure district-wide reunification policies are in place and compliant.
	Authorize and oversee implementation of the reunification plan during an emergency.
	Communicate with the school board, local officials, and media as appropriate.
	Ensure adequate resources (staff, tools, and equipment) are available for reunification.
Principal(s)	Activate the campus reunification plan and designate reunification site(s).
	Account for all students and staff before releasing students.
	Maintain communication with the superintendent and district office regarding progress and issues.
	Participate in after-action reviews.
	Verify parent or guardian identity and authorization prior to releasing students.
	Coordinate with law enforcement, emergency responders, and district staff on safe student release.
Counselor(s)	Provide emotional support and guidance to students, staff, and parents or guardian during reunification.
	Assist in managing student anxiety, trauma, or confusion during the release process.
	Coordinate with outside mental health resources if needed.
Nurse(s)	Monitor and address student health needs during reunification.
	Provide first aid or medical assistance if necessary.

	Maintain records of any medical interventions and communicate critical information to parents or guardians.
Teachers and Faculty	Supervise and account for students in their care until reunification begins.
	Assist with orderly movement of students to reunification areas.
	Provide emotional support and reassurance to students during reunification.
Public Information Officer (PIO)	Communicate accurate, timely, and consistent information to parents or guardian, media, and the whole community.
	Provide updates on reunification procedures, status, and locations.
	Serve as the official spokesperson for the district during emergencies.
	Participate in after-action reviews.
Policy Committee	Develop, review, and update reunification procedures as part of the district's Emergency Operations Plan.
	Ensure alignment with state law, best practices, and training requirements.
	Evaluate effectiveness of reunification exercises and recommend improvements.
	Provide guidance to campus administrators during emergencies as needed.
	Inform elected officials and other executives of situations and decisions.
Transportation Department	Manage buses or vehicles for safe student evacuation or transport to reunification sites.
	Coordinate with principals and law enforcement to ensure students are safely moved.
	Maintain accurate records of students transported off-campus or between sites.
Maintenance Department	Ensure safety and accessibility of reunification site(s).
	Set up barriers, signage, and secure perimeters as needed.
	Assist law enforcement with crowd control and facility support.
Food Service Department	Provide water, snacks, or emergency meals to students and staff at reunification sites if needed.
	Ensure hygienic and safe distribution in coordination with safety staff.
Legal Department	Advise on compliance with Texas Education Code, Family Educational Rights and Privacy Act (FERPA), and other relevant laws.
	Review policies and procedures to minimize liability during the reunification process.
	Support documentation of student release and emergency actions.
Finance Department	Tracking emergency incident costs including expenditures and purchases.

	Arrange memorandum of understanding and legal documents.
	Track timekeeping for emergency responders or contracted services.
	Prepare and submit documentation for reimbursement.

Recovery Phase	
Responsible Role	Actions and Responsibilities
Superintendent	Advise the board of trustees on emergency incidents and provide reports as needed.
	Participate in after-action reviews.
	Take steps to ensure prompt recovery operations for the overall safety of students, faculty, staff, and substitutes at the district level.
Principal(s)	Take steps to ensure prompt recovery operations for the safety of students, faculty, staff, and substitutes at each campus.
	Assume responsibility for the emergency management response on their campus.
	Participate in after-action reviews.
Counselor(s)	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Nurse(s)	Organize first aid and medical supplies.
	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Teachers and Faculty	Take steps to ensure the safety of students, faculty, staff, and substitutes.
Public Information Officer (PIO)	Prepare and deliver accurate messages in a timely and professional manner.
	Participate in after-action reviews.
Policy Committee	Inform elected officials and other executives of situations and decisions.
Transportation Department	Ensure condition of transportation buildings, buses, and drivers.
	Adjust bus routes.
Maintenance Department	Develop plans for surveys and reports on the condition of buildings.
	Participate in after-action reviews.
Food Service Department	Develop plans for inventorying existing food and supplies.
	Participate in after-action reviews.
Legal Department	Create formal agreements with agencies and whole community organizations to ensure the district has access to required resources.
	Protect, maintain, and store essential records in accordance with legal requirements.

	Participate in after-action reviews.
Finance Department	Tracking emergency incident costs including expenditures and purchases.
	Arrange memorandum of understanding and legal documents.
	Track timekeeping for emergency responders or contracted services.
	Prepare and submit documentation for reimbursement.

SECTION 7.0: Direction and Control

7.1 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 Superintendent 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:

1. 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.
2. The IC will have the ability to expand or contract the ICS structure as necessary during the emergency incident.
3. The ICS structure is the district organization that will be used involving all emergency incidents on district property.
4. 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.
5. 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.
6. If the first IC is a district employee, that individual will be prepared to become a member of the UC and represent the district.

If an emergency incident impacts the whole community, the local office of emergency management may activate their **Emergency Operations Centers (EOCs)** to manage the response efforts. Upon request, a district representative with decision-making authority may support the EOC to support and coordinate district activities.

7.2 (M) Chain of Command

In accordance with Texas Education Code 37.108(f)(1), the district has established the following line of succession for making district decisions during an emergency incident.

- Primary – Superintendent or President
- Secondary – Director, Finance
- Tertiary or more (if needed) – Safety Coordinator

7.3 (M) Agency Coordination

In accordance with Texas Education Code 37.108(a)(5), Progreso ISD 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.

Response Agencies		
Agency	Agency Point of Contact	Phone Number
Texas Department of State Health Services (DSHS)	Sylvia Hobbs	512-776-7111
Hidalgo County Health Department	PHP Program - Clarissa Perez	956-383-6221 ext 7335
Hidalgo County Sheriff's Office	Aaron Moreno	956-383-8114
City of Weslaco EMS	Antonio Lopez	956-447-3415
City of Progreso PD	Guillermo Figueroa	956-793-5809
Progreso ISD Guardians	David Garza	956-793-5809
Texas DPS State Troopers	Omar Monrreal / Guadalupe Casaez	956-325-6618
City of Progreso FD	Alex Cavozos	956-565-9202
Hidalgo County Fire Marshall	Homero Garza	956-318-2656
Hidalgo County Office of Emergency Management	Chief Ricardo Saldana	956-289-6549

(M) SECTION 8.0: Public Information Officer

In accordance with Texas Government Code 411.3735 and 418.331- 418.335, the district shall employ or appoint a Public Information Officer (PIO) responsible for communicating with the public, media, and stakeholders during emergencies and disasters. The district Public Information Officer (PIO) is the official spokesperson for the district. The PIO maintains an updated media roster that contains the contact information for each local media outlet listed in the Communications Annex. The PIO is responsible for delivering accurate messages in a timely and professional manner.

8.1 Goal of the Public Information Officer (PIO)

The goal of the Public Information Officer is to ensure the timely, accurate, and coordinated release of information to students, parents or guardians, staff, media, and community stakeholders during emergencies and routine school operations. The PIO works to build and maintain trust by providing clear, consistent messaging that promotes student and staff safety, and public safety that supports the district's operational objectives, and reduces misinformation.

8.2 PIO Responsibilities During Normal Operations

During normal operations, the district's PIO responsibility is promoting the school and educating the public about the educational accomplishments and the variety of services and programs the district provides. Under the general direction of the Superintendent, the PIO:

- 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, inclusive of internal and external communications.
- Developing strategies and procedures for working effectively with the media.

8.3 PIO Responsibilities During an Emergency

During an emergency, the district PIO is responsible for communicating with the public and with the media. The PIO ensures the community understands what is happening during an emergency incident and disaster. 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:

- Hosting press conferences to announce significant news or address crises.
- Preparing press releases, speeches, articles, social media posts, and other materials for public consumption.
- Maintaining good working relationships with media organizations.
- Collaborating with district administration to ensure a cohesive public image.

- Speaking directly to the public or media to address questions and represent the organization.

8.4 PIO Training Requirements

The district requires its PIO to have attended the following minimum trainings as listed in the Communications Annex:

- The designated PIO must obtain certification in emergency communications from the Texas Division of Emergency Management (TDEM) within one year of hire or appointment.
- After initial certification, the PIO shall complete TDEM-approved continuing education in emergency communications at least once every 12 months.
- Required training must include, at a minimum:
 - National Incident Management System (NIMS)
 - Incident Command System (ICS)
 - Core emergency communication and public information skills (e.g., media relations, coordinated messaging, rumor control)
- The district shall maintain records verifying the PIO's certification and continuing education, submit such records to TDEM, and make them available for inspection upon request.
- PIOs appointed prior to the effective date of this law must obtain the required certification no later than September 1, 2026.

SECTION 9.0: Administration and Support

9.1 Purchasing

The district follows established purchasing policies to include, but not limited to:

- Overseeing all financial activities during an emergency incident, including purchasing resources.
- Arranging contracts for services.
- Tracking all hazard related expenses.
- Timekeeping for personnel.
- Verifying compliance with applicable laws and policies for financial coding.
- Submitting forms for reimbursement.
- Preserving all emergency incident-related documentation.

The district is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in a separate district document titled, “Progreso ISD Fiscal Manual”.

9.2 Reporting

Situational reports will be completed daily and distributed by members of the Incident Command Post (ICP) and, as requested, by the Incident Commander (IC) during the emergency incident <https://training.fema.gov/emiweb/is/icsresource/icsforms/>.

Federal Emergency Management Agency Incident Command System (ICS) Form Table

Form Number	Type	Description
ICS Form 213	General Message	The ICS structure ensures that communication is streamlined and that important messages are easily tracked and recorded during emergency incident response effort.
ICS Form 214	Activity Log	Incident personnel ensure that every action is documented, helping maintain a clear, accurate record of the response and supporting overall emergency incident management.

9.3 Recordkeeping

The Superintendent should ensure all applicable records for emergency management operations are obtainable, and that duplicate records are held at alternate locations.

- A. The following records may be kept during an emergency incident and retained in the manner described in the district's record management policy such as:
 - 1. Records related to purchases.
 - 2. Activation, deactivation, or significant changes of emergency incident policies, procedures, resources, services, and personnel.
 - 3. Long-term resources or requests for additional resources through formal agreements or contracts.
- B. Records can be easily damaged during an emergency incident. Efforts may be made to protect records to resume daily operations. These records include, but are not limited to, legal documents, student files, and faculty and staff files.
- C. Essential records are for responding to an emergency or disaster; necessary to resume or continue operations; protect the health, safety, property, and rights of residents and citizens; require a significant number of resources to reconstruct; and document the history of communities and families. The essential functions of your organization determine what records are essential.

SECTION 10.0: Development and Maintenance Process

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

- After-action reviews (AARs) should be conducted by the district following every drill, exercise, planned event, and emergency incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or emergency incident; and becomes a catalyst for updating the current EOP. An improvement plan (IP) should follow an AAR and is used to ensure corrective actions are continually monitored and implemented as part of improving preparedness.
- The current EOP will be reviewed annually by the Safety and Security Committee, response agencies, and internal and external stakeholders having roles and responsibilities mentioned in this EOP. This annual review has been completed by the Superintendent. This review process also includes AAR feedback captured from the previous annual review.
- Once the annual review has been completed, minor edits (grammar or spelling changes) require no notification to stakeholders. Significant changes (changes in guidelines, roles, or responsibilities) will be tracked in an updated version of this EOP and distributed to all relevant stakeholders for a period of review and comment.
- At the end of the review and comment period all significant changes will be recorded in the **Record of Changes and Annual Review Table**. The Record of Changes and Annual Review Table verifies the EOP has been reviewed annually. The terms “Review,” “Revise,” or “Update” may be used when annotating the summary of significant changes. The word “annual” may be used if no significant changes were made to the current EOP annual reviews.
- The annually updated EOP will be forwarded to the Superintendent for the Superintendent pen and ink or digital certificate-based signature with the day, month, and year on the Formal Adoption Statement.
- The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an emergency incident by internal and external stakeholders responsible for assisting the district during all phases of emergency management.

SECTION 11.0: Explanation of Terms

11.1 Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
DSHS	Texas Department of State Health Services
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
NIMS	National Incident Management System
PIO	Public Information Officer
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center
UC	Unified Command

11.2 Definitions

Access and Functional Needs: Persons who may have temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program (IEP) created under the Individuals with Disabilities Act (20 U.S.C. Section 1400, et seq.) or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

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

Agreements: Consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and whole community organizations to ensure resources are available during an emergency incident.

Ballistic Tool: A protective or entry-support device designed to withstand or counter ballistic threats, such as shields or specialized equipment used by law enforcement to provide cover or penetrate barriers under firearm-related conditions.

Breaching Tool: A device or piece of equipment designed to forcibly gain entry into a locked, blocked, or secured area (e.g., doors, windows, or gates) during an emergency response. Examples include rams, halligan bars, or cutting tools.

Chain of Command: The line of authority and responsibility.

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

Coordinating Agencies: The collaboration between different agencies to address emergency incident concerns or challenges.

District: Used to refer to an independent school district, an open-enrollment charter school, and a public junior college.

District Personnel: Includes faculty, staff, and substitute personnel authorized to carry out official duties in support of campus and district operations.

Donations Management: The coordination processes used to support the state in ensuring the most efficient and effective use of unaffiliated volunteers, unaffiliated organizations, and unsolicited donated goods to support emergency incidents.

Safety and Security Committee: A collaborative team of individuals that is responsible for developing, reviewing, and updating the district's Multi-hazard Emergency Operations Plan (EOP).

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

Human-Caused Hazard: An adversarial hazard (active shooter, vehicle ramming, etc.).

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

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

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

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

Improvement Plan: Dynamic documents, with corrective actions continually monitored and implemented as part of improving preparedness.

Junior College: A higher education institution that is also referred to as a "public junior college" in Texas Education Code.

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

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

Memoranda of Understanding: An MOU is recognized as binding; however, a legal claim cannot be based on the document. It should be customized to the capability or resources for which the agreement is developed. It formalizes the commitment of one district, agency, or organization to another and defines the responsibilities of the parties, the scope and authority of the agreement, as well as the terms and timelines. The assistance is approved by leadership.

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

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

Natural Hazard: A hazard caused by an act of nature (tornado, earthquake, etc.).

Parent: Refers to any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student during reunification.

Portable Buildings: Temporary or relocatable structure located on school property and used for instructional, administrative, or support purposes, subject to the same safety, accountability, and emergency procedures as permanent facilities.

President: The highest-ranking executive officer of a junior college.

Public Information Officer: A responsible role in the Incident Command Structure (ICS) that coordinates messaging with the public, law enforcement, emergency management, and other response agencies to ensure consistent communication during emergency incidents.

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

Superintendent: The educational leader and the chief executive officer of the school district

Technological Hazard: A hazard caused by an accident or the failures of systems or structures (major utility loss, train derailment, etc.).

Texas Division of Emergency Management: Coordinates the state emergency management program, which is intended to ensure the state, and its local governments

respond to and recover from emergencies and disasters. They implement plans and programs to help prevent or lessen the impact of emergencies and disasters.

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

Whole Community: Also known as whole community approach, to include students, staff, families, first responders, community partners, volunteers, and local agencies in planning, preparing for, responding to, reunify, and recovering from emergency incidents and disasters together.

SECTION 12.0: Attachments

(M) Attachment 1: District Hazard Analysis

Progreso ISD 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

The total score allows the district to evaluate, emphasize, and address gaps specific to the district.

Access the District Hazard Analysis Tool by visiting [TxSSC Hazard Analysis Tool](#). An example Hazard Analysis is available within the 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)	Duration to District Continuity (0-4)	Final Score
Animal Attack (wildlife)	2	2	2	0	0	6
Communicable Disease	1	2	3	1	2	9
Drought	1	2	1	1	2	7
Dust Storm	1	1	2	1	1	6
Earthquake	0	0	1	1	1	3
Extreme Temperatures (Hot or Cold)	1	4	3	2	2	12
Flooding (river or tidal)	1	1	2	2	2	8
Hailstorms	2	1	2	1	1	7
Hurricane/Tropical Storm	2	3	4	3	3	15
Lightning	3	2	2	1	1	9
Pandemic	2	2	3	1	2	10
Severe Winds (Storm /High Winds)	3	2	1	2	1	9
Sinkholes / Landslides / Expansive Soils	0	1	2	2	1	6
Tornadoes	2	2	4	3	3	14
Tropical Depression	1	2	3	2	2	10
Tsunami	0	0	1	1	1	3
Wildfire (WUI)	3	1	2	2	1	9
Winter Weather (Storm/Ice Storm)	1	1	2	1	1	6

Technological Hazards (accidents or the failures of systems and structures)	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
Communication System Failure	2	3	2	1	2	10
Contaminated Food Outbreak	2	2	3	1	1	9
Fire	3	2	4	3	2	14
Fuel Shortage	1	2	1	1	1	6
Hazard Release - Chemical	2	1	4	2	2	11
Hazard Release - Radiological	0	0	1	0	0	1
Pipeline Explosion / Release	3	2	3	1	2	11
Power Failure (Outage)	2	3	2	1	2	10
Transportation Accident	2	2	3	2	1	10
Train Derailment	0	0	1	0	0	1
Utility Interruption (school infrastructure)	3	2	2	1	2	10
Water Contamination	2	2	3	2	2	11

Human Caused Hazards (adversarial)	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
Active Shooter / Assailant	4	2	5	3	4	18
Arsonist Attack	3	1	3	3	3	13
Biological Attack	2	1	4	2	2	11
Blunt Force Attack	3	2	4	1	2	12
Bomb or Explosive Device	2	1	5	3	4	15
Chemical Attack	4	1	4	2	2	13
Civil Disturbance	3	1	2	1	2	9
Cyber Attack	2	1	2	2	3	10
Domestic Violence & Abuse	3	2	3	1	2	11
Diversionsary Attack	3	1	2	1	1	8
Kidnapping / Missing Student	4	1	4	1	2	12
Law Enforcement Activity (bailout, fugitive search)	2	2	2	1	1	8
Mass shooting	4	2	5	3	4	18
Radiological Attack	2	1	3	2	3	11
Sharp Object Attack (stabbing, slashing)	4	2	3	1	2	12
School Violence (Bullying)	3	3	3	1	1	11
Vehicle Ramming	3	2	2	2	2	11

Attachment 2: Formal Agreements

• Resources and Services Needed by the District

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

District Resource and Service Table		
Agency	Type of Agreement	Resource(s)
City of Progreso	Mutual Aid Agreement	Police Officer Service for the district 1 and ½ Officer
City of Progreso	Mutual Aid Agreement	Ensures the district has access to fire suppression and rescue services during large scale emergency incidents.
City of Progreso	Mutual Aid Agreement	Deploy additional law enforcement resources to support district safety and security during emergency incidents

• Resources and Services Needed by Agencies

The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies (volunteer organizations, non-government organizations (NGOs), private sectors, etc.) to ensure they have access to needed district resources, goods, services, and personnel during an emergency incident impacting the whole community.

Agencies and Whole Community Table		
Agency	Type of Agreement	Resource(s)
Red Cross	Memorandum of Understanding	Emergency Shelter DTMS/HS

(M) Attachment 3: School Safety and Security Committee

Although additional agencies may be added, in accordance with the Texas Education Code 37.109(a-1) and to the greatest extent practicable, the School Safety and Security Committee Members will include the following (see the compliant agency information in the School Safety and Security Committee Members Table):

School Safety and Security Committee Members Table		
Agency	Name	Position or Title
Hidalgo County's Office of Emergency Management	Ricardo Saldana	Hidalgo County Emergency Management Coordinator
Progreso Police Department	Guillermo Figueroa	Police Chief
District Guardian Department	David Garza	PISD Security Coordinator Guardian
President of the Board of Trustees	Agapito Perez	PISD Board President
Board of Trustees	Berenice Martinez	PISD Board Vice-President
Superintendent	Sergio Coronado	Superintendent
Designees of the Superintendent	Rosalinda Ramirez	Teacher / Designee
Designees of the Superintendent	Juan Cantu	LSSP
Progreso ISD Campus Administrator	Santos Alvarado	Elementary Principal
First Parent or Guardian	Jesus Pecina / Marivel Garcia	PISD Parent of Student
Second Parent or Guardian	Giovane Valdez / Leticia Aguilar	PISD Parent of Student
The committee shall meet as necessary to update the district's multi-hazard emergency operations plan (EOP).		

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, has the freedom to meet in executive session as provided by that chapter, and posts notice of their committee meetings in the same manner as notice of a meeting of the board of trustees. The School Safety and Security Committee Meeting Schedule includes data concerning the previous year's meetings. The district's academic calendar:

Fall Semester (Term 1): 08/17/2026 – 12/18/2026

Spring Semester (Term 2): 01/06/2027 - 05/21/2027

Summer: 05/31/2027 - 06/24/2027

Record of Safety and Security Committee Meetings	
Meeting Date (mm/dd/yyyy)	Meeting Time
07/13/2026	12:00 pm
04/28/2026	10:00 am
11/18/2025	10:00 am
06/19/2025	9:00 am
04/02/2025	9:00 am
01/08/2025	9:30 am
12/19/2024	10:00 am
06/10/2024	9:30 am
05/16/2024	9:30 am
02/29/2024	10:00 am
09/20/2023	9:30 am
06/06/2023	10:00 am
Spring Meeting 2023	Not Conducted
10/11/2022	10:00 am
09/21/2022	8:30 am
08/17/2022	8:00 am
08/15/2022	8:00 am
Fall 2021 Safety and Security Committee meeting date was not documented and/or cannot be located/recalled.	

(M) Attachment 4: 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). Progreso ISD, 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 education. A Safety and Security Audit Report has been submitted to the board of trustees and signed by the Superintendent and the board of trustees in compliance with Texas Education Code 37.108(c)(1).

Safety and Security Audits Table				
Date Audit Conducted (mm/dd/yyyy)	Agency or Consultant Conducting the Audit	Name of Person Conducting the Audit	Date Audit Report Submitted to the Board of Trustees (mm/dd/yyyy)	Place an "X" if the same Agency or Consultant Conducted the Audit and developed the district's EOP
10/11/2022	Progreso PD	Frank Quintero	10/24/2022	
04/04/2024	Progreso PD	Frank Quintero	05/28/2024	
04/14/2026 - 05/2/2026	Region One ESC	Hector Rendon	08/24/2026	

(M) Attachment 5: Distribution of Emergency Maps and First Responders Walkthroughs

Progreso ISD has developed and documented accurate emergency response maps for each campus and school building. These maps reflect current site and floor plans, access control points, and exterior door numbering standards.

In compliance with Texas Education Code 37.108(f)(10) and 37.117(a)(1), updated copies have been provided to the Texas Department of Public Safety (TxDPS), as well as to all appropriate local law enforcement agencies and emergency first responders (Police, Fire, and EMS).

The district will provide accurate maps to each emergency services district (ESDs) located in whole or in part within the school district (or geographic area served by the open-enrollment charter school) in accordance with Texas Education Code 37.108(f)(10) and 37.117(b).

Emergency response maps may be submitted to the Texas Department of Public Safety through [Texas DPS Emergency Response Map Submission Page](#).

Emergency Response Map Certification		
Date Provided Map (mm/dd/yyyy)	Agency Receiving Map	Name of Agency Staff Member Receiving Map
07/09/2026	Department of Public Safety	Online Submission - Kaseware Portal
04/28/2026	Hidalgo County Emergency Management	Deputy Emergency Management Coordinator - Bianca Ortiz
04/28/2026	City of Progreso Police Department	Progreso Police Officer
02/03/2025	City of Weslaco EMS	Weslaco Fire Dept. EMS Antonio Lopez
01/27/2025	Department of Public Safety	DPS Trooper Omar Monrreal
10/01/2024	City of Progreso Police Department	Progreso Police Chief
10/01/2024	City of Progreso Fire Department	Progreso Fire Chief
10/16/2024	Hidalgo County Fire Marshal's Department	Hidalgo County Fire Marshall Department- Fire Investigator
01/23/2024	City of Progreso Police Department	Progreso Police Chief
01/23/2024	City of Progreso Fire Department	Progreso Fire Chief

Progreso ISD has provided an opportunity to conduct a walkthrough of each district campus and school building to the Texas Department of Public Safety and all appropriate local law enforcement agencies and emergency first responders (Police, Fire, EMS) using the district provided map, in compliance with Texas Education Code 37.108(f)(10) and 37.117(2).

A walkthrough by the Texas Department of Public Safety may be requested through [Texas DPS Contact a Trooper](#).

Walkthrough Certification Statement		
Date Walkthrough Offered (mm/dd/yyyy)	Agency Contacted	Name of Agency Staff Member Contacted
Aug 19, 2026	Department of Public Safety	Omar Monrreal
Aug 20, 2026	Progreso Police Department	Guillermo Figueroa
Aug 18, 2026 - Pending	Progreso Fire Department	Alex Cavazos
02/03/2025	City of Weslaco EMS	February 3, 2025
01/08/2025	Department of Public Safety	January 27-28, 2025
10/01/2024	Progreso Police Department	January 29, 2025
10/01/2024	Progreso Fire Department	October 16, 2024
01/23/2024	Progreso Police Department	February 6, 2024
01/23/2024	Progreso Fire Department	February 6, 2024

SECTION 13.0: Annexes

The district has established the following table as annexes for the district EOP.

Annex Table			
Name	Description	Date of Change (mm/dd/yyyy)	Page
Active Threat for Schools	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.		
Communicable Disease	This annex establishes the policies and procedures under which the district will operate in the event of a communicable disease incident by addressing planning and operational actions for all five phases of emergency management.		
Continuity of Operations Plan (COOP)	This annex describes how a district will ensure the continuation of essential functions during an emergency and its aftermath.		
Cybersecurity	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 regarding actual or potential cyber-related threats and attacks to the district.		
Communications	This annex establishes the district's policies and procedures to manage communications during an emergency affecting operations. This will include Preparedness, Response, and Recovery regarding emergency communications within the school district.		
Evacuation and Shelter-in-Place	This annex establishes the policies and procedures under which the district will operate if an incident requires evacuation or shelter-in-place operations by addressing planning and operational actions for multiple phases of emergency management. This will include preparedness, response, and recovery		

	regarding evacuation and shelter-in-place operations within the school district.		
Facilities Access Management	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.		
Hazardous Materials	This annex establishes the policies and procedures under which the district will operate in the event of an incident involving hazardous materials (Hazmat) by addressing planning and operational actions for all five phases of emergency management.		
Psychological Resilience	This annex establishes the policies and procedures under which the district will conduct psychological safety operations by addressing planning and operational actions for the preparedness, response and recovery phases of emergency management.		
Reunification for Schools	This annex establishes the policies and procedures under which the district will conduct reunification operations for the rejoining of students with their respective parents or guardians after an incident.		
Severe Weather	This annex establishes the policies and procedures under which the district will operate in the event of a severe weather incident by addressing the planning and operational actions for four of the five phases of emergency management: mitigation, preparedness, response, and recovery. Prevention will not be covered in this annex because severe weather hazards are acts of nature and cannot be prevented; however, they can be planned for.		
Utilities	This annex establishes the policies and procedures under which the district will respond to potential or actual disruptions in utility services at district facilities by addressing planning and operational actions for the five phases of emergency management.		

Sources for Required Training

Training	Location
Required Training	
Bleeding Control Station Training	https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model
Cybersecurity Coordinator Annual Training for the District	https://dir.texas.gov/information-security/statewide-cybersecurity-awareness-training
School Based Law Enforcement Training	https://txssc.txstate.edu/events/sble-trainings/tcole-4064
Threat Assessment Team and Safe and Supportive School Team Training	https://txssc.txstate.edu/events/sbta-trainings/
Grief-Informed and Trauma-Informed Care	https://schoolmentalhealthtx.org/best-practices/
Suicide Prevention	https://schoolmentalhealthtx.org/best-practices/
Public Information Officer Certification and Continuing Education	https://tdem.texas.gov/preparedness/training

Sources for Recommended Training

Recommended Training	
Training	Location
Active Threat Annex	https://sslp.txssc.txstate.edu/
Annex and Appendix	
Basic Plan (EOP Development Series)	
Continuity of Operations Plan (COOP) Annex	
Cybersecurity Annex	
Emergency Communications Annex	
Evacuation and Shelter-in-Place Annex	
Facilities Access Management Annex	
Hazard Analysis (EOP Development Series)	
Hazardous Materials Annex	
Multi-hazard Emergency Operations Plan (EOP) Development Series: Introductory	
Multitiered Systems of Support for Safer School Communities	
Psychological Resilience Annex	
Reunification Annex	
Safety and Security Agreements	
Severe Weather Annex	
Training and Exercise Annex	
Utilities Annex	
Creating a Communicable Disease Annex (CDA)	

Key Considerations When Building an EOP

Transportation

A transportation plan that outlines a district's concept of operations and organizational arrangements for the transportation of people, supplies, and materials during emergency incidents.

- Assign responsibilities for various tasks.
- Outline related administrative requirements.
- Identify possible transportation needs that could result from various emergency incidents.
- Develop procedures for preserving transportation services and resources from known hazards by relocating them or protecting them in place.
- Determine emergency transportation needs and related requirements for moving people, supplies, and equipment.
- Assesses capabilities in relation to requirements to identify services and resource shortfalls; identify additional services and resources required.
- Activate emergency transportation function to receive and process requests for passenger and equipment transportation.
- Respond to transportation requests within limits of available services and resources.
- Identify and coordinate long-term transportation needs of services, equipment, supplies, and resources as needed.
- Return borrowed resources and those obtained through agreement, lease, or rental when those resources are no longer required.

Communication

A communication plan provides information about local and regional communication equipment and capabilities available during an emergency incident operation.

- Provide operational guidance for entities that assist in local and regional communications response.
- Provide information to decision makers about communications procedures, capability services, and resources.
- Describe roles, responsibilities and actions that ensure communication services and resources available during incident response.
- Identify and describe local and regional communications interoperability, accessibility, and redundancy.
- Ensure warning communications systems meet local and regional needs.

- Ensure intelligence and other vital information networks are operational.
- Develop communications procedures that are documented and implemented through communications operating instructions.
- Ensure replacement parts for communications systems are available and make arrangement for rapid re-supply in the event of an emergency.

Public Works

A public works plan outlines the focal organization, operational concepts responsibilities, and procedures to support coordinated public works and engineering activities during emergency situations in the district.

- Support the damage assessment process and building inspections.
- Provide district equipment to support emergency operations.
- Support traffic control and search and rescue operations.
- Maintain generator services and equipment.

Firefighting

A firefighting plan outlines operational concepts and organizational arrangements for supporting firefighting activities during emergency incidents within the district and outlines related administrative requirements.

- Initiate the district's standard response protocol.
- Collaborate on post-incident reconnaissance and damage assessment with first responders.
- Arrange fire safety inspections of equipment and locations.
- Coordinate the testing of fire prevention equipment.
- Maintain fire prevention equipment.
- Describe how to detect and suppress fires within a district's location.
- Describe district's existing mutual aid firefighting assistance agreements.
- Describe how to transmit situation and damage assessment information.
- Describe the five phases of emergency management for the prevention, mitigation, preparedness, response, and recovery of a fire hazard to include, but not limited to, predictive services, activities positioning of resources, etc.
- Identify and coordinate the fire standard response protocol.
- Provide timely district communication during fire incidents.

Emergency Management

An emergency management plan outlines the procedures and systems needed to effectively manage information during a crisis or large-scale operation. This plan ensures that data is collected, organized, and communicated in a way that supports decision-making, coordination, and resource allocation.

- Direct and control emergency management operations.
- Maintain coordination with first responders and the whole community.
- Maintain the Emergency Operations Center (EOC).
- Identify representatives, by title, to report to the EOC.
- Develop and identify the duties of staff, use of displays and message forms, and procedures for EOC activation.
- Coordinate the standard response protocol of areas at risk.
- Identify individuals with access and functional needs who would require assistance in evacuating and maintain contact information for those individuals.
- Establish an effective public warning system and appropriate operating procedures.
- Prepare pre-scripted warning and instruction messages for known hazards.
- Identify mitigation for known hazards that have led to evacuations in the past.
- Manage development in potential risk areas including floodplains, areas downstream from dams and dikes, and areas adjacent to facilities that make, use, or store hazardous materials.
- Identify areas where previous major evacuations have occurred and additional areas that may require large-scale evacuation in the future due to known hazards.

Mass Care

A mass care plan outlines organizational arrangements, operational concepts, responsibilities, and procedures to protect people from the effects of an emergency by providing mass care.

- Identify the Donations Management Coordinator.
- Establish and implement procedures to receive, accept or turn down offers of donated goods and services, and provide instructions to donors of needed goods or services.
- Coordinate and provide mass care services to people affected by an emergency incident.
- Coordinate shelter and mass care for specific populations, such as access and functional needs, injured individuals, etc.
- Provide physiological support services, emergency water supplies, food, and other needs during an emergency incident.
- Work closely with volunteer organizations that provide shelter and mass care support to determine the availability of shelter and feeding facilities and encourage facility owners to sign agreements

for use of those facilities and encourage facility owners to allow their personnel to participate in shelter management training.

- Manage shelter operations.
- Provide security and traffic control for shelters.
- Manage fire inspection and fire protection at shelters.
- Establish registration procedures for people receiving mass care services.

Logistics

A logistics plan provides guidance for efficiently obtaining, managing, allocating, and monitoring the use of services and resources during emergency operations, or when such appear imminent.

- Describe tools, processes, and systems that allow for efficient and suitable service and resource allocations during an incident. Services and resources include personnel and facilities as well as equipment and supplies.
- Establish emergency purchasing procedures and coordinate emergency procurements.
- Establish and maintain a personnel resource reserve and coordinate assignment of reserve personnel to locations that require augmentation.
- Coordinate transportation, sorting, temporary storage, and points of distribution of services and resources during emergency situations.
- Establish staging areas for service and resources, if required.
- Maintain records of emergency-related expenditures for purchases and personnel.

Public Health and Medical Services

A public health and medical services plan outline the local organization, operational concepts, responsibilities, and procedures to accomplish coordinated public health and medical services to reduce death and injury during emergency situations and restore essential health and medical services within an emergency incident area.

- Coordinate health, medical care, and Emergency Medical Services (EMS) support during emergency situations.
- Assist in the coordination for the collection, identification, and interment of deceased victims.
- Communicate public health information and education.

Search and Rescue

A search and rescue plan describes the responsibilities of assisting personnel during search and rescue operations.

- Prepare to assist in the coordination of search and rescue activities.
- Receive search and rescue situational awareness.
- Maintain and inform search and rescue personnel on up-to-date information for known hazards present in facilities.

Hazardous Materials

A hazardous materials plan describes a district's coordinated response to emergencies involving radioactive materials and local measures to protect life, property, and the environment during the course of hazardous material or radiological events.

- Define the roles, expectations, and organization of entities in responding to and recovering from an incident involving HazMat and the transport, use, storage, or processing of HazMat.
- Respond to radiological incidents and terrorist incidents involving radiological materials.
- Make notification concerning radiological incidents to first responders.

Agriculture and Natural Resources

An agriculture and natural resources plan outlines the coordination and support of the region to local jurisdictions and the State of Texas in preparing for, responding to, and recovering from foreign and emergent animal diseases.

- Describe how to determine nutrition assistance needs (including cultural, religious, and medical dietary restrictions), obtain appropriate food supplies and arrange for delivery of the supplies.
- Identify how to respond to animal and plant diseases and pests, including an outbreak of a highly contagious or economically devastating animal and zoonotic disease or an outbreak of a harmful or economically significant plant pest or disease. Note: Additional information may be included in a hazard- or threat-specific annex.
- Describe the methods to address the safety and security of the food supply.
- Develop a process for obtaining emergency food, water, and ice.
- Coordinate an inspection of food and water supplies.

Energy

An energy plan describes the organization, operational concepts, responsibilities, and procedures to prevent, protect from, respond to, and recover from temporary disruptions in utility services that threaten public health or safety in the local area.

- Describe local government response to a utility outage.
- Identify local facilities for priority restoration of utilities.
- Identify measures needed to protect resources and preserve capabilities.
- Coordinate utility support for emergency incident response and recovery operations.
- Provide whole community information.

Public Safety and Security

A public safety and security plan outlines the organization, operational concepts, responsibilities, and procedures to assist law enforcement.

- Ensure a safe and secure environment through coordination with local law enforcement and related security and protection operations.
- Communicate with local law enforcement to protect life, stabilize the incident, protect property, and protect the environment.
- Identify the operational strategies for the district's response to emergency incidents or threats.
- Identify potential threats to the district.
- Outline warning, command, control, communications, and coordination activities in relation to actual or threatened attacks within a district.
- Outline and build information-sharing partnerships among district leadership, emergency management, and law enforcement partners.

Private Sector Coordination

A private sector coordination plan outlines coordination between local emergency management officials and the private sector.

Discusses how businesses can provide life-sustaining goods and services when the needs of emergency incident survivors exceed local capabilities.

Addresses the communication and coordination involved in partnerships with the private sector.

- Coordinate with businesses, industries, and critical infrastructure sectors.

- Integrate government and business coordination, communications, and planning to reduce the risk and cost burden on the public.

Public Information

A Public information plan outlines the dissemination of timely, accurate, and accessible information to the public.

Addresses the role that the Public Information Officer (PIO) plays in developing and coordinating public messaging.

Personnel in the role of PIO gather, verify, coordinate, and disseminate public information.

- Coordinate messaging with all stakeholders to ensure emergency public information is consistent, timely, accurate, and accessible.
- Deliver accessible messaging to the public including individuals with disabilities, access and functional needs, and limited English proficiency.
- Distribute information through multiple public information channels including social media outlets, television, and mass notification telecommunication systems.
- Under the Texas Public Information Act, the general public is granted access to government records.
- Conduct joint meetings to coordinate with other agencies to ensure information accuracy.
- Preparing scripts prior to activations that can be filled with incident-specific details will aid in developing timely messages.

Recovery

A recovery plan provides an overview of recovery operations during and after an emergency incident.

Provides information on short, intermediate, and long-term recovery operations.

- Identify recovery needs and develop recovery options.
- Coordinate recovery activities and expedite a unified recovery effort.
- Describe the coordination mechanisms and requirements for post-incident assessments, plans, and activities.
- Describe how to identify long-term recovery needs of the whole community and incorporate these needs into recovery strategies.
- Utilize various platforms to facilitate the collection of damages and other pertinent information related to incidents, such as Individual State of Texas Assessment Tool (iSTAT), Public Assistance State of Texas Assessment Tool (pSTAT), TDEM Disaster Reporting Dashboard (DRDB), etc.
- Develop strategies to reduce the loss of life and property by lessening the impact of hazards.

Texas Military Department (TMD) Civil Support

A TMD civil support plan provides a framework for the TMD elements comprised of the Texas Army National Guard, the Texas Air National Guard, and the Texas State Guard.

- Coordinate response to requests for assistance from the Department of Defense (DoD) for districts that have campuses on military installations.

Higher Education Support

A higher education support plan identifies and plans for the use of services and resources available in higher education institutions during emergency operations.

Outlines standard campus operations that may be shared or re-directed during an incident to support a local jurisdiction's response and recovery efforts.

- Emergency management, as well as safety and security staff from higher education institutions, may participate in local planning efforts.
- Coordinate with colleges to share services and resources that support preparedness, response, mitigation, and recovery efforts.
- Provide research and academic support to local jurisdictions pertaining to preparedness, response, mitigation, and recovery activities.

Operations Technology

An operations technology plan facilitates information collection, sharing, and synchronization to support response and recovery operations.

Response and recovery operations are supported by the wide use of technology that allows for efficient and rapid information collection, sharing, and synchronization.

Provides the basis for the management and utilization of operations technology during incident response. It also identifies technical assistance, services, and resources that local jurisdictions may request from the state.

- Coordinate, gather, process, consolidate, and categorize data from a variety of sources and develop a Common Operating Picture (COP).
- Develop training and job aids to assist personnel in acquiring the knowledge and skills needed to use devices.
- Create, analyze, and interpret mapping products with available federal, state, private, and non-profit sourced and verified data.

- Maintain the Public Assistance State of Texas Assessment Tool (pSTAT) and Individual Assistance State of Texas Assessment Tool (iSTAT).
- Manage, customize, and integrate Critical Information Systems (CIS), Geographic Information Systems (GIS), and audio and visual technology.
- Provide local and regional jurisdictions with aerial imagery, maintenance of mobile communications, and other equipment to support response and recovery efforts.
- Work with TDEM's State Operations Center (SOC) or Operations Technology Division.

Cybersecurity

A cybersecurity plan outlines the roles and responsibilities, coordination mechanisms, capabilities, and actions of stakeholders in response to a cybersecurity incident.

- Mitigate risk and prepare for cybersecurity incidents through Information Technology (IT) policies and protocols.
- Ensure personnel have the knowledge, skills, and tools needed to respond rapidly to a cybersecurity incident.
- An Incident Response Plan (IRP) is a valuable document that aids in maintaining and re-establishing digital infrastructure vital to data management operations. This continuity plan aids in the transition from response into recovery.

Progreso ISD

Active Threat for Schools Annex



August 13, 2026

Security Statement

In accordance with the Texas Government Code 418.177 and Texas Government Code 418.181, this document contains information that is not subject to disclosure under Chapter 552, Government Code.

Section 1 – Purpose and Scope

1.1 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).

1.2 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.

Section 2 – General Information

2.1 Hazard Overview

The US Department of Homeland Security defines an active shooter as “...an individual actively engaged in killing or attempting to kill people in a confined and populated area...” (n.d.). This definition is applicable to all forms of active killers, regardless of the weapon used.

2.2 District Specific Hazard Analysis

Progreso ISD identifies the following active threats as high priority.

Active Shooter

An attack that involves an assault with firearms to kill or attempt to kill people in a confined and populated area. An Active Shooter Appendix to this Active Threat for Schools Annex includes specific actions taken before, during, and after an active shooter incident.

Arsonist Attack

An attack that employs fire as a weapon with the intent to destroy, damage, or cause injury to people.

Biological Attack

Intentional release of a pathogen (disease causing agent) or biotoxin (poisonous substance produced by a living organism) against humans, plants, or animals. An example of a biological attack may be as simple as throwing bodily fluids on another person or other people to cause the spread of a virus.

Blunt Force Attack

A blunt force attack involves use of a dull, firm surface or object. A blunt force attack may involve attacks with easily accessible items (brick, large rock, baseball bat, etc.).

Bomb or Explosive Device

An attack 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.

Chemical Attack

The spreading of toxic chemicals with the intent to do harm. A chemical attack is not specific only to the military. A common household item such as bleach may be used to attack a person to incapacitate them.

Diversionsary Attack

Used to draw focus away from the intended primary target of an attack and may be used as part of a complex or multipronged attack. An example of a diversionsary attack may be an arsonist attack in the school gym to screen for a vehicle ramming attack at the school fire evacuation area.

Hurricane/Tropical Storm

A hurricane or tropical storm is a severe weather event involving heavy rainfall, strong winds, and potential flooding. These storms can cause structural damage, power outages, road closures, and threats to personal safety. Preparedness actions include securing facilities, monitoring weather alerts, and having evacuation or shelter-in-place plans in place.

Radiological Attack

A radiological attack spreads radioactive material with the intent to do harm. An example of a radiological attack is a “Dirty Bomb” which is a radiological device used to disperse radioactive material over a targeted area through an explosion.

Sharp Object Attack

An attack that involves the use of a sharp, bladed, or pointed object used as a weapon intended to harm others. An example of a sharp object may be a knife or an axe.

Vehicle Ramming

A kinetic attack in which a perpetrator intentionally uses a motor vehicle as a weapon, aiming it at a target or targets, with the intent to cause fatal injuries or significant property damage through forceful impact.

2.3 Active Shooter Policy

Progreso ISD includes an active shooter as a specific district hazard risk in accordance with Texas Education Code 37.108(g) and the Active Shooter Appendix to this Active Threat for Schools Annex includes specific tasks taken before, during, and after an active shooter incident. The Progreso ISD Active Shooter Appendix must be in direct coordination with the Progreso ISD Active Shooter Policy.

2.4 Hazard Detection and Warning

Progreso ISD 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 Progreso ISD Psychological Safety Annex.

Threat Assessment Team

Progreso ISD has a threat assessment team(s), consistent with Texas Education Code 37.115. Threat assessment team operations are rooted in best practices established by the United States Secret Service National Threat Assessment Center and are guided by state legislation. The threat assessment team is a multidisciplinary group that meets regularly to assess two distinct categories of behavior: concerning and prohibited. The threat assessment team maintains a low threshold for intervention and may offer resources from the MTSS to assist in the prevention and de-escalation of threats.

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

Progreso ISD's district policy for School Behavioral Threat Assessment (SBTA) contains more specific information regarding threat assessment, including parent notification and records retention.

Detecting Suspicious Activity

Progreso ISD uses the following methods to detect suspicious activity on campuses:

- Continuous monitoring of security cameras.

- Regular security patrols by school resource officers or campus guardian personnel.
- Controlled access points with visitor check-in procedures.
- Training staff to recognize and report behavioral warning signs.
- Collaboration with local law enforcement for intelligence sharing.

2.5 Hazard-Related Expense Tracking

Progreso ISD's Finance Department 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:

- Develop and implement a monitoring system to track expenses, financial losses, and secure all records.
- Track all hazard-related expenses for state and federal reimbursement, auditing and record keeping.
- Processing overtime and extra duty pay for staff responding to an emergency.
- Ensuring compliance with grant funding requirements during response and recovery.
- Maintaining up-to-date financial records for continuity of operations.
- Establishing emergency purchasing procedures and vendor agreements in advance.
- Assisting in the preparation and submission of documentation for insurance claims.

2.6 Portable Building Safety

In compliance with Texas Education Code 37.108(f)(3), Progreso ISD utilizes the following measures to ensure the safety and security of students in portable instructional buildings during an active threat incident:

- At this time, Progreso ISD does not utilize any portable instructional buildings. Should portable buildings be added in the future, the district will implement appropriate safety and security measures in alignment with Texas Education Code requirements and district emergency operations procedures.

2.7 Individuals with Access and Functional Needs

In compliance with Texas Education Code 37.108(f)(4), Progreso ISD utilizes the following measures to ensure the safety and security of students and district personnel with access and functional needs during an active threat incident:

- All faculty, staff, and substitutes are trained in evacuation procedures to properly assist individuals with access and functional needs.
- Designated staff members are assigned to support specific students or personnel during emergencies.
- Emergency drills include scenarios involving individuals with mobility, sensory, or cognitive challenges.
- Campus maps identify accessible evacuation routes and designated safe areas.
- Visual and auditory emergency alert systems are installed and tested regularly.
- School nurses and special education staff participate in emergency planning and exercises.

2.8 Anonymous Reporting

In compliance with Texas Education Code 37.220(b)(3), Progreso ISD utilizes the following measures to ensure students and school personnel can anonymously report suspicious, dangerous, violent, or unlawful activity that occurs or is threatened to occur on school property or that relates to a student or school personnel:

- Texas Crime Stopper fliers have been posted in all school common areas and classroom information boards within the district so faculty, staff, substitutes, or students can anonymously report suspicious or potentially dangerous activity.
 - Hidalgo County Crime Stoppers: 956-668-TIPS (8477)
- Implementation of an anonymous tip line available by phone, text, and web submission iWatchTexas.
- Regular promotion of reporting tools during school announcements, newsletters, and assemblies.
- Distribution of flyers and posters across campuses that include QR codes linking to the anonymous reporting platform.
- Encouragement of student involvement through peer-led safety programs and student advisory teams.
- Collaboration with local law enforcement to ensure reported tips are quickly assessed and respond.

- Integration of anonymous reporting systems with district crisis intervention or behavioral threat assessment teams.

Section 3 – Incident Command System (ICS)

3.1 Incident Command Designation:

Progreso ISD will designate an Incident Commander for an active threat incident.

- The Progreso ISD Incident Commander for an active threat is the Superintendent. The Superintendent is the singular decision maker and will have the ability to expand or contract the ICS structure as necessary during the incident.

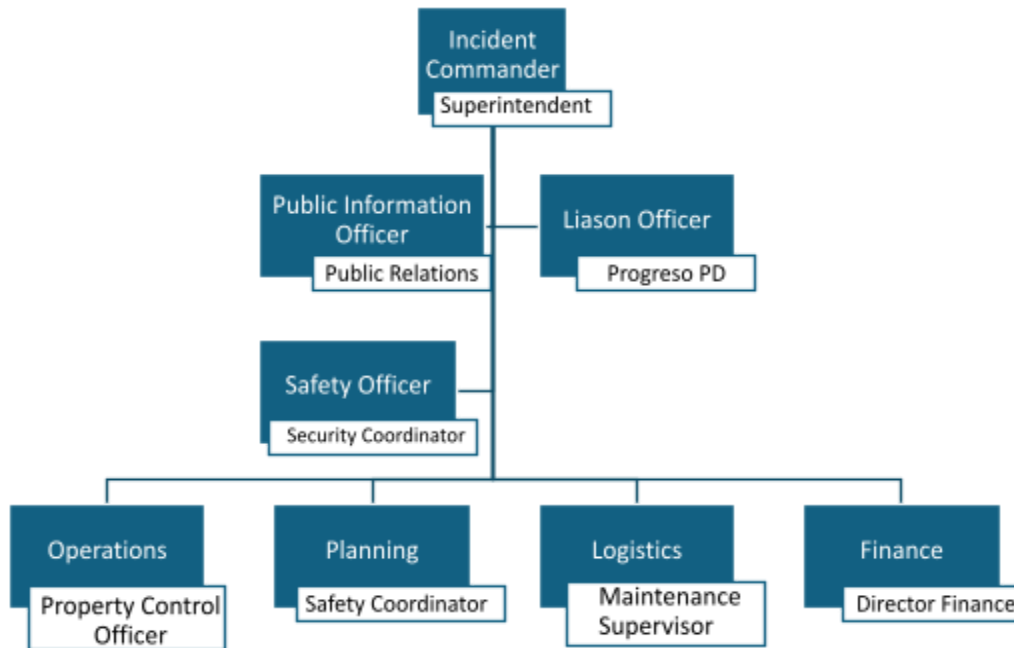
3.2 Public Information Officer (PIO):

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

The PIO's additional responsibilities may include, but are not limited to:

- Developing accurate, accessible, and timely information for use in press and media briefings or dissemination via social media platforms.
- Monitoring information from traditional and social media platforms is useful for incident planning and forwards it as appropriate.
- Understanding any limits on information release.
- Obtaining the Incident Commander's approval of news releases.
- Conducting media briefings.
- Arranging tours and other interviews or briefings.
- Creating information about the incident for incident personnel.
- Participating in planning meetings.
- Identifying and implementing rumor control methods.

3.2 Incident Command System (ICS) Org Chart:



Liaison Officer Role

- 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 contacts.
- 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

- Identify and mitigate hazardous situations.
- Stop and prevent unsafe acts.
- Create and maintain the incident Safety Plan.
- Prepare and communicate safety messages and briefings.
- Review the Incident Action Plan (IAP) for safety implications.
- Assign assistants qualified to evaluate special hazards.
- Initiate preliminary investigation of accidents within the incident area.
- Review and approve the Medical Plan.

- Participate in planning meetings to address anticipated hazards associated with future operations,

Operations Section Chief Role

- Manage tactical operations.
- Determine strategies and tactics for incident operations.
- Ensure safety of tactical operations.
- Oversee the Operations Section's central role in the incident action planning process.
- Supervise execution of the Operations Section's assignments in the IAP.
- Request additional resources to support tactical operations.
- Approve release of resources from operational assignments.
- Make or approve expedient changes to the IAP.
- Maintain close contact with the Incident Commander, subordinate Operations personnel, and other agencies involved in the incident.

Planning Section Chief Role

- Collect and manage incident-relevant operational data.
- Supervise/facilitate incident planning activities.
- Supervise preparation of the IAP.
- Provide resources input to the Incident Commander and Operations Section in preparing the IAP.
- Reassign out-of-service personnel within the ICS organization, as appropriate.
- Compile and display incident status information.
- Establish information needed and report schedules for units (e.g., Resources Unit, Situation Unit).
- Determine need for specialized resources.
- Establish specialized data collection systems as necessary (e.g., weather).
- Assemble information on alternative strategies.
- Provide periodic predictions on incident potential.
- Report significant changes in incident status.
- Oversee preparation of the Demobilization Plan.

Logistics Section Chief Role

- Manage all incident logistics.
- Provide facilities, transportation, communications, supplies, equipment maintenance and fueling, food, and medical services for incident personnel and all off-incident resources.
- Identify known or anticipated incident service and support needs.
- Request additional resources, as needed.
- Provide the Logistics Section's input to the IAP.
- Ensure and oversee development of traffic, medical, and communications plans, as needed.
- Oversee demobilization of Logistics Section and associated resources.

Finance and Administration Section Chief

- Manage financial aspects of an incident.
- Provide financial and cost analysis information, as requested.
- Ensure compensation and claims functions are addressed relative to the incident.
- Develop an operational plan for the Finance/Administration Section and submit requests for the section's supply and support needs.
- Maintain daily contact with cooperating and assisting agencies on finance matters.
- Ensure that personnel time records are completed accurately and transmitted to the appropriate agency/organization.
- Ensure the accuracy of all obligation documents initiated at the incident.
- Brief agency administrative personnel on incident-related financial issues needing attention or follow-up.
- Provide input to the IAP.

Section 4 – Actions and Responsibilities

District Actions and Responsibilities

Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
Security Measures for the Detection of Suspicious Persons	
District personnel monitor security camera systems at each campus entrance to detect and respond to suspicious individuals or groups during school hours.	Superintendent
Yes, security camera systems are in place on district property. If a suspicious person or group is detected, staff are required to promptly notify campus security personnel and local law enforcement	Superintendent
When an unauthorized person is detected or reported on campus, Progreso ISD procedures require immediate notification of the local police department and the securing of all exterior doors on the affected campus buildings	Superintendent
Behavioral Threat Assessment Process:	
The district establishes a Safe and Supportive School Team responsible for coordinating threat assessments, managing case data systems, and overseeing programs for reporting suspicious activity.	Coordinator, Behavior Threat Assessment Team
The Safe and Supportive School Team conducts threat assessments, evaluates the level of risk, and provides appropriate interventions to support both the individual involved in the threat assessment and any victims affected by the threat.	Coordinator, Behavior Threat Assessment Team
The district requires that Behavioral Threat Assessments (BTAs) be submitted through Sentinel, utilizing Sentinel's threat assessment instrument, manual, and field guide as part of the Safe and Supportive School Team procedures.	Superintendent

Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	Responsible Role
The district uses Sentinel to securely transfer any student Behavioral Threat Assessments (BTAs) to a receiving school system when a student enrolls in a new district. All BTAs are included in the transfer process. BTAs conducted prior to August 1, 2025, associated with student transfers have been uploaded into Sentinel in accordance with Texas Education Agency procedures.	Superintendent
Use the TEA Safe and Supportive Program Guidance checklist to conduct threat assessments and ensure all reported threats are screened and assessed by the safe and supportive school team.	Superintendent
Screening of Visitors:	
All individuals entering district property are required to present a valid form of identification, such as a driver's license, a government-issued photo ID, or a district employee or student ID card, upon request.	Security Coordinator
A person may be removed from district property if they refuse or fail to provide identification when requested, if it appears they have no legitimate reason to be on campus, or if they become unruly during the screening process.	Security Coordinator

Mitigation Phase Reduce the impact of an active threat incident.	
District Actions	Responsible Role
Armed Security Officer Requirement:	
Progreso ISD ensures compliance with the minimum armed security requirement by assigning one armed security guardian to each district campus during regular school hours, with the exception of the DAEP campus.	Security Coordinator
Progreso ISD claims a good cause exception to the armed security guardian requirement for Progreso ISD School Campus and has a guardian program to act as a security officer who is present during regular school hours at Progreso High School Campus. This guardian program 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.	Superintendent
First Responder Access to Campus:	
Progreso ISD maintains an exterior secure master key box that provide emergency access to law enforcement and emergency responder agencies from the exterior of the buildings.	Safety Coordinator

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
Classroom Communication Access:	
Employees, including substitute personnel, have access to their personal cellular telephone, allowing for immediate contact with district emergency services or emergency services agencies, law enforcement agencies, health departments, and fire departments. (list of numbers to call for campus emergency or emergency services)	Superintendent
The district updates and distributes an emergency notification roster quarterly to each campus, ensuring all employees, including substitute teachers, have access to the most current contact information.	Director, Human Resources
See Progreso ISD Emergency Communications Annex	
Active Threat Communication Testing:	
The district tests all communication systems and devices designated for use during an active threat on a monthly basis to ensure proper functionality and readiness.	Safety Coordinator
See Progreso ISD Emergency Communications Annex	
Test Physical Security Equipment and Procedures:	
Test district physical security equipment monthly.	Safety Coordinator
Test district physical security procedures during emergency drills and emergency exercises.	Safety Coordinator
If Progreso ISD identifies a common interior or exterior building feature that may be susceptible to an active threat, the district will initiate a purchase request or submit a work order within 24 hours to address the concern.	Safety Coordinator

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
After Progreso ISD conducts required emergency drills to test physical security procedures, an after-action review is completed. Based on this review, an improvement plan is developed, and the district policy is updated within one week of the plan's approval to ensure prioritized enhancements are implemented.	Safety Coordinator
If a concern with district physical security equipment is identified, such as an interior or exterior feature vulnerable to an active threat, Progreso ISD will submit a purchase request or work order within 24 hours. The Maintenance Department will review and prioritize the request to ensure timely improvements are made.	Property Control Officer
For more information, visit the K-12 School Security Guide and School Security Assessment Tool at https://www.cisa.gov/k-12-school-security-guide .	
Emergency Drills:	
Conduct secure drill once a year; lockdown drills two per school 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).	Safety Coordinator
Progreso ISD ensures that all emergency drills incorporate clearly designated primary and secondary routes to safely guide students and staff during an emergency.	Safety Coordinator
Progreso ISD ensures that all emergency drills include clearly designated primary and alternate locations to safely account for students and staff during an emergency.	Safety Coordinator
Communicate with first responders before each emergency drill to request their participation.	Safety Coordinator
Active Shooter Response Training:	
Ensure district guardians or school resource officers complete the active shooter response training program approved by the Texas Commission on Law Enforcement at	Superintendent

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	Responsible Role
least once in each four-year period.	
Bleeding Control Station Training:	
Ensure completion of TEA approved training on the use of a bleeding control station in the event of an injury to another person for each school district peace officer commissioned under Section 37.081 and school security personnel employed under that section who provide security services at the campus.	Director, Compliance
Ensure completion of TEA approved training on the use of a bleeding control station in the event of an injury to another person for personnel providing security services and school resource officers providing law enforcement at the campus within the district.	Director Compliance
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.	Director, Compliance
Annual offer instruction on the use of a bleeding control station from a school resource officer or other appropriate district or school personnel who has received the training to students enrolled at the campus in grade seven or higher.	Director, Compliance
Silent Alarm System Access:	
Progreso ISD has access to silent panic alert technology for every classroom. Employees use the Raptor Alert app on their personal cellphones to quickly notify authorities in an emergency.	Safety Coordinator

Response District actions during an active threat incident.	
District Actions	Responsible Role
Implement the Standard Response Protocol:	
Progreso ISD follows the standard response protocol toolkit K12 general guide from the “I love u guys foundation” found at TxSSC Standard Response Protocol Toolkit .	Superintendent
Communicate the district’s standard response protocol during the emergency incident with faculty, staff, substitutes, students, and emergency first responders.	Superintendent
Parental or Guardian Active Threat Communication:	
Progreso ISD will promptly initiate notification of a threat or violent activity to the parent, guardian, or other person standing in parental relation of a student.	Public Information Officer
See Progreso ISD Emergency Communications Annex	
Accountability Procedures:	
Account for all district students, faculty, staff, and substitutes during a drill, exercise, or emergency incident.	Superintendent
Initiate Reunification Support Method:	
Active the reunification support method depending on the emergency incident or hazard type.	Superintendent
Communicate the reunification support method information to students, faculty, substitutes, and staff.	Superintendent
Communicate reunification support method information to parents, guardians, or other individuals standing in parental relation to ensure students are safely reunited with their families.	Superintendent

Response District actions during an active threat incident.	
District Actions	Responsible Role
Use primary or alternate locations during the reunification process depending on the emergency incident.	Superintendent
Use primary or alternate transportation during the reunification process depending on the emergency incident.	Maintenance Supervisor
Separate grieving parents, guardians, or other people standing in parental relation from those who are not grieving.	Security Coordinator
Provide support services to students, parents, guardians, and other people standing in parental relations for those in need of this support.	Director, Compliance
Provide support services to faculty, substitute teachers, and staff.	Director, Compliance
Initiate public communication during reunification.	Director, Compliance
See Progreso ISD Reunification Annex	
Implement Continuity of Operations Plan (COOP):	
Progreso ISD initiates the Continuity of the Operations Plan.	Superintendent
See Progreso ISD Continuity of Operations (COOP) Annex	
Initiate Psychological Support Services:	
Progreso ISD will implement psychological support to students and staff following an emergency or traumatic event, ensuring access to counselors and mental health resources to address emotional and behavioral needs.	Director, Compliance

Response District actions during an active threat incident.	
District Actions	Responsible Role
Progreso ISD supports psychological safety by implementing strategies that ensure required professional development on suicide prevention for students, district personnel, and members of the broader community following an emergency incident.	Director, Compliance
Progreso ISD supports psychological safety by implementing strategies that ensure required professional development on grief-informed and trauma-informed care for students, district personnel, and members of the broader community following an emergency incident.	Director, Compliance
See Progreso ISD Psychological Resilience Annex	

Recovery Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
Resume Routine District Operations:	
Progreso ISD will resume routine district operations following an emergency once it is deemed safe, ensuring a smooth transition back to normal school activities for students, staff, and the community.	Superintendent
Progreso ISD will resume short-term routine district operations as soon as it is safe to do so, based on the status and impact of the emergency incident.	Superintendent
Progreso ISD will resume long-term routine district operations once it is safe and practical, taking into account the ongoing effects of the emergency incident and ensuring continuity of educational and operational services.	Superintendent
Progreso ISD communicates information regarding the resumption of routine district operations to parents, guardians, or other individuals standing in parental relation to keep families informed and ensure student safety.	Public Information Officer
Progreso ISD communicates information regarding the resumption of routine district operations to students, faculty, substitutes, and staff to ensure everyone is informed and can safely return to normal activities.	Superintendent
Progreso ISD will initiate timely public communication regarding services available following an emergency incident to ensure the community is informed and can access necessary support.	Public Information Officer
After-Action Review:	
Progreso ISD conducts a comprehensive after-action review following an incident, involving representatives from all roles that were involved in or affected by the hazard, to evaluate the response and identify areas for improvement.	Safety Coordinator

Recovery Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
Progreso ISD determines the participants for the district after-action review prior to conducting it, ensuring representation from all roles involved in or affected by the incident.	Superintendent
Improvement Plan:	
Progreso ISD develops an improvement plan based on the findings of the after-action review to address identified issues and enhance the district's emergency preparedness and response procedures.	Safety Coordinator
Progreso ISD establishes and follows a timeline to implement refinements identified in the district improvement plan, ensuring that all recommended improvements are completed efficiently and effectively.	Safety Coordinator

Section 5 – Resources

5.1 Acronyms

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

5.2 Definitions

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

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

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

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

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

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

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

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

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

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

Off-incident: Refers to the facilities and resources needed to support the incident response, but not directly at the incident location.

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

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

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Emergency Drill Table		
Drill	Definition	Frequency
Secure	A response action schools 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 school 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 schools take to secure (close, latch, and lock) interior portions of school buildings and grounds during incidents that pose an immediate threat of violence inside the school. The primary objective is to quickly ensure all school students, staff, and visitors are secured away from immediate danger.	Two per school year (once per semester).
Evacuation	A response action schools take to quickly move students, faculty, substitutes, and staff 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)	A response action schools take to quickly move students, staff, and visitors indoors, possibly for an extended period of time, because it is safer inside the building than outside. 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. Examples of a shelter-in-place for hazmat drill include train derailment with chemical release or smoke from a nearby fire.	One per school year for severe weather. One per school year for hazmat.

Fire evacuation	A method of practicing how a building would be vacated in a fire. The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible.	School 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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Key Considerations When Building an EOP

Transportation
A transportation plan that outlines a district's concept of operations and organizational arrangements for the transportation of people, supplies, and materials during emergency incidents. ● Assign responsibilities for various tasks. ● Outline related administrative requirements. ● Identify possible transportation needs that could result from various emergency incidents. ● Develop procedures for preserving transportation services and resources from known hazards by relocating them or protecting them in place. ● Determine emergency transportation needs and related requirements for moving people, supplies, and equipment. ● Assesses capabilities in relation to requirements to identify services and resource shortfalls; identify additional services and resources required. ● Activate emergency transportation function to receive and process requests for passenger and equipment transportation. ● Respond to transportation requests within limits of available services and resources.

- Identify and coordinate long-term transportation needs of services, equipment, supplies, and resources as needed.
- Return borrowed resources and those obtained through agreement, lease, or rental when those resources are no longer required.

Communication

A communication plan provides information about local and regional communication equipment and capabilities available during an emergency incident operation.

- Provide operational guidance for entities that assist in local and regional communication response.
- Provide information to decision makers about communication procedures, capability services, and resources.
- Describe roles, responsibilities and actions that ensure communication services and resources available during incident response.
- Identify and describe local and regional communication interoperability, accessibility, and redundancy.
- Ensure warning communication systems meet local and regional needs.
- Ensure intelligence and other vital information networks are operational.
- Develop communication procedures that are documented and implemented through communication operating instructions.
- Ensure replacement parts for communication systems are available and make arrangement for rapid re-supply in the event of an emergency.

Public Works

A public works plan outlines the focal organization, operational concepts responsibilities, and procedures to support coordinated public works and engineering activities during emergency situations in the district.

- Support the damage assessment process and building inspections.
- Provide district equipment to support emergency operations.
- Support traffic control and search and rescue operations.
- Maintain generator services and equipment.

Firefighting

A firefighting plan outlines operational concepts and organizational arrangements for supporting firefighting activities during emergency incidents within the district and outlines related administrative requirements.

- Initiate the district's standard response protocol.
- Collaborate on post-incident reconnaissance and damage assessment with first responders.
- Arrange fire safety inspections of equipment and locations.
- Coordinate the testing of fire prevention equipment.
- Maintain fire prevention equipment.
- Describe how to detect and suppress fires within a district's location.
- Describe district's existing mutual aid firefighting assistance agreements.
- Describe how to transmit situation and damage assessment information.
- Describe the five phases of emergency management for the prevention, mitigation, preparedness, response, and recovery of a fire hazard to include, but not limited to, predictive services, activities positioning of resources, etc.
- Identify and coordinate the fire standard response protocol.
- Provide timely district communication during fire incidents.

Emergency Management

An emergency management plan outlines the procedures and systems needed to effectively manage information during a crisis or large-scale operation. This plan ensures that data is collected, organized, and communicated in a way that supports decision-making, coordination, and resource allocation.

- Direct and control emergency management operations.
- Maintain coordination with first responders and the whole community.
- Maintain the Emergency Operations Center (EOC).
- Identify representatives, by title, to report to the EOC.
- Develop and identify the duties of staff, use of displays and message forms, and procedures for EOC activation.
- Coordinate the standard response protocol of areas at risk.

- Identify individuals with access and functional needs who would require assistance in evacuating and maintain contact information for those individuals.
- Establish an effective public warning system and appropriate operating procedures.
- Prepare pre-scripted warning and instruction messages for known hazards.
- Identify mitigation for known hazards that have led to evacuations in the past.
- Manage development in potential risk areas including floodplains, areas downstream from dams and dikes, and areas adjacent to facilities that make, use, or store hazardous materials.
- Identify areas where previous major evacuations have occurred and additional areas that may require large-scale evacuation in the future due to known hazards.

Mass Care

A mass care plan outlines organizational arrangements, operational concepts, responsibilities, and procedures to protect people from the effects of an emergency by providing mass care.

- Identify the Donations Management Coordinator.
- Establish and implement procedures to receive, accept or turn down offers of donated goods and services, and provide instructions to donors of needed goods or services.
- Coordinate and provide mass care services to people affected by an emergency incident.
- Coordinate shelter and mass care for specific populations, such as access and functional needs, injured individuals, etc.
- Provide physiological support services, emergency water supplies, food, and other needs during an emergency incident.
- Collaborate closely with volunteer organizations that provide shelter and mass care support to determine the availability of shelter and feeding facilities and encourage facility owners to sign agreements for use of those facilities and encourage facility owners to allow their personnel to participate in shelter management training.
- Manage shelter operations.
- Provide security and traffic control for shelters.
- Manage fire inspection and fire protection at shelters.
- Establish registration procedures for people receiving mass care services.

Logistics

A logistics plan provides guidance for efficiently obtaining, managing, allocating, and monitoring the use of services and resources during emergency operations, or when such appear imminent.

- Describe tools, processes, and systems that allow for efficient and suitable service and resource allocations during an incident. Services and resources include personnel and facilities as well as equipment and supplies.
- Establish emergency purchasing procedures and coordinate emergency procurements.
- Establish and maintain a personnel resource reserve and coordinate assignment of reserve personnel to locations that require augmentation.
- Coordinate transportation, sorting, temporary storage, and points of distribution of services and resources during emergency situations.
- Establish staging areas for service and resources, if required.
- Maintain records of emergency-related expenditures for purchases and personnel.

Public Health and Medical Services

A public health and medical services plan outline the local organization, operational concepts, responsibilities, and procedures to accomplish coordinated public health and medical services to reduce death and injury during emergency situations and restore essential health and medical services within an emergency incident area.

- Coordinate health, medical care, and Emergency Medical Services (EMS) support during emergency situations.
- Assist in the coordination for the collection, identification, and interment of deceased victims.
- Communicate public health information and education.

Search and Rescue

A search and rescue plan describes the responsibilities of assisting personnel during search and rescue operations.

- Prepare to assist in the coordination of search and rescue activities.
- Receive search and rescue situational awareness.

- Maintain and inform search and rescue personnel on up-to-date information for known hazards present in facilities.

Hazardous Materials

A hazardous materials plan describes a district's coordinated response to emergencies involving radioactive materials and local measures to protect life, property, and the environment during the course of hazardous material or radiological events.

- Define the roles, expectations, and organization of entities in responding to and recovering from an incident involving HazMat and the transport, use, storage, or processing of HazMat.
- Respond to radiological incidents and terrorist incidents involving radiological materials.
- Make notification concerning radiological incidents to first responders.

Agriculture and Natural Resources

An agriculture and natural resources plan outlines the coordination and support of the region to local jurisdictions and the State of Texas in preparing for, responding to, and recovering from foreign and emergent animal diseases.

- Describe how to determine nutrition assistance needs (including cultural, religious, and medical dietary restrictions), obtain appropriate food supplies and arrange for delivery of the supplies.
- Identify how to respond to animal and plant diseases and pests, including an outbreak of a highly contagious or economically devastating animal and zoonotic disease or an outbreak of a harmful or economically significant plant pest or disease. Note: Additional information may be included in a hazard- or threat-specific annex.
- Describe the methods to address the safety and security of the food supply.
- Develop a process for obtaining emergency food, water, and ice.
- Coordinate an inspection of food and water supplies.

Energy

An energy plan describes the organization, operational concepts, responsibilities, and procedures to prevent, protect from, respond to, and recover from temporary disruptions in utility services that threaten public health or safety in the local area.

- Describe local government response to a utility outage.
- Identify local facilities for priority restoration of utilities.
- Identify measures needed to protect resources and preserve capabilities.
- Coordinate utility support for emergency incident response and recovery operations.
- Provide whole community information.

Public Safety and Security

A public safety and security plan outlines the organization, operational concepts, responsibilities, and procedures to assist law enforcement.

- Ensure a safe and secure environment through coordination with local law enforcement and related security and protection operations.
- Communicate with local law enforcement to protect life, stabilize the incident, protect property, and protect the environment.
- Identify the operational strategies for the district's response to emergency incidents or threats.
- Identify potential threats to the district.
- Outline warning, command, control, communications, and coordination activities in relation to actual or threatened attacks within a district.
- Outline and build information-sharing partnerships among district leadership, emergency management, and law enforcement partners.

Private Sector Coordination

A private sector coordination plan outlines coordination between local emergency management officials and the private sector.

Discusses how businesses can provide life-sustaining goods and services when the needs of emergency incident survivors exceed local capabilities.

Addresses the communication and coordination involved in partnerships with the private sector.

- Coordinate with businesses, industries, and critical infrastructure sectors.
- Integrate government and business coordination, communications, and planning to reduce the risk and cost burden on the public.

Public Information

A Public information plan outlines the dissemination of timely, accurate, and accessible information to the public.

Addresses the role that the Public Information Officer (PIO) plays in developing and coordinating public messaging.

Personnel in the role of PIO gather, verify, coordinate, and disseminate public information.

- Coordinate messaging with all stakeholders to ensure emergency public information is consistent, timely, accurate, and accessible.
- Deliver accessible messaging to the public including individuals with disabilities, access and functional needs, and limited English proficiency.
- Distribute information through multiple public information channels including social media outlets, television, and mass notification telecommunication systems.
- Under the Texas Public Information Act, the general public is granted access to government records.
- Conduct joint meetings to coordinate with other agencies to ensure information accuracy.
- Preparing scripts prior to activations that can be filled with incident-specific details will aid in developing timely messages.

Recovery

A recovery plan provides an overview of recovery operations during and after an emergency incident.

Provides information on short, intermediate, and long-term recovery operations.

- Identify recovery needs and develop recovery options.
- Coordinate recovery activities and expedite a unified recovery effort.
- Describe the coordination mechanisms and requirements for post-incident assessments, plans, and activities.
- Describe how to identify long-term recovery needs of the whole community and incorporate these needs into recovery strategies.
- Utilize various platforms to facilitate the collection of damages and other pertinent information related to incidents, such as Individual State of Texas Assessment Tool (iSTAT), Public Assistance State of Texas Assessment Tool (pSTAT), TDEM Disaster Reporting Dashboard (DRDB), etc.

Progreso ISD Communicable Disease Annex



June 1, 2026

Section 1 - Purpose and Scope Statements

1.1 Purpose Statement

This annex establishes the policies and procedures under which the district will operate in the event of a communicable disease incident by addressing planning and operational actions for all five phases of emergency management. This will include Prevention, Mitigation, Preparedness, Response, and Recovery regarding a communicable disease incident within the school district.

1.2 Scope Statement

This annex is meant to address district planning for a communicable disease incident and applies to the whole district community and all district property.

Section 2 - General Information

Many communicable diseases are required to be reported to the health authority pursuant to State of Texas Laws. Depending on the location of the district, the health authority may be a county, public health district, or the regional office of the Texas Department of State Health Services. Progreso ISD reports to the health authority as their local health authority. The district reports notifiable conditions and reportable disease to the local health authority in accordance with state laws.

Texas Health and Safety Code, Chapter 81, Communicable Diseases

Sec. 81.002 The state has a duty to protect the public health. Each person shall act responsibly to prevent and control communicable disease.

Sec. 81.042(c) PERSONS REQUIRED TO REPORT.

(c) A local school authority shall report a child attending school who is suspected of having a reportable disease. The executive commissioner by rule shall establish procedures to determine if a child should be suspected and reported and to exclude the child from school pending appropriate medical diagnosis or recovery.

Sec. 81.083 APPLICATION OF CONTROL MEASURES TO INDIVIDUAL.

(a) Any person, including a physician, who examines or treats an individual who has a communicable disease shall instruct the individual about:

- (1) measures for preventing reinfection and spread of the disease; and
- (2) the necessity for treatment until the individual is cured or free from the infection.

(b) If the department or a health authority has reasonable cause to believe that an individual is ill with, has been exposed to, or is the carrier of a communicable disease, the department or health authority may order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.

Title 25. Texas Administrative Code, Part 1, Chapter 97, Communicable Diseases, Subchapter A, Control of Communicable Diseases.

Rule §97.2: Who Shall Report

(d) School authorities, including a superintendent, principal, teacher, school health official, or counselor of a public or private school and the administrator or health official of a public or private institution of higher learning should report as required by these sections those students attending school who are suspected of having a notifiable condition. School administrators who are not medical directors meeting the criteria described in §97.132 of this title (relating to Who Shall Report

Sexually Transmitted Diseases) are exempt from reporting sexually transmitted diseases.

Rule §97.3: What Condition to Report and What Isolates to Report or Submit

(a) Humans.

(1) Identification of notifiable conditions.

(A) A summary list of notifiable conditions and reporting time frames is published on the [Department of State Health Services website](#). Copies are filed in the Emerging and Acute Infectious Disease Branch, Department of State Health Services, 1100 West 49th Street, Austin, Texas 78756.

Rule §97.7: [Diseases Requiring Exclusion from Schools](#)

A list of communicable diseases requiring exclusion from schools.

2.0 Hazard Overview

The Progreso ISD recognizes:

Communicable diseases may be transmitted by a variety of methods (being bitten by an insect, breathing in an airborne virus, or touching blood or bodily fluids on shared surfaces or through direct contact with another person).

A communicable disease incident may be occurring if an unusually high number of cases are reported during a time of the year when historically the number has been lower. Additionally, a single case of some communicable diseases (e.g., Ebola, Measles and bacterial meningitis, due to their morbidity and/or mortality risk, is considered a communicable disease incident.

Therefore, when a potential communicable disease incident is reported, we will: Take quick action to do all that is possible to prevent the incident from becoming an outbreak. If the report comes from a school nurse, the nurse will contact the Hidalgo County Health Department and then coordinate communications with the health department and the superintendent's office (following HIPAA guidance regarding patient privacy).

Based on the specific communicable disease identified, the district will implement procedures to prevent, mitigate, and respond to the communicable disease Incident. Examples of procedures may be notifications of students/parents/staff, isolation, and exclusion of suspected or confirmed cases, or initiation of established procedures for cleaning, disinfecting, and sanitizing.

2.1 District-Specific Hazard Risk

While this CDA addresses general actions for responding to most communicable diseases, some communicable diseases require unique actions and will be addressed in separate appendices to this CDA. Districts, charters, and junior

colleges are encouraged to contact the Chief Epidemiologist at the Regional Office of the Texas Department of State Health Services to determine the communicable diseases that are most prevalent and pose a significant health risk to the school community.

Progreso ISD has identified the following communicable diseases as a high-risk priority based on conducting a hazard analysis for each district facility.

Disease Descriptions

Name of Disease	Vaccine Preventable	Description of Symptoms
COVID-19	Yes	<u>Symptoms</u> : Symptoms may appear 2-14 days after exposure to the virus. Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea, vomiting, or diarrhea. <u>Transmission</u> : It is thought to spread mainly through close contact from person-to-person or touching contaminated objects. Some people without symptoms may be able to spread the virus.
Measles (Rubeola)	Yes	<u>Symptoms</u> : High fever, cough, runny nose, red and watery eyes, tiny white spots (Koplik spots) in mouth, or a rash. <u>Transmission</u> : Coughing and sneezing. The virus can live up to two hours in contaminated air or on a surface.
Meningitis (Bacterial)	Yes	<i>Bacterial Meningitis</i> <u>Symptoms</u> : Fever, headache, stiff neck, nausea, vomiting, sensitivity to light, and confusion. <u>Transmission</u> : Person-to-person (depends on type of bacteria).
Meningitis (Viral)	No	<i>Viral Meningitis</i> <u>Symptoms</u> : Fever, headache, stiff neck, sensitivity to bright light, sleepiness, trouble waking up from sleep, nausea, irritability, vomiting, lack of appetite, or lethargy. <u>Transmission</u> : Caused by other viruses like mumps, measles, or influenza.
Mumps	Yes	<u>Symptoms</u> : Fever, headache, muscle aches, tiredness, loss of appetite, swollen or tender salivary glands approximately 16-18 days after infection. <u>Transmission</u> : Coughing, sneezing, talking, sharing items, or touching contaminated objects.
Norovirus	No	<u>Symptoms</u> : Diarrhea, vomiting, nausea, or stomach pain. <u>Transmission</u> : Contaminated food or drink, touching contaminated surfaces and then putting fingers in the mouth, or having direct contact with someone who is infected.

Name of Disease	Vaccine Preventable	Description of Symptoms
Hepatitis A	Yes	<u>Symptoms</u>: Fatigue, sudden nausea and vomiting, abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver), clay-colored bowel movements, loss of appetite, low-grade fever, dark urine, or joint pain. <u>Transmission</u>: Fecal-oral route (that is, when an uninfected person ingests food or water that has been contaminated with the feces of an infected person).
Influenza	Yes	<u>Symptoms</u>: Fever, cough, sore throat, runny or stuffy nose, muscle or body aches, headaches, fatigue, vomiting, or diarrhea. <u>Transmission</u>: Person-to-person via droplets.
Tuberculosis	No	<u>Symptoms</u>: A bad cough that can last 3 weeks or longer, chest pain, or coughing up blood or sputum (mucus from deep inside the lungs). <u>Transmission</u>: Person-to-person via droplets.
Varicella (Chicken Pox)	Yes	<u>Symptoms</u>: Fever, tiredness, loss of appetite, headache, or itchy fluid-filled blisters. <u>Transmission</u>: Touching or breathing in the virus particles that come from the blisters.

2.2 Hazard Preparedness and Warning

Progreso ISD is committed to being prepared to respond to the above-identified high-risk priority communicable diseases at each campus.

Progreso ISD coordinates with the Hidalgo County Health Department for the prevention and control of communicable disease incidents.

2.2.1 Warning the affected campus community

Progreso ISD has prepared, and has included in this annex, the following public service announcements to be used during a communicable disease incident.

Sample press release during the preparedness phase of a communicable disease incident:

The safety and well-being of the students, faculty, and staff of Progreso ISD are of the utmost importance; as a result, we are closely monitoring the communicable disease outbreak in South Texas. At this time, there have been no reported cases in our district. We are in communication with the health authority and will follow their guidance related to the outbreak. If there is any change in the current situation that may impact our district, we will inform you immediately.

Sample press release during the response phase of a confirmed communicable disease incident:

*The Progreso ISD has confirmed a communicable disease **name** case in the district. The individual is being treated. We are working closely with the health authority and taking actions to prevent, mitigate, and respond to the communicable disease incident. Students, faculty, and staff who were exposed to the individual are being contacted directly. Any person who was exposed will not be allowed to return to school until they are cleared for return. All other district campuses have not been impacted. If you have further questions about the situation, please visit <https://www.progresoedu.net/>. If there is any change in the current situation that impacts our district, we will inform you immediately.*

Sample press release during the recovery phase of a confirmed communicable disease incident:

Progreso ISD is grateful for the assistance we received from local health officials and for the cooperation of our community during the recent communicable disease incident that impacted one campus in our district. Recovery actions have begun in order to allow a safe return to daily operations. The safety and well-being of students, faculty, and staff remains of the utmost importance; we will inform you immediately if there are any further updates.

For more information about warnings, including the methods used to disseminate emergency information about a communicable disease incident, refer to the Communications Annex of the Progreso ISD EOP.

2.3 Safety in Portable Buildings

In compliance with Texas Education Code 37.108, Progreso ISD employs the following measures to ensure the safety and security of those in portable buildings.

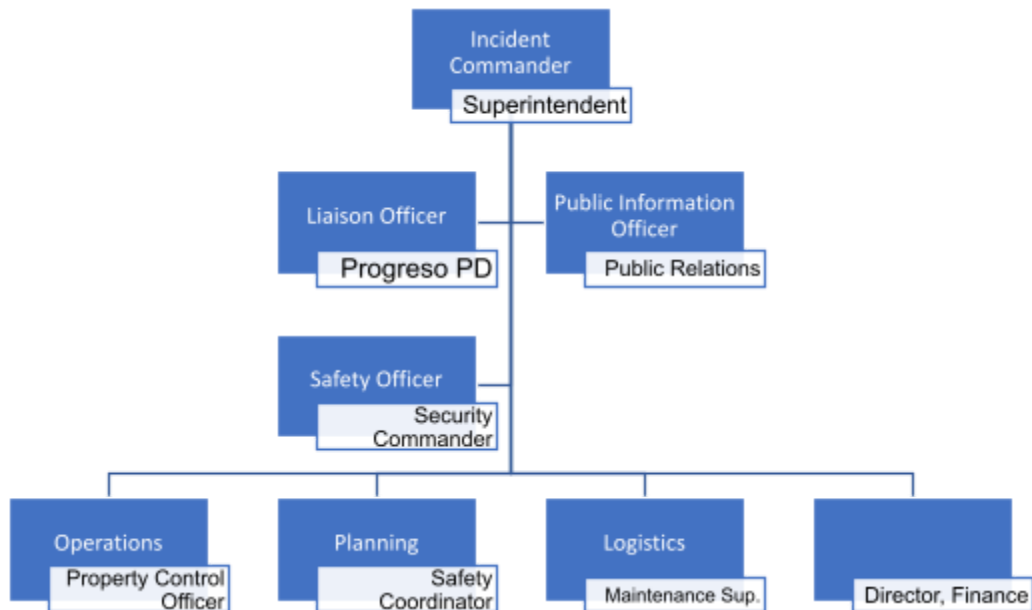
2.4 Access and Functional Needs

In compliance with Texas Education Code 37.108, Progreso ISD employs the following measures to ensure the safety and security of those with access and functional needs:

Section 3 – Annex-Specific Incident Command System (ICS)

3.0 Annex-Specific ICS Organizational Chart

Progreso ISD will designate an Incident Commander for a communicable disease incident. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



Section 4 – Actions and Responsibilities

Actions and Responsibilities by Emergency Management Phases

PREVENTION PHASE

Safeguard against consequences unique to a Communicable Disease incident.

District Action	Responsible Role
Routine Health Screening: Monitor daily student and staff absenteeism rates for unusual spikes that could indicate an oncoming outbreak.	Campus Nurses / Attendance Clerk
Hygiene Education: Implement and promote district-wide campaigns teaching proper handwashing, respiratory etiquette (coughing into elbows), and staying home when sick.	Health & Safety Staff / Teachers
Immunization Compliance: Review, track, and enforce state-mandated immunization records for all enrolled students	Campus Nurses / Registrar
Vaccination Clinics: Partner with local public health departments to host voluntary flu or other relevant vaccine clinics for staff, students, and families	District Lead Nurse / Community Relations

MITIGATION PHASE

Reduce the impact of a Communicable Disease incident.

District Action	Responsible Role
Enhanced Environmental Cleaning: Establish rigorous daily cleaning and disinfecting protocols for high-touch surfaces (doorknobs, desks, water fountains, cafeteria tables).	Maintenance Supervisor
HVAC & Ventilation Maintenance: Routinely inspect, service, and upgrade air filtration systems (such as using MERV 13 filters) to maximize fresh air intake and circulation.	Maintenance Supervisor
Supply Stockpiling: Procure and maintain an inventory of Personal Protective Equipment (PPE), hand sanitizer, soap, and EPA-approved disinfecting wipes.	District Lead Nurse / Director of Finance
Public Health Liaison: Establish formal, active lines of communication with Hidalgo County Health Department officials to stay updated on local disease trends.	Superintendent / District Lead Nurse

PREPAREDNESS PHASE

Regularly review district readiness for a Communicable Disease incident.

District Action	Responsible Role
Annex Review & Training: Review and update the Communicable Disease Annex annually; train campus administrators and staff on their specific roles within the Incident Command System (ICS).	Superintendent / Safety Coordinator
Isolation Room Planning: Designate and properly equip a separate "isolation area" on each campus, away from the main clinic, for students or staff presenting symptoms.	Campus Principals / Campus Nurses
Continuity of Education Planning: Develop alternative instructional plans (e.g., remote learning, packet distribution) and cross-train essential staff to prepare for high absenteeism or temporary closures.	Curriculum & Instruction Director / IT Director
Communication Templates: Pre-draft public notification templates, letters, and website alerts regarding exposure notices and campus health updates to ensure swift dissemination.	Public Information Officer (PIO)

RESPONSE PHASE*District actions during a Communicable Disease incident.*

District Action	Responsible Role
Activate the Incident Command System (ICS): Convene the district's incident management team to coordinate resources, assess severity, and drive decision-making.	Superintendent
Symptom Isolation & Triage: Immediately isolate individuals showing symptoms of a communicable disease, provide masks if appropriate, and coordinate immediate parental pick-up.	Campus Nurses
Public Health Reporting: Formally notify local public health authorities of suspected outbreaks or reportable conditions as mandated by Texas law.	Lead Nurse / Superintendent
Targeted Interventions & Closures: Implement localized social distancing, cancel large group activities, or execute temporary classroom/campus closures if directed by health authorities	School Board / Superintendent
Crisis Communication: Issue clear, transparent, and timely guidance to parents, staff, and the media regarding exposure, symptoms to watch for, and campus status.	Public Information Officer (PIO)

RECOVERY PHASE*Return to normal district operations following a Communicable Disease incident.*

District Action	Responsible Role
Decontamination & Deep Cleaning: Execute a comprehensive, deep-disinfection protocol across affected classrooms, campuses, and school buses prior to reopening.	Maintenance Supervisor
Mental Health Support: Provide counseling, psychological first aid, and emotional support resources for students and staff dealing with illness, loss, or stress.	District Counselor
Re-entry Coordination: Manage the safe return of isolated or quarantined individuals, verifying clearance timelines or medical releases according to health guidelines.	Campus Nurses / Attendance Clerks
After-Action Review (AAR): Conduct a post-incident debriefing with stakeholders to evaluate the district's performance, identify gaps in the response, and update the CDA accordingly.	ICS Team

Section 5 - Resources

5.1 Acronyms

CDA	Communicable Disease Annex
EOP	Multi-hazard Emergency Operations Plan
HIPAA	Health Insurance Portability and Accountability Act
ICS	Incident Command System

5.2 Definitions

1. **Cleaning:** The process of removing germs, dirt, and impurities from surfaces or objects.
2. **Communicable Disease:** An illness or sickness that can be transmitted from one living organism to another either directly or from the surrounding environment.
3. **Disease:** An illness or sickness characterized by specific signs and symptoms.
4. **Disinfecting:** The process of using chemicals to kill or eliminate germs, including viruses, on surfaces or objects.
5. **Epidemic:** An increase, often sudden, in the number of cases of a disease above what is normally expected in a community.
6. **Isolation:** The physical separation of a known infected person from others in order to prevent disease transmission.
7. **Monitoring:** Having an awareness of what is happening around you and how you may be impacted.
8. **Outbreak:** An increase, often sudden, in the number of cases of a disease above what is normally expected in a smaller area than an epidemic (for example, on a single campus).
9. **Pandemic:** A geographically widespread epidemic spread over several countries or continents.
10. **Quarantine:** The physical separation, for a specific period of time, of healthy people who have been exposed to an infectious disease from those who have not been exposed.
11. **Sanitizing:** The process of lowering the number of germs on surfaces or objects to a safe level as determined by public health standards or requirements for a particular scenario.

12. **Social Distancing:** Maintaining distance between individuals in order to minimize personal contact.

Progreso ISD Continuity of Operations Plan (COOP) Annex



June 7, 2026

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Section 1: Overview

The Progreso ISD Continuity of Operations Plan (COOP) ensures essential functions remain operational during an incident. Essential functions are operations that must continue regardless of the incident's impact on the district.

The COOP may be activated during an incident that impacts the district. Incidents that would activate the COOP may include:

- A pandemic
- Cyberattack
- Fire
- Flood
- Hurricane
- Power grid failure
- Tornado

Our district essential functions include:

2. Curriculum delivery
3. Food service
4. School safety
5. Transportation

Key components of our district's COOP include:

- Essential functions
- Staffing needed to restore each essential function
- Transfer of authority
- Planning for alternate facilities, virtual instruction, or a hybrid model

Section 2: Department Continuity Procedures

Each department manager is responsible for their department continuity procedures. They have ensured the procedures support Progreso ISD essential functions.

The following departments have developed procedures to support this COOP:

- [Superintendent's Office](#)
- [Business Office](#)
- [Human Resources](#)
- [District Operations](#)
- [Progreso High School](#)
- [Dorothy Thompson Middle School](#)
- [Progreso Elementary](#)
- [Progreso Early Childhood](#)

Essential Function: Food Service

- Establish a line of succession if the cafeteria manager is unable to assume the responsibilities of the position.
- Have alternative food preparation facilities if the cafeteria is damaged.
- Establish procedures to ensure provisions are in place to arrange for temporary staff to feed students if cafeteria staff are out due to a pandemic.
- Make alternate arrangements in the case of an interruption of electricity or water services to the cafeteria.

Section 3: Essential Functions

The *District Essential Functions* table represents our district's essential functions. District functions not deemed essential may be suspended to reassign staff and resources to keep essential functions operational during an incident.

District Essential Functions

				Function Restoration Timeline			
Essential Function	Key Staff (by title)	Essential Records and Systems Needed	Location	0-24 Hours	2-3 Days	1 Week	Beyond 1 Week
Emergency and Continuity Incident Management Coordination	Superintendent	District COOP and EOP, Continuity Staff Contact Information	Electronic Database and Hard Copies in Office	☒	☐	☐	☐
Re-establish curriculum delivery for affected campus(s) at alternate location(s) or via home delivery using distance-learning resources	Curriculum and Instruction personnel; Education Support personnel	Education delivery technology; alternate classroom space or virtual curriculum delivery system	Shared Electronic Database	☐	☒	☐	☐
Food Services	Food Service Director, Campus Principals	Meal Time Software or paper copies		☐	☐	☒	☐

District functions and services not deemed essential may be suspended to focus personnel and resources on essential functions during large-scale or long-term disruption incidents.

Section 4: Identification of Tasks and Key Staff

During an incident requiring the activation of this COOP, staff will be activated to perform assigned responsibilities.

To support operations, Progreso ISD has ensured staff are knowledgeable about their roles and responsibilities and have the proper access, equipment, and skills necessary to conduct the essential function.

Key Staffing Needs

Essential Function Task	Staff Lead (by title)	Staffing Needs (number and title)	Estimated Total Staff
District Crisis Management Committees	6 staff: Campus principal, department directors, Crisis members	2 Administrators, Director of Maintenance, 2 custodial, 1 Office Staff	6
Identifying alternate district operations facilities	2 administrators, 1 Director of Maintenance	Available district support staff and grounds staff	3

Progreso ISD maintains a list of individuals trained and certified to support essential functions if regularly assigned staff are unavailable to support operations.

Section 5: Human Resources: Accountability and Communication

Progreso ISD has established the following procedures for accounting for and communicating with staff:

- District Website
- Email
- Live staff briefings
- Telephonic contact (voice, text)
- Facebook Page

The district may use any of the following methods to communicate with staff during an incident:

- District Website
- Email
- Live staff briefings
- Telephonic contact (voice, text)
- Facebook Page

Accounting for all personnel during a continuity event is of utmost importance. To account for all staff, the District will access the checklist of all continuity personnel and attempt to contact personnel who are unaccounted for. Accountability information is reported to the Superintendent at (2) hour increments. The Superintendent's Office has the responsibility of attempting to make contact with those individuals who are unaccounted for.

An event that requires the activation of the COOP may personally affect district staff. Therefore, the Business Office has the responsibility to create provisions and procedures to assist all staff, especially those who are disaster victims, with special human resource concerns following a catastrophic disaster.

HUMAN RESOURCE CONSIDERATIONS

The district continuity program, annexes, and procedures incorporate existing district/campus-specific guidance and direction for human resource management, including guidance on pay, leave/time off, work scheduling, benefits, hiring and termination, authorities, and flexibilities.

Section 6: Concept of Operations

The Concept of Operations section explains how our district will activate this COOP. This section addresses the following four phases:

- Readiness and Preparedness Phase
- Activation Phase
- Continuity Operations Phase
- Reconstitution Phase

6.1: Readiness and Preparedness Phase

Progreso ISD has completed the following Readiness and Preparedness Phase activities to ensure for the continuation of essential functions during an incident:

- Conducted the district's hazard analysis.
- Developed the district's Emergency Operations Plan (EOP).
- Assisted departments and campuses with the development of COOP procedures.
- Coordinated and conducted trainings, drills, and exercises.

The superintendent's office is responsible for overseeing these activities.

6.2: Activation Phase

This COOP will be activated by the superintendent or designee based on an incident's impact on essential functions. Our district will ensure that this COOP will be operational within 12 hours of activation. Once the decision to activate this COOP has been determined, the district will assign a Continuity Manager and notifications will be sent.

The Continuity Manager's responsibility is to manage, coordinate, and track all COOP operations. They will maintain regular contact with district leadership to keep them informed of the status of operations.

If an incident affects a single campus, the principal has the authority to activate their COOP procedures and must communicate the activation to the superintendent's office as soon as possible.

6.2.1: Safety Considerations

The district will need to address safety considerations since activation of this COOP is not required for all incidents. Key staff will use the Safety Considerations table to support the decision-making process regarding COOP activation. It is important to note, incidents occur with or without warning during business and nonbusiness hours.

Safety Considerations

	Business Hours	Nonbusiness Hours
Incident <i>with</i> Warning (e.g., hurricane or winter storm)	- Is the hazard aimed at the facility or campus area? - Is the hazard aimed at campus personnel? - Are employees unsafe remaining in the facility and/or campus area?	- Is the hazard aimed at the facility or campus area? - Is the hazard aimed at campus personnel? - Who should be notified of the hazard? - Is it safe for employees to come to work the next day?
Incident <i>without</i> Warning (e.g., fire or tornado)	- Is the facility/campus affected? - Are personnel affected? - Have personnel been safely evacuated, or are they sheltering in place? - What are the instructions from first responders? - How soon must the district be operational?	- Is the facility/campus affected? - What are the instructions from first responders? - How soon must the district be operational?

To further assist with determining activation, the superintendent or designee will evaluate all available information relating to:

- Direction and guidance from emergency management officials
- Incident status
- Health and safety of staff and students
- Ability to ensure essential functions are operational
- Potential or actual effects on infrastructure
- Expected duration of the incident's impact

6.2.2: Notification Procedures

Progreso School District maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event.

Progreso ISD will notify students, faculty, staff, and the community of the activation of this COOP using the following methods:

- District Website
- Email
- Live staff briefings
- Telephonic contact (voice, text)
- Facebook Page

In the event normal operations are interrupted or an incident appears to be imminent, Progreso School District will communicate the campus' operating status with all stakeholders per the provisions of the School District Communications Plan.

Upon the decision to activate the COOP, Progreso Independent School District will notify all affected and interdependent campus entities with information regarding continuity activation status, operational and communications status, and the anticipated duration of relocation(s).

6.2.3 Relocation Process

Once the COOP is activated and personnel are notified, Progreso ISD will relocate critical personnel and essential operational functions to an alternate facility(s) if necessary. Progreso ISD critical personnel will deploy/relocate to a predetermined alternate facility(s) to perform the campus' essential functions and other continuity/reconstitution-related tasks.

6.3: Continuity Operations Phase

Upon activation of the COOP, all School District departments will continue to operate at their home operating facilities (if safely possible) until ordered to cease operations by the Superintendent's Office through the directors of each department. At that time, affected departments' essential functions will transfer to their alternate facility. Progreso ISD should ensure that the COOP can be operational within 12 hours of plan activation.

Progreso ISD has identified two procedures for the Continuity Operations Phase:

- Moving operations to an alternate facility
- Transition for virtual instruction

First arriving department critical personnel at the alternate facility will prepare the site for essential function operations. Upon arrival at the alternate facility, critical personnel will:

- Ensure infrastructure systems, such as lighting, power, water, sanitation (bathrooms), and climate control (if applicable) are functional.
- Ensure communications and network connections are in place and functional.
- Verify all department critical personnel are on-duty, or en-route, and are aware of the move to the alternate facility.
 - The current supervisor on site at the alternate facility will be responsible for verifying department personnel accountability (critical and support), and ensuring they are updated on current communications (department radio channels and phone numbers), and department leadership (who is in charge of the department operations at that time).
- Notify the Superintendent's Office (through the department directors) when said department has resumed essential functions at the alternate facility.
 - If resumption of department essential functions will be delayed at the alternate facility, notify the Superintendent's Office immediately to give a status report and request additional resources as needed to restore department essential functionality.

A requirement of each department head is to account for all personnel under their authority. Each district department will outline a process of personnel accountability in their department continuity procedures. This process may include using call-down telephone trees, email, or text verification. The accountability process should also include what to do about department personnel who are unaccounted for.

During continuity operations, Progreso ISD may need to acquire necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis and/or to sustain operations for up to 30 days or until normal operations can be resumed. The Superintendent's Office maintains the authority for emergency procurement.

6.3.1: Moving Operations to an Alternate Facility

When a district facility is unavailable or inoperable due to an incident, alternate facilities are needed to support district essential functions. Progreso ISD has identified alternate facilities which include site consolidation within the district as well as executed formal agreements to use noneducational sites. When identifying facilities, our district considered the following infrastructure questions:

- Does the facility need back-up power (generators)?
- Are restrooms adequate and age appropriate?
- Are communication systems adequate (internet, phone lines, etc.)?
- Does the facility have adequate climate control?
- Can the facility support food service operations?

Progreso ISD has identified alternate facilities and the infrastructure required to conduct essential functions.

Alternate Facility	Physical Address	Point of Contact	Infrastructure Requirements	District Owned (Y/N)	Agreement in place (Y/N)	Length of Availability
Administration Building	600 N Bus FM 1015 Progreso, TX 78579	Superintendent	Wi-Fi	Y	N/A	No time limit; may displace offices
Progreso HS	700 N Bus FM 1015 Progreso, TX 78579	Campus Principal	Wi-Fi; Classroom Setup	Y	N/A	
DTMS	108 N Bus FM 1015 Progreso, TX 78579	Campus Principal	Wi-Fi; Classroom Setup	Y	N/A	
Progreso Elementary	1401 N Bus FM 1015 Progreso, TX 78579	Campus Principal	Wi-Fi; Classroom Setup	Y	N/A	
PEC Elementary	1201 N Bus FM 1015 Progreso, TX 78579	Campus Principal	Wi-Fi; Classroom Setup	Y	N/A	

6.3.2: Transition for Virtual Instruction

Upon activation of this COOP, Progreso ISD departments may be ordered to cease operations by the superintendent's office and transition operations for virtual instruction.

IT and System Network staff will support curriculum delivery. They will:

- Ensure network servers are operational.
- Ensure staff have access to the network to operate their essential functions remotely.
- Ensure that a designated Learning Management System (LMS) is readily available, and staff and students have received training.
- Ensure all instruction and assignments can be delivered virtually via the LMS

6.4: Reconstitution Phase

Reconstitution will begin once the incident has ended, and it is safe to begin this phase. The Reconstitution Phase addresses the actions needed to restore operations to pre-incident capacity. It is important to understand that reconstitution does not mean full recovery. It means operations are at full capacity regardless of location or resources used to support your COOP. Once reconstitution has been achieved, continuity operations cease, and attention shifts to long-term recovery.

Progreso ISD will initiate our reconstitution plan and begin operations to recover from the incident. One or a combination of the following options may be implemented:

- The affected departments continue to operate from its alternate facility.
- Resume operations at the affected facility and begin an orderly return.

Our district Reconstitution Manager will oversee the Reconstitution Phase. Each department will designate a staff member to coordinate with this individual. The Reconstitution Manager determines the status of the departments or facilities affected by the incident once all essential functions have been restored. They determine how much time is needed to repair the facility or acquire a new one.

Should the district decide to repair the facility, the Reconstitution Manager has the responsibility of supervising the repair process and should notify the superintendent of the status or repairs, including estimates of when the repairs will be completed.

6.4.1: Reconstitution Planning Levels

Progreso ISD uses the following reconstitution planning levels to support the Reconstitution Phase.

Reconstitution Levels

Reconstitution Level	Description
Level 1: Operational Planning	The operating facility has suffered no damage or minimal damage. Planning for this level of disruption focuses on returning to normal operations at the facility. This level lasts less than 30 days.
Level 2: Short-Term Planning	The operating facility has been moderately damaged. Planning for this level of disruption focuses on moving operations to an alternate facility. This level lasts from 1 to 6 months.
Level 3: Long-Term Planning	The operating facility has been severely damaged or damaged beyond repair. Planning for this level of disruption focuses on moving operations to a new or alternate facility. This level will last 6 months or longer.

Before relocating back to a facility, Progreso ISD will work with the following agencies to determine suitability:

- Local law enforcement agencies
 - o Progres PD
 - o Hidalgo County Sheriff
- Environmental health and safety departments
 - o Hidalgo County Emergency Health Department
- Technology Department
 - o Progreso ISD

Upon verification that normal operations may resume, department heads will begin supervising an orderly return to the facility.

Upon a decision by the superintendent's office that the facility cannot be reoccupied, steps to relocate to an alternate facility will take place. The Reconstitution Manager and the affected department head will develop space allocation and facility requirements at the alternate facility.

Once our district has returned to normal operations, the superintendent's office will conduct an After-Action Review. All affected departments, facilities, and response agencies will be invited to attend the AAR.

Section 7: Notification to Key Service Providers

Progreso ISD has identified the following service providers to receive notification of this COOP activation.

Notification Levels:

- Level 1: Provide immediate notification within 1 hours of service interruption.
- Level 2: Provide notification within 12 hours of service interruption.
- Level 3: Provide courtesy notification of service interruption.

Notification to Key Service Providers

Notification Level (1, 2, or 3)	Service Provider	Type of Service	Email	24-Hour Contact Number
1	Direct Energy	Electricity	myaccount.directenergy.com	888-925-9115
2	Superior Alarms	Fire / Safety	custserv@superioralarms.com	956-682-6005
1	Military Highway Water	Water Services	mhwsc@aol.com	956-565-2491
3	Smartcom	Internet Services	customerservice@scelco	956-687-7070
1	Texas Gas Service	Gas	texasgasservice.com	800-959-5325

Section 8: Transfer of Authority

The Transfer of Authority designates an emergency line of succession and non-district partners to lead Progreso ISD when the superintendent or district leadership is unavailable. This Transfer of Authority will be developed with General Counsel to ensure guidelines are followed with legal sufficiency.

8.1: Emergency Line of Succession

The following predetermined line of succession is designed to allow for an orderly and predefined transition of leadership within our district. Successors to the superintendent will serve only until the Board of Trustees designates a replacement.

Emergency Line of Succession

District Level (by title)
Superintendent
Director of Finance
Director of Bilingual
High School Principal
Safety Coordinator

8.2: Non-district Partner

Progreso ISD is prepared to transfer authority to a non-district partner should a catastrophic incident render leadership unavailable. Our district has identified the following non-district partners:

Non-district Partner	Contact Name	Contact Number

Section 9: Resources

9.1: Abbreviations and Acronyms

AAR	After-Action Reviews
COOP	Continuity of Operations Plan
IC	Incident Commander

9.2: Definitions

Continuity Manager

The Continuity Manager's responsibility is to manage, coordinate, and track all continuity operations. They will maintain regular contact with the Incident Commander (IC) and district leadership to keep them informed of the status of operations.

Essential Functions

Operations that need to continue regardless of the incident impacting the district. Essential functions may include curriculum delivery, food service, school safety, and transportation.

Reconstitution Manager

The Reconstitution Manager's responsibility is to manage, coordinate, and track the district's return to normal operations. They will maintain regular contact with the district's leadership to keep them informed of reconstitution status. They will provide support to departments and campuses to assist them in restoring normal operations.

Progreso ISD Cybersecurity Annex



Oct 10, 2024

Cyber Incident Response Plan

NOTE: The Cybersecurity Annex works in conjunction with the Cyber Incident Response Plan. The Response Phase and Recovery Phase (also known as During a Cybersecurity Incident and After a Cybersecurity Incident) are outlined in depth in the Cyber Incident Response Plan.

SPECIAL ACKNOWLEDGEMENTS

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A special thank you goes to:

Todd Pauley, CISSP, CISM

Deputy CISO and Cybersecurity Coordinator, Texas Education Agency

Ernesto Ballesteros, JD, MS, CISSP, CISA

Cybersecurity State Coordinator of Texas, Cybersecurity, and Infrastructure Security Agency

Tony Sauerhoff, CISSP, GSLC

Deputy CISO and State Cybersecurity Coordinator, Texas Department of Information Resources

RECORD OF CHANGES AND REVIEW

The Cybersecurity Annex will be reviewed periodically, *but no less than every three years*, and be properly coordinated with the district's other plans.

The Cybersecurity Annex's notable modifications are included in the table along with the date of the Annex's review. Add additional rows as needed.

This Record of Changes and Review identifies only significant changes made to this Annex. If no significant changes were made, the phrase “Cybersecurity Review Conducted” has been placed in the *Summary of Significant Changes and Review* column.

[illegible]

Section 1 – Purpose and Scope

1.1 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.

1.2 Scope

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

Section 2 – General Information

2.1 Hazard Overview

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.”

A cyber incident could affect 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 use a computer network.

2.2 District-Specific Hazard Risk

Progreso ISD notes the level of risk concerning cybersecurity incidents using a *Cybersecurity Risk Evaluation Tool*.

Progreso ISD identifies the following cyber incidents as a high priority. If needed, these hazards are addressed in an appendix to this annex.

Breach of security system

A breach of security system occurs when private, sensitive, or protected information is spilled or leaked from a safe setting into an unsecured one, where it is subsequently seen, copied, communicated, stolen, or used without authorization. Confidential information, like student records, is frequently the subject of data breaches because it might be improperly seen or used by someone who should not have access.

Denial of Service attacks (DOS and DDoS)

A Denial of Service (DOS) attack occurs when hackers use false requests and traffic to overwhelm a system and shut it down. A Distributed Denial of Service (DDoS) attack is the same type of attack, except the hacker uses multiple breached devices at the same time.

Fraudulent Instruction

Fraudulent Instruction usually occurs as a targeted phone call or email that convinces an employee to alter the direct deposit information for a worker, or more seriously, for a district-funded building project.

Malware-based attacks (Ransomware, Trojans, etc.)

Malware refers to “malicious software” that is designed to disrupt or steal data from a computer, network, or server.

Man-in-the-Middle (MitM)

A Man-in-the-Middle attack (MitM) occurs when attackers intercept data or compromise your network to “eavesdrop” on you. These attacks are especially common when using public Wi-Fi networks, which can easily be hacked.

Password attacks

Password attacks are any cyberattack that uses brute force, guesswork, or deception to get you to divulge your passwords.

Phishing (spear phishing, whaling, etc.)

A phishing attack occurs when a cybercriminal sends you a fraudulent email, text (called “smishing”), or phone call (called “vishing”). These messages look like they are from someone official or a person or business whom you trust, such as your bank, the FBI, or a company like Microsoft, Apple, or Netflix.

Ransomware

Malevolent software that locks user access by encrypting data while extorting payment (a “ransom”) from the victim to de-encrypt and restore the files.

Spoofing

Email messages sent from a fraudulent account masquerading as a legitimate and trusted source to gain access to a user’s system or confidential information.

Spyware

Criminal malware on the hard drive is used to covertly monitor user activities.

Virus

A type of malware that when executed spreads from computer to computer by replicating its programming and infecting user programs and files to change the way they operate or to stop working altogether.

Zero-day exploits and attacks

Zero-day exploits are cybersecurity vulnerabilities that exist in software or network without the manufacturer’s knowledge.

2.3 Hazard Preparedness and Warning

Progreso ISD has committed to being prepared for high-priority incidents as identified in the *District-Specific Hazard Risk* (section 2.2). The following are steps that the district will take to prepare for an incident.

Backup Data

Employ a backup solution that automatically and continuously backs up critical data and system configurations. Backup files are either stored in the cloud or if backed up to a local, portable drive, maintained off the network for secure storage. If the backups are stored off-site, but still on the network, they would still be susceptible to an attack.

The district recognizes that if backup files are stored in the same place where the primary files are stored, then there is a high probability that in an incident, both sets will be destroyed.

Multi-Factor Authentication (MFA)

Require Multi-Factor Authentication (MFA) for accessing systems as needed. MFA is required with privileged, administrative, and remote access users, and will eventually be required by all users.

Patch and Update Management

Replace unsupported operating systems, applications, and hardware. Test and deploy patches quickly.

Suspicious Activity

Watch for suspicious activity that asks a user to do something right away, offers something that sounds too good to be true, or requests personal information.

Inadvertent Loss to Environmental Factors

Servers and other critical network infrastructure are not in rooms subject to water leaks (overhead plumbing) or accidental sprinkler damage. Additionally, adequate air conditioning is maintained in rooms in which network equipment is used.

Section 3 – Cyber Incident Stakeholders

3.1 Cyber Incident Stakeholders Chart

Progreso ISD has listed all stakeholders and decision-makers during a cyber incident.

**The list of individuals below is provided for informative reasons and does not indicate the order or necessity to be called for every situation.*

Contact Role	Contact Name	Phone Number	Email
Superintendent	Sergio Coronado	956-565-3002	sergiocoronado@progresoedu.net
Campus Principal(s)	Marivel Garcia	956-565-4142	marivelgarcia@progresoedu.net
Campus Principal(s)	Yulia Molina	956-565-6539	yuliamolina@progresoedu.net
Campus Principal(s)	Santos Alvarado	956-514-9500	sanalvarado@progresoedu.net
Campus Principal(s)	Edith Zuniga	956-565-1103	ezuniga@progresoedu.net
IT Director or Cybersecurity Coordinator	Jesus Pecina	956-565-3002	jesuspecina@progresoedu.net
IT Department	Orlando Cavazos	956-565-3002	ocavazos@progresoedu.net
Legal Counsel			
Critical Vendor			
Critical Vendor			
Cyber Insurance Broker or Provider <i>Policy #:</i>			
Education Service Center Cyber or Technology Director			
FBI Internet Crime Complaint Center (IC3) https://www.ic3.gov			
Department of Homeland Security - CISA https://www.cisa.gov/report			
Texas Dept. of Information Resources (DIR) Management and Reporting			
State, County, or Local Government Liaison(s)			
Texas Education Agency			
Police			
Utilities			
Utilities			

3.2 Build a Cyber Incident Response Team and Define the Roles

Progreso ISD has defined roles for the execution and management during a cyber incident.

Role	Responsibilities	Contact Name	Phone Number	Email
Cyber Incident Response Team Coordinator	Manage incident operations Identify and apply resources	Jesus Pecina	956-532-8462	jesuspecina@progresoedu.net
Team Administrator	Document incident Compile data Contact list Distribution Point of Contact for outside agencies	Jesus Pecina	956-532-8462	jesuspecina@progresoedu.net
Team Lead Investigator	Coordinate response activities Technical aspects	Jesus Pecina	956-532-8462	jesuspecina@progresoedu.net
First Responder	Investigation Reporting Arrest	Orlando Cavazos	956-565-3002	ocavazos@progresoedu.net
Public Relations	Contact List All inbound and outbound communication	Marisol Pena	956-565-3002	mpena@progresoedu.net
Public Information Officer	Manage communications, media/social media relations, and crisis communication.	Adriana Correa	956-355-4608	acorraa@progresoedu.net
Federal Government Liaison	Contact list Request resources National reporting and tracking system of cybersecurity incidents			
Asset and Inventory	Managing and tracking physical resources, proper maintenance and inventory control	Armando Lopez	956-565-3002	alopezmando@progresoedu.net

Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Responsible Role refers to a **single** responsible role associated with the district action. This individual will oversee the action's completion and any necessary general training. However, this individual may not be the same as the individual or individuals that perform the action.

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.	IT Director
Complete state certified annual training for the District Cybersecurity Coordinator located on the DIR website, per Texas Education Code §11.175(h-1). DIR Statewide Cybersecurity Awareness Training	Cybersecurity Coordinator, 5/6/2024 Must watch the video and forward to DIR when completed
Conduct a risk assessment of cybersecurity threats and vulnerabilities. - Identify the attractiveness of potential targets. - Identify critical district processes and assets.	Cyber Incident Response Team Coordinator
Install host-based firewalls and Endpoint Detection and Response (EDR) software security products.	Cyber Incident Response Team Coordinator
Configure network firewalls to block unauthorized IP addresses.	Cyber Incident Response Team Coordinator
Install EDR software.	Team Lead Investigator
Employ a backup solution that automatically and continuously backs up critical data and system configurations.	Team Lead Investigator
Regularly test the restoration of data.	Team Lead Investigator
Disable port forwarding (disable the ability to connect over the internet with other public or private computers).	Team Lead Investigator
Sign up for Dorkbot web application vulnerability notification service.	Cyber Incident Response Team Coordinator
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.	Cyber Incident Response Team Coordinator

Mitigation Phase Reduce the impact of a cybersecurity incident.	
District Actions	Responsible Role (Position responsible for this action)
Conduct continuous vulnerability scans on LEA owned systems.	Team Lead Investigator
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.	Cyber Incident Response Team Coordinator
Set EDR and anti-malware solutions to automatically update and conduct regular scans.	Cyber Incident Response Team Coordinator
Separate student networks from other sensitive district networks where possible.	Team Lead Investigator
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.	Team Lead Investigator
Require the use of Multi-Factor Authentication (MFA) or comprehensive Single Sign-on (SSO) solutions for accessing all district systems.	Team Lead Investigator
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.	Team Lead Investigator
Close or block network ports that are not in use to reduce the threat landscape of potential attacks.	Team Lead Investigator

Preparedness Phase Regularly review district readiness for a cybersecurity incident.	
District Actions	Responsible Role (Position responsible for this action)
Create an annual training plan for all employees and students.	Team Administrator
Create, maintain, and exercise a basic cyber incident response plan.	Cyber Incident Response Team Coordinator
Train faculty, staff, and students on cybersecurity incidents annually.	Cyber Incident Response Team Coordinator
Conduct cybersecurity training for Board Members.	Cyber Incident Response Team Coordinator
Join an information sharing program.	Team Lead Investigator
Document information flows by learning where data is located and how it is used for the district.	Team Administrator
Maintain hardware and software inventory.	Team Administrator
Ensure proper audit logs are created and reviewed routinely for suspicious activity.	Team Administrator
Monitor privacy settings and information available on social networking sites.	Team Lead Investigator
Test and update response plans by conducting tabletop exercises.	Team Lead Investigator
Perform annual penetration testing and routine vulnerability assessments.	Cyber Incident Response Team Coordinator
Ensure all students and employees understand and sign a network use agreement that explicitly outlines bad behaviors and consequences.	Cyber Incident Response Team Coordinator
Develop business continuity plans, as part of your Continuity of Operations Plan (COOP), for each department with essential functions.	Team Administrator
Establish an Interagency Contract with the Department of Information Resources (DIR).	Team Administrator
Consider purchasing cyber insurance for the district.	Team Administrator
Learn what actions to avoid that could disrupt the insurance process	Team Administrator

Response Phase

District actions during a cybersecurity incident.

Refer to **Section 5 - Document 4: Cyber Incident Response Plan** when a cyber incident occurs. This plan is specific to cyber incidents and clarifies roles and responsibilities as well as provides guidance on key activities that must be performed. This plan must be carried out quickly so make sure to practice it before an actual incident occurs. This plan helps prevent data and monetary loss and to resume normal operations.

The Cyber Incident Response Plan is attached to the back of this annex due to the need to access the steps quickly and easily.

Recovery Phase

Return to normal district operations following a cybersecurity incident.

Refer to **Section 5 - Document 4: Cyber Incident Response Plan** for the recovery phase. The plan specifies steps to help resume normal operations.

Section 5.0 - Documents

Document 1: Anomalies Report *(optional)*

Reporting System for Anomalies

It is important to report computer anomalies, system performance issues, strange defects in operation, etc. to the school IT Director or division. Early warning signs of Indication of Compromise (IoC), reported early, can prevent possible cascading outages. Staff should be encouraged and empowered to report such system behaviors.

When reporting attempt to provide the following:

Anomalies Reporting Table

Point of Contact	Name	Email	Phone Number
Date of Indication of Compromise		Time of Indication of Compromise	
Manufacturer		Operating System (OS)	
Description of Behavior			

Document 2: Services Restoration Priority Worksheet *(optional)*

This restoration worksheet identifies the services and systems used the district to conduct its internal and external operations. Prioritization of services and systems are critical to support restoration priorities during incident response and recovery activities. These may be listed and prioritized as part of the business continuity or disaster recovery planning process.

Consider the restoration priority for your district using the following classifications:

- *Tier 1:* Critical services or systems and life safety or public safety systems.
- *Tier 2:* Core business functions and services that enable district operations.
- *Tier 3:* Routine business functions and services that support district operations.
- *Tier 4:* Non-production services or functions that do not impact the end users.

Tier	Service or System	Function and Details	End User
Ex. 3	Library	Loaning and receiving multimedia, iPad registration and insurance	Students
1			
2			
3			
4			

{Excerpt from “[Services Restoration Priority Worksheet](#)” by [DIR](#) is licensed under [CC BY 4.0](#)}

Document 3: Hardware and Software Inventory *(optional)*

It is highly encouraged to track the district's IT resources, including computers, servers, mobile devices, IP phones, other internet-connected devices, and approved and managed software. This inventory allows IT or your managed service provider to track devices to maintain and provides a starting point to prioritize disaster recovery efforts.

Hardware Tracking Inventory

Complete and maintain the following hardware asset tracking sheet. Customize the headers as appropriate.

Asset Number	Current Status	Assigned Employee	Asset Type	Model	Manufacturer	Serial Number	Location	Description	Date Issued	Date Returned

Software Tracking Inventory

Complete and maintain the following software tracking sheet. Customize the headers as appropriate.

Software User	Name	Software Description	License Type	Version	Software Key	Date Purchased	Billing Cycle

Sensitive Asset Inventory

Complete and maintain the following sensitive asset tracking sheet. Customize the headers as appropriate.

File Name	File Type	Description	Type of Storage	Data Storage Location	Data Classification Label	Reason for Sensitivity	Individuals with Access	Notes

{Excerpt from "[CIS Hardware and Software Asset Tracking Spreadsheet](#)" by [CIS Controls™](#) is licensed under [CC BY 4.0](#)}

Document 4: Cyber Incident Response Plan (IRP)

Before a Cybersecurity Incident

Refer to *Section 4 – Actions and Responsibilities* for the Prevention, Mitigation, and Preparation Phases to prepare before a cybersecurity incident occurs.

During a Cybersecurity Incident

District actions during a cybersecurity incident.

District Actions	Responsible Role (Position responsible for this action)
Contact the IT director or team lead through established channels, as well as communication channels that do not use the ISD network (i.e., cell phones, Gmail, etc.).	Team Administrator
When possible, capture live system data (i.e., current network connections and open processes) prior to disconnecting a compromised machine from the network.	Team Lead Investigator
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.	Team Lead Investigator
Block compromised systems from communicating with other devices or with attackers.	Cyber Incident Response Team Coordinator
Implement the cyber incident response plan.	Cyber Incident Response Team Coordinator
Seek legal guidance before initiating communications.	Team Administrator
Contact a cyber insurance provider or broker if the district has an existing policy.	Team Administrator
Contact all critical software vendor(s).	Team Administrator
Contact the FBI, Law Enforcement, and Homeland Security, as needed.	Team Administrator
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.	Team Administrator
Consult with trained forensic investigators for advice and assistance prior to implementing any recovery or forensic efforts.	Cyber Incident Response Team Coordinator

During a Cybersecurity Incident

District actions during a cybersecurity incident.

District Actions	Responsible Role (Position responsible for this action)
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.	Team Administrator
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.	Team Administrator
Oversee and track containment and restoration activities, including actions taken, resource assignments, and notifications.	Team Administrator
Initiate Continuity of Operations Plan (COOP) and essential department continuity plans.	Team Administrator
Track hazard-related expenses.	Team Administrator
Track all hazard-related expenses for state and federal reimbursement, auditing, and record keeping.	Team Administrator

After a Cybersecurity Incident

Return to normal district 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.	Team Administrator
Conduct a root cause analysis to pinpoint where a malicious incident took place.	Cyber Incident Response Team Coordinator

After a Cybersecurity Incident Return to normal district operations following a cybersecurity incident.	
District Actions	Responsible Role (Position responsible for this action)
Communicate with internal and external stakeholders and manage public relations and reputation, including parents of students, if necessary.	Public Relations - Public Information Officer
Conduct continuous monitoring of networks after a breach for any abnormal activity and make sure intruders have been inhibited thoroughly.	Cyber Incident Response Team Coordinator
Activate the damage assessment team.	Cyber Incident Response Team Coordinator
Work with affected system and service owners and managers to determine resources and sequencing needed to restore operations to a normal state.	Cyber Incident Response Team Coordinator
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.	Cyber Incident Response Team Coordinator
Track restoration efforts and provide information to the emergency management team (EMT) regarding estimated and actual time to full restoration.	Cyber Incident Response Team Coordinator
After ensuring evidence has been preserved for legal and insurance purposes, and given the all-clear, eliminate all traces of the incident.	Cyber Incident Response Team Coordinator
Track damages and expenses for reimbursement claims.	Cyber Incident Response Team Coordinator
Conduct an After-Action Review (AAR) to identify areas of improvement for the incident response plan.	Cyber Incident Response Team Coordinator
Develop and implement an Improvement Plan (IP) that includes recommended changes from the incident debriefing and AAR.	Cyber Incident Response Team Coordinator
Share lessons learned through appropriate channels.	Cyber Incident Response Team Lead
Contact DIR using the cybersecurity hotline which may be reached 24 hours, 7 days a week at (877) 347-2476 (877-DIR-CISO).	Team Administrator

After a Cybersecurity Incident**Return to normal district operations following a cybersecurity incident.**

District Actions	Responsible Role (Position responsible for this action)
Districts must report security incidents to DIR within 10 days of incident closure per Texas Government, Code Section 2054.603.	
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 th day after the date on which the breach was determined to occur per Texas Government Code section 2054.603.	Public Relations - Public Information Officer
District will initiate cost recovery activities.	Team Administrator

Section 6 – Resources

6.1 Abbreviations and Acronyms

AAR	After-Action Review
CISA	Cybersecurity and Infrastructure Security Agency
COOP	Continuity of Operations Plan
DIR	Department of Information Resources
DDoS	Distributed Denial of Service
DOS	Denial of Service
EDR	Endpoint Detection and Response
EMT	Emergency Management Team
IAM	Identity and Access Management
Infosec	Information Security
IoC	Indication of Compromise
IT	Information Technology
K12 SIX	K12 Security Information eXchange
LEA	Local Education Agency
LOA	Letters of Agreement
MFA	Multifactor Authentication
MitM	Man-in-the-Middle
MOU	Memoranda of Understanding
MS-ISAC	Multi-State Information Sharing and Analysis Center
NIST	National Institute of Standards and Technology
Nmap	Network Mapper
OIG	Office of the Inspector General
OS	Operating System
PII	Personal Identifying Information
PoLP	Principle of Least Privilege
SSO	Single Sign-On
TASB	Texas Association of School Boards
TEC	Texas Education Code
TGC	Texas Government Code
TX-ISAO	Texas Information Sharing and Analysis Organization
URL	Uniform Resource Locator

6.2 Definitions

Antivirus Software: Responsible for scanning your files and looking for viruses. While it is often marketed as an antivirus, most antivirus software is anti-malware even though it's frequently promoted as antivirus (Ot, 2021).

Authentication: A security measure employed to confirm the identity of the person making a request or the message's originator when trying to authorize access to data or computer resources.

Brute Force Attack: A hacking method that uses trial and error to crack passwords, login credentials, and encryption keys.

Bug: An error, flaw, or fault in the design, development, or operation of computer software.

Cyberattack: Attempt to damage, disrupt, or gain unauthorized access to a computer, computer network, or computer system.

Cybersecurity: Measures taken to protect a computer, computer network, or computer system against unauthorized use or access.

Cyber Resilience: The capacity to foresee, endure, recover from, and adapt to unfavorable circumstances, stressors, attacks, or compromises on systems that use or enable cyber resources.

Domain Spoofing: The act of registering web domains like legitimate websites to trick individuals who mistype URLs or click on similar-looking URLs.

Doxing: The act of compiling or publishing personal information about an individual on the internet, typically with malicious intent.

Endpoint: Physical devices that connect to a network system such as mobile devices, desktop computers, virtual machines, embedded devices, and servers.

Endpoint Security: is security to protect desktops, laptops, mobile phones, etc. from malicious, unwanted software.

End of Life Software: Out-of-date software and equipment that no longer receives patches, security updates, technical support, or bug fixes, making the user vulnerable to attacks.

Firewalls: Software program or hardware device that restricts communication between a private network or computer system and outside networks.

Information Security: Protection of information and information systems from unauthorized access and disruption.

Information Technology: Development, installation, and implementation of computer systems and applications.

Malicious Cyber Actor: A person, group, or entity that creates all or part of an incident with the aim to impact an individual's or organization's security.

Malware-based Attacks: Malware refers to "malicious software" that is designed to disrupt or steal data from a computer, network, or server.

Multifactor Authentication: Security technology that requires multiple methods of authentication from independent categories of credentials to verify a user's identity (such as a password and a code or fingerprint).

Patch: A software update that can be installed to correct an issue or fix security vulnerabilities.

Port Forwarding: Allows computers or services in private networks to connect over the internet with other public or private computers or services, sometimes called port mapping.

Root Cause Analysis: Investigates the core issue that kicks off a chain of events that eventually results in the problem. It also looks for a solution in such a way that the problem is treated at the “root” or fundamental cause of the issue.

Texas Education Code § 11.175(b): District Cybersecurity Each school district shall adopt a cybersecurity policy to: (1) secure district cyberinfrastructure against cyberattacks and other cybersecurity incidents; and (2) determine cybersecurity risk and implement mitigation planning.

6.3 Resources

Cyber Insurance Information

Ritchie, J.N.& A. and Jayanti, S.F.-T., and A. (2021) *What should your cyber insurance policy cover? Cyber Insurance, Federal Trade Commission*. Available at: <https://www.ftc.gov/business-guidance/small-businesses/cybersecurity/cyber-insurance> (Accessed: 06 October 2023).

Explains why a cyber insurance policy is useful and what the policy should cover.

Cybersecurity Risk Assessment Tools

CISA. (n.d.). Guide to Getting Started with a Cybersecurity Risk Assessment. SAFECOM. Available at: https://www.cisa.gov/sites/default/files/2024-01/22_1201_safecom_guide_to_cybersecurity_risk_assessment_508.pdf

This handbook was created by SAFECOM to help public safety communications system operators, owners, and managers comprehend the processes of a cyber risk assessment to increase operational and cyber resilience. This manual contains editable reference tables that can be used by districts to identify and record the people and resources used at each stage of the assessment. Customization is encouraged.

DIR. (n.d.). *Texas Cybersecurity Framework | Texas Department of Information Resources*. Information Security. <https://dir.texas.gov/information-security/security-policy-and-planning/texas-cybersecurity-framework>

The [Texas Cybersecurity Framework](#) is a self-assessment to determine cybersecurity risks. This sample is populated with examples of how to rate yourself based on the 6 levels identified at the bottom of the first tab (SAMPLE TCF). Once you have rated yourself in all 40 objectives the graph helps determine the highest risks and prioritization for mitigation. The roadmap will help identify processes and documentation needed to reach 3.0 in each objective.

Cybersecurity Plan Building Tools

CISA. (2023, January). *Protecting our future: Cybersecurity for K-12: CISA*. Protecting Our Future: Partnering to Safeguard K-12 Organizations from Cybersecurity Threats. <https://www.cisa.gov/protecting-our-future-cybersecurity-k-12>

Reports on cybersecurity risks facing elementary and secondary schools and provides recommendations that include cybersecurity guidelines designed to help schools face these risks.

Grants

DIR. (2023, October 6). *State and local cybersecurity grant program (SLCGP)*. Information Security. <https://dir.texas.gov/information-security/state-and-local-cybersecurity-grant-program-slcgp>

The State and Local Cybersecurity Grant Program (SLCGP) has been given \$1 billion over four years (2022-2025) to address cybersecurity risks and threats to information systems owned or run by, or on behalf of, state, local, or tribal governments.

Easterly, J. (2023, October 18). *CISA and FEMA partner to provide \$374.9 million in grants to bolster state and local cybersecurity: CISA*. Cybersecurity and Infrastructure Security Agency (CISA). <https://www.cisa.gov/news-events/news/cisa-and-fema-partner-provide-3749-million-grants-bolster-state-and-local-cybersecurity>

For access to FY23 funding, applicants are encouraged to submit their cybersecurity plans created with FY22 money. With this financing, the Department of Homeland Security strengthens our collaboration and commitment to assisting our state, local, and territorial (SLT) government partners in developing the necessary cyber capabilities. FEMA. (2023). *Tribal cybersecurity grant program*. Preparedness Grants.

<https://www.fema.gov/grants/preparedness/tribal-cybersecurity-grant-program>

The Tribal Cybersecurity Grant Program provides funding to eligible entities to address cybersecurity risks and threats to information systems owned or operated by, or on behalf of tribal governments.

FEMA. (2023). *State and local cybersecurity grant program*. Preparedness Grants. <https://www.fema.gov/grants/preparedness/state-local-cybersecurity-grant-program>

The State and Local Cybersecurity Grant Program provides funding to eligible entities to address cybersecurity risks and threats to information systems owned or operated by, or on behalf of, state, local, or tribal governments.

TASB. (n.d.). *About TASB Risk Fund*. Risk Management Fund.

https://www.tasbrmf.org/about?rname=RMF_Benefits_And_Rewards

The TASB Risk Management Fund provides comprehensive and responsive risk solutions supporting educational excellence in Texas public school districts and other public educational entities.

Texas Education Agency. (2023, September 21). *Tx K-12 Cybersecurity Initiative Updates*. TEA.

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/tx-k-12-cybersecurity-initiative-updates>

LEAs who are interested and eligible to acquire TEA-funded Endpoint Detection and Response (EDR) may now request this service via the [Service Now portal](#).

Information Sharing Tools

Cybersecurity & Infrastructure Security Agency. (2023). *Incident reporting system*.

CISA. <https://www.cisa.gov/forms/report>

Provides real-time analysis and incident reporting capabilities.

Technical Assistance

Texas Education Agency. (2023, October 2). *K-12 cybersecurity initiative*.

<https://tea.texas.gov/academics/learning-support-and-programs/technology-planning/k-12-cybersecurity-initiative>

TEA in conjunction with DIR. Free Endpoint Detection & Response (EDR) subscriptions through the end of 2024-25 SY. Request for service is now open! Prioritized for small & midsize LEAs.

Texas Education Agency. (2023, November 30). *Standards for permissible electronic devices and software applications*.

<https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/standards-for-permissible-electronic-devices-and-software-applications>

House Bill 18 (88R) established [Texas Education Code, Section §32.1021](#) and requires the TEA to provide these [Standards for Electronic Devices and Software Applications](#) with which school districts or open-enrollment charter schools are expected to comply.

Progreso ISD Emergency Communications Annex



August 12, 2026

Section 1: Purpose and Scope

1.1 Purpose

The purpose of this Emergency Communication Annex is to establish the district's policies and procedures for managing clear, accurate, and timely communications during any emergency incident or disaster that impacts district operations. This annex provides guidance across all phases of emergency management: prevention, mitigation, preparedness, response, reunification, and recovery. The annex ensures that communication strategies are inclusive of the entire district community, including students, staff, families, first responders, and external partners. By doing so, the district strengthens its ability to coordinate effectively, reduce confusion, and maintain trust before, during, and after an incident, and establishes the district's policies and procedures to manage communications during an emergency incident or disaster affecting operations within the school district.

1.2 Scope

This annex addresses district planning for emergency communications and applies to the whole district community and all district property.

Section 2: General Information

2.1 Overview

In this annex, the word **emergency** refers to:

An emergency, threat, or potential situation that can impact district operations, cause potential harm, loss of life, impact the reputation of the district, or become an incident of significance in the media.

2.2 Emergency Communications

Emergency communications ensure that the district has the technology and infrastructure to ensure the timely and accurate sharing and receiving of information concerning incidents impacting the safety of district personnel, and students.

2.3 When an Emergency Occurs

Texas Education Code 37.115(c)(6): Requires district threat assessment and safe and supportive school team policies to ensure that, upon receiving information about a threat, administrators promptly notify all teaching staff, including teacher's aides, who may be directly affected, providing the nature and details of the threat and any other pertinent details to ensure student and staff safety.

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. Front Desk Staff (at the affected campus)
2. School Principal (at the affected campus)
3. District Superintendent (when time permits)
4. President of the District Board (when time permits)

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

2.4 Policies and Procedures Concerning Mandated Communications

In compliance with Texas Education Code 37.108(a)(3), the district employs local measures to ensure standardized response protocol terminology is used to facilitate communication between law enforcement, emergency services, district employees, and the public prior to an emergency. Opportunities to meet this mandate include, but are not limited to:

- Safety and Security Committee meeting agenda topics.
- Standardized Response Protocols (SRP) training for staff, substitutes, and students.

- Standardized Reunification Method (SRM) training for staff, substitutes, and students.
- Meeting with local law enforcement and emergency services to ensure shared understanding of terminology and response expectations.
- Including standardized response protocol terminology into district emergency operations plans (EOP), drills, and exercises.
- Reviewing and updating ongoing required communication procedures to remain aligned with state guidance and local partner agencies.
- In compliance with Local Government Code, Chapter 85.024, participating in **Sheriff School Safety Meetings**, which are convened by the county sheriff at least twice per year in counties with fewer than 350,000 population (spaced no less than three months apart) and at least once per year in counties with 350,000 or more population. The Progreso ISD superintendent (or designated representative), school district's police chief or school district security coordinator, and other designated staff will attend and actively participate in each meeting.

In compliance with Texas Education Code 37.108(a)(2), the district employs the following measures to ensure district employees, including substitute teachers, **have classroom access to a telephone, including a cellular telephone, or another electronic communication device** allowing for immediate contact with district emergency services OR emergency services agencies, law enforcement agencies, health departments, and fire departments:

- Intercom System
- Raptor Alert
- Radio
- Emergency Response Group Chat
- Dial 911
- Maintaining a district policy that permits and expects employees, including substitute teachers, to utilize their personal cellular devices for immediate contact with emergency services (911) or district security during a crisis.

In compliance with Texas Education Code 37.108(a)(3), the district employs the following measures to **ensure district communications technology and infrastructure are adequate** to allow for communication during an emergency:

- Intercom System
- Raptor Alert
- Radio
- Emergency Response Group Chat
- Dial 911

- Implement regular testing and maintenance schedules for the campus hardwired intercom and PA system to ensure the classroom paging buttons remain fully operational.
- Utilizing a cloud-based mass notification system or mobile application (Raptor Alert) that staff can access on their personal cellular devices to receive real-time emergency alerts and broadcast security updates.

In compliance with Texas Education Code 37.108(f)(3), the district employs the following measures to **communicate with individuals in portable buildings** during an emergency as part of our provisions for ensuring the safety of students and district personnel in portable buildings:

- At the moment, Progreso ISD does not have portable buildings.

In compliance with Texas Education Code 37.108(f)(4), the district employs the following measures to **communicate with individuals with access and functional needs** during an emergency as part of our provisions for ensuring that students and district personnel with disabilities are provided with equal access to safety during a disaster or emergency situation:

- Intercom System
- Raptor Alert
- Radio
- Emergency Response Group Chat
- Dial 911
- Ensuring all campus emergency broadcasts are sent out simultaneously via the physical classroom intercom system and as a digital text blast to staff personal cell phones to cover both auditory and visual needs.
- Implement a peer assistance buddy system where designated campus staff immediately check on or physically communicate office intercom directives to individuals with known access and functional needs during an alert.
- Utilizing the push-notification and text-alert capabilities of the district's mobile safety application on staff personal cellular devices to ensure emergency instructions are received visually and silently.
- Equipping classrooms assigned to staff or students with hearing impairments with visual alert indicators (such as strobe lights) that activate simultaneously when the main office broadcasts an emergency intercom page.

In compliance with Texas Education Code 37.108(f)(5), the district employs the following measures to provide immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a **significant threat to the health or safety of students**:

- Progreso ISD utilizes an automated mass notification platform capable of broadcasting simultaneous multi-channel alerts (SMS text, email, and automated

phone calls) to all registered parent and guardian contacts within 15 minutes of an incident's verification.

- Establishing a dedicated, pre-configured emergency landing page on the district website and leveraging verified social media channels to post real-time, official updates to mitigate misinformation during an active crisis.

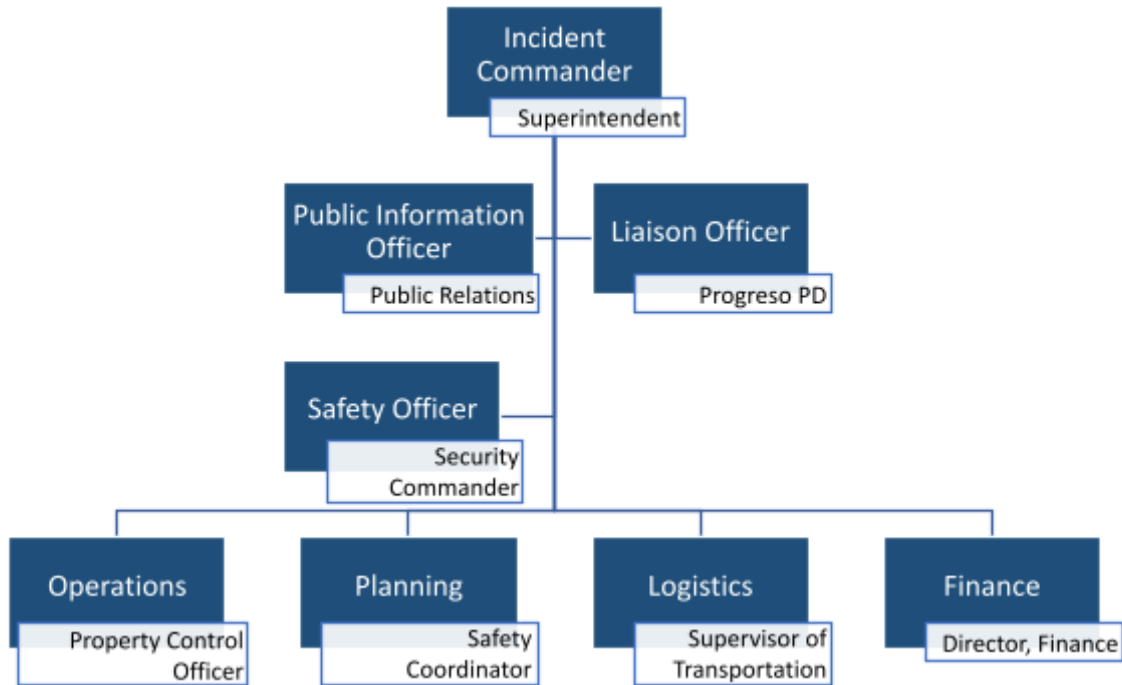
In compliance with Texas Education Code 37.113, the district employs the following measures to provide notification, as soon as possible, to the parent or guardian of or other person standing in parental relation to each student who is assigned to the campus or who regularly uses the facility, as applicable, of **a bomb threat or terroristic threat** related to a campus or other district facility at which students are present:

- Activating the [district's rapid-response communication protocol](#) to distribute a detailed, legally compliant notification via automated phone call, email and SMS message to parents of affected campuses as soon as local law enforcement has secured the scene or initiated an investigation.
- Coordinating with the local police department's Public Information Officer (PIO) to release a joint press statement or scripted community message detailing the threat status, law enforcement's response actions, and specific instructions regarding campus dismissal or student-parent reunification procedures.

Section 3: Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

The district will refer to the hazard-specific annex that is being supported by this functional annex for Incident Commander and other ICS assignments.



Section 4: Internal and External Communications During an Emergency

4.1 Internal Communications

A. Central Office Notification

The district Superintendent will be notified of any incident at a district-sanctioned event, both on district and off-district property. The School Board President will be informed of the emergency at the Superintendent or designee's discretion.

B. Classroom immediate contact with district emergency services

The district has ensured that all district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with district emergency services.

C. District Personnel and Students

Reports of Emergencies: All faculty, staff, students, and visitors are expected to report all emergencies to the school office (when an incident threatens life safety, call 911 immediately).

General Assembly: If crucial information must be shared immediately, the district or campus will assemble all students and staff and provide them with essential information.

If an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:

- Intercom system
- Telephone
- Text
- Internal alert software or program
- Email

If hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:

7. Runners, 2-way radios, and megaphones
8. Faculty Meeting: The principal or Incident Commander can hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, review emergency procedures, and plan for the next steps. This will facilitate the response and reduce misinformation and rumors.

9. Staff Meeting: If a separate meeting with staff is needed, the Incident Commander (IC) will call them to the conference room before or during the General Assembly. The IC will re-emphasize that only one spokesperson has been authorized to speak to the media.

D. Transportation Staff

Bus drivers traveling with their buses to or from school will notify the transportation coordinator as soon as possible of any significant incident that interrupts expected arrival times or will attempt to seek help from those who can communicate that message.

4.2 External Communications

A. Call Team

A Call Team is used to place or receive large volumes of calls to or from parents, community leaders, etc., and is activated by the IC. These calls may be regarding selected incidents, such as the death of a student or when the automatic dialing system is not operational or needs to be augmented. The Call Team includes a member of the IT Department who may conduct, but is not limited to, the following actions:

- Update the school website with information about the incident and what parents can do to help.
- Send broadcast messages via the parent and community email network when school office staff are tending to other issues.
- Produce information sheets or scripts for the Call Team or principal's use, the content of which is provided by the principal or superintendent.

The Call Team occupies a location where multiple phone jacks, extra phones, and a LAN connection are located for this purpose.

Call Team Members:

- 1 Instructional Aide staff
- 1 School Counselor
- 1 PEIMS Clerk
- Other staff as assigned

Call Team Responsibilities:

- Provide up-to-date information to parents when they call pre-designated cell or landline phone number(s).
- When directed, initiate calls to parents to inform them of an emergency and the status of their students.

B. Classroom immediate contact with emergency service agencies, law enforcement agencies, health departments, and fire departments.

The district has ensured that all district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with emergency service agencies, law enforcement agencies, health departments, and fire departments.

C. Media requests

All faculty, staff, students, and visitors will direct news media calls and questions to the principal, Incident Commander, Information and Media Representative, or local Public Information Officer, who will address the media and remain available for continued media updates.

- The Information and Media representative serves as a liaison to the media if needed.
- The principal or IC will decide whether to allow the media on school grounds. The media is not permitted inside the school unless authorized by the principal.
- Primary media assembly area: District Administration Building
- Alternate site: Progreso High School Campus Gym
- All media requests for faculty, staff, or student interviews must be submitted to the principal or IC for approval before the interview. No unauthorized information should be provided to the media.
- All questions and inquiries from local officials or responders will be directed to the IC. Inquiries from State or Federal officials and school board members will be referred to the Superintendent's office.
- Requests for resources needed in response to the emergency are submitted through the IC to the local Emergency Management Agency.

D. Parents, Guardians, and Authorized Adults

Parents and guardians of all students directly involved in or affected by an emergency will be contacted by the principal or staff member designated by the principal as soon as possible. The principal or designated staff member will inform parents fully of the circumstances and the school's response. The IC will consider the district's medical, counseling, legal, or other advisors' guidance in addressing the situation.

If many parents, guardians, or authorized adults must be notified of an emergency affecting their children, the principal or designated staff member will utilize an Emergency Notification Script to contact parents.

E. School Website and Social Media Accounts

Updates for parents, parent organizations, community leaders, etc., will be posted on the school's website <https://www.progresoedu.net/> and social media accounts using the same information provided to the Call Team.

Recovery activities such as counseling sessions, memorials, post-incident question-and-answer meetings, and post-recovery open houses for parents will also be posted.

Messages will be approved by the principal or superintendent and provided to District IT Staff for posting. District IT Staff will co-locate with the Call Team to enhance the continuity of information.

Section 5: Public Information Officer

In accordance with Texas Government Code 411.3735 and 418.331-418.335, the district shall employ or appoint a Public Information Officer (PIO) responsible for communicating with the public, media, and stakeholders during emergencies and disasters.

5.1 Goal of the Public Information Officer (PIO)

The goal of the Public Information Officer is to ensure the timely, accurate, and coordinated release of information to students, parents, staff, media, and community stakeholders during emergencies and routine school operations. The PIO works to build and maintain trust by providing clear, consistent messaging that promotes student, district staff, and public safety that supports the district's operational objectives, and reduces misinformation.

5.2 PIO Responsibilities During Normal Operations

During normal operations, the PIO's responsibility is promoting the school and educating the public about the educational accomplishments and the variety of services and programs the district provides. Under the general direction of the Superintendent, the PIO:

- 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, inclusive of internal and external communications.

5.3 PIO Responsibilities During an Emergency

During an emergency, the PIO is responsible for communicating with the public and with the media. The PIO ensures the community understands what is happening during a severe weather incident, global pandemic, or school 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.
- Speaking directly to the public or media to address questions and represent the organization.

5.4 PIO Training Requirements (required)

- The designated PIO must obtain certification in emergency communications from the Texas Division of Emergency Management (TDEM) within one year of hire or appointment.
- After initial certification, the PIO shall complete TDEM-approved continuing education in emergency communications at least once every 12 months.
- Required training must include, at a minimum:
 - a. National Incident Management System (NIMS)
 - b. Incident Command System (ICS)
 - c. Core emergency communication and public information skills (e.g., media relations, coordinated messaging, rumor control)
- The district shall maintain records verifying the PIO's certification and continuing education, submit such records to TDEM, and make them available for inspection upon request.
- PIOs appointed prior to the effective date of this law must obtain the required certification no later than September 1, 2026.

5.5 Designated PIO Table

Designated District PIO	
District PIO Actions	
Designated a district Public Information Officer (PIO). In accordance with Texas Government Code 411.3735 and 418.331-418.335, the district shall employ or appoint a Public Information Officer (PIO) responsible for communicating with the public, media, and stakeholders during emergencies and disasters.	Adriana Correa
Obtain PIO Certification A district PIO must obtain certification from the Texas Division of Emergency Management not later than the first anniversary of the date the public information officer was hired or appointed. TDEM Training Division Learning Management System (LMS)	August 12, 2026
Continuing Education for PIO After initial certification, the PIO shall complete approved continuing education in emergency communications at least once every 12 months. TxSSC Emergency Communications Toolkit Trainings	
Public Information Open-Records Training In accordance with Texas Government Code 552.012 (b) Each public official shall complete a course of training of not less than one and not more than two hours regarding the responsibilities of the governmental body with which the official serves and its officers and employees under this chapter not later than the 90th day after the date the public official: (1) takes the oath of office, if the person is required to take an oath of office to assume the person's duties as a public official; or (2) otherwise assumes the person's duties as a public official, if the person is not required to take an oath of office to assume the person's duties. Texas Government Code 552.012 Open Records Training	August 10 - 12, 2026 Corpus Christi, TX

Section 6: Communications Tools

Effective district emergency communications programs employ multiple and layered methods of communication with constituencies, including students, employees, parents, trustees, and community members. In an emergency, district leadership and the PIO may deploy one or all the following communications methods:

- **School Alert System** allows the campus or district to notify students and employees via call, text message, and email.
- **Campus-wide mass communications and alarm systems** broadcast emergency signage and voice notifications targeted to the affected buildings or campuses via LED signs and PA systems.
- **School District Webpage:** <https://www.progresoedu.net/>
- **District Information Hotline:** 956-565-4142
- **Social Media:** <https://www.facebook.com/progresoredants1>
- **Local News Media:** District has a detailed news media call list.

6.1 Student Cell Phones

In accordance with Texas Education Code 37.082(c)(3) and Texas Education Agency Guidance regarding student use of personal communication devices, if the superintendent determines that a legally required health or safety requirement would authorize or require the use of a personal communication device, the superintendent shall notify all appropriate staff of the circumstances by which this would be authorized or required. The school board must vote to approve any use under this exception.

Campus principals are authorized to use discretion in permitting student use of personal communication devices in emergency circumstances. Any use permitted under this exception must be reported to the board during the next regularly scheduled school board meeting.

For more information regarding the Texas Education Agency Guidance on communication devices, please visit the [TEA website](#).

Section 7: Actions and Responsibilities

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

District Action (District or campus-level actions.)	Responsible Role (Provide the title or position that has responsibility for each action.)
When conducting exercises and drills, does the district include emergency communications tasks?	Superintendent
Does the district use pre-scripted messages with language for everyday events like early- and late-dismissals and closings due to weather?	Superintendent
Does the district have a PIO, and have they been trained to assume the roles and responsibilities of a PIO during an emergency?	Superintendent

Response Phase	
District Action (District or campus-level actions.)	Responsible Role (Provide the title or position that has responsibility for each action.)
Will the district leadership and the PIO focus on gathering and providing information throughout the incident?	Superintendent
Does the district leadership and the PIO understand how to send timely and accurate notifications via established communication routes (website, social media, text or email alerts, information phone line, etc.)?	Superintendent
Will the district leadership and the PIO monitor news and social media to provide rumor control and correct false information?	Superintendent
Will the PIO coordinate with other organizations' PIOs on shared messaging?	Public Relations
How will you ensure that parents and guardians are notified as soon as possible if a bomb or terroristic threat occurs (In accordance with Texas Education Code 37.113)?	Superintendent

Reunification Phase	
District Action (District or campus-level actions.)	Responsible Role (Provide the title or position that has responsibility for each action.)
Who will communicate with the school board, local officials, and media as appropriate?	Superintendent
Who will assist in managing student anxiety, trauma, or confusion during the release process?	Director, Compliance

Recovery Phase	
District Action	Responsible Role by Position
Will the district leadership and the PIO continue providing timely and accurate incident information via established communication routes (website, social media, text or email alerts, information phone line, etc.)?	Superintendent
For external communications, should district leadership and the PIO provide information on how to help the district to recover (how the community can help, what donations will or will not be accepted, where to volunteer, etc.)?	Superintendent
Should a comprehensive timeline of critical events for the emergency be provided to the After-Action Review (AAR) team?	Superintendent
Should corrective actions be included in the accompanying Improvement Plan following the AAR?	Safety Coordinator
Who should be responsible for writing the corrective actions and delivering the timeline of key events?	Safety Coordinator

Section 8: Resources

8.1 Abbreviations and Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
DSHS	Texas Department of State Health Services
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
NIMS	National Incident Management System
PIO	Public Information Officer
SRP	Standardized Response Protocols
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center

8.2 Definitions

Access and Functional Needs: Persons who may have temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program (IEP) created under the Individuals with Disabilities Act (20 U.S.C. Section 1400, et seq.) or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

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

Call Team: A Call Team is used to place or receive large volumes of calls to or from parents, community leaders, etc., and is activated by the IC. These calls may be

regarding selected incidents, such as the death of a student or when the automatic dialing system is not operational or needs to be augmented.

Coordinating Agencies: The collaboration between different agencies to address emergency incident concerns or challenges.

District: Used to refer to an independent school district, an open-enrollment charter school, and a public junior college.

District Personnel: Includes faculty, staff, and substitute personnel authorized to carry out official duties in support of campus and district operations.

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

Human-Caused Hazard: An adversarial hazard (active shooter, vehicle ramming, etc.).

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

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

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

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

Improvement Plan: Dynamic documents, with corrective actions continually monitored and implemented as part of improving preparedness.

Junior College: A higher education institution that is also referred to as a “public junior college” in Texas Education Code.

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

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

Memoranda of Understanding: An MOU is recognized as binding; however, a legal claim cannot be based on the document. It should be customized to the capability or resources for which the agreement is developed. It formalizes the commitment of one district, agency, or organization to another and defines the responsibilities of the parties, the scope and authority of the agreement, as well as the terms and timelines. The assistance is approved by leadership.

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

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

Natural Hazard: A hazard caused by an act of nature (tornado, earthquake, etc.).

Parent: Refers to any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student during reunification.

Personal Communication Devices: Not limited to cell phones, tablets, smartwatches, radio devices, paging devices, or electronic/wearable devices capable of telecommunication or digital communication. Exempt are devices provided by the district/charter for instructional purposes.

Portable Buildings: Temporary or relocatable structure located on school property and used for instructional, administrative, or support purposes, subject to the same safety, accountability, and emergency procedures as permanent facilities.

President: The highest-ranking executive officer of a junior college.

Public Information Officer: A responsible role in the Incident Command Structure (ICS) that coordinates messaging with the public, law enforcement, emergency management, and other response agencies to ensure consistent communication during emergency incidents.

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

Superintendent: The educational leader and the chief executive officer of the school district

Technological Hazard: A hazard caused by an accident or the failures of systems or structures (major utility loss, train derailment, etc.).

Texas Division of Emergency Management: Coordinates the state emergency management program, which is intended to ensure the state, and its local governments respond to and recover from emergencies and disasters. They implement plans and programs to help prevent or lessen the impact of emergencies and disasters.

Use: Means a device turned on and capable of sending/receiving communication; “possession” includes devices in backpacks, pockets, etc.

Whole Community: Also known as whole community approach, to include students, staff, families, first responders, community partners, volunteers, and local agencies in

planning, preparing for, responding to, reunify, and recovering from emergency incidents and disasters together.

Attachment 1: Emergency Notification Scripts

Progreso ISD Emergency Notification Scripts

Standard Use for Drills & Real Emergencies

Purpose

When conducting emergency drills or responding to real incidents, Progreso ISD will:

- Ensure clear, consistent, and timely communication
 - Provide scripts for Call Team and campus administration
 - Support districtwide emergency communications tasks
 - Maintain alignment with safety protocols and Texas school safety guidelines
-

1. General Emergency Activation Script

Use when activating any emergency response

English:

“Attention staff and students. This is the _____. I. We are activating our emergency procedures. Please follow all staff directions immediately and remain calm. More information will follow as soon as possible.”

Spanish:

“Atención maestros y estudiantes. Habla la directora/el director. Estamos activando nuestros procedimientos de emergencia. Sigán todas las instrucciones del personal de inmediato y mantengan la calma. Compartiremos más información tan pronto como sea posible.”

2. Fire Drill / Fire Emergency Script

English:

“Attention: This is a fire drill (or fire emergency). Please evacuate the building immediately using the nearest safe exit. Do not stop to gather belongings. Staff, please guide students to designated assembly areas.”

Spanish:

“Atención: Este es un simulacro de incendio (o emergencia de incendio). Evacuen el edificio de inmediato usando la salida más cercana y segura. No se detengan a recoger pertenencias. El personal guiará a los estudiantes al área asignada.”

3. Lockdown Script

English:

“Lockdown, lockdown, lockdown. All students and staff, immediately secure your room. Lock doors, turn off lights, remain quiet, and move out of sight. Do not open the door for anyone until an all-clear is given.”

Spanish:

“Cierre de seguridad, cierre de seguridad, cierre de seguridad. Todo el personal y estudiantes aseguren sus salones inmediatamente. Cierren las puertas, apaguen las luces, manténganse en silencio y fuera de vista. No abran la puerta hasta que se dé la indicación de ‘todo despejado’.”

4. Severe Weather / Shelter-in-Place Script

English:

“Attention: We are initiating shelter-in-place procedures due to severe weather. Move to designated safe areas away from windows and exterior doors. Remain quiet and await further instructions.”

Spanish:

“Atención: Estamos iniciando procedimientos de resguardo debido a clima severo. Muévase a las áreas seguras designadas lejos de ventanas y puertas exteriores. Permanezcan en silencio y esperen más instrucciones.”

5. Medical Emergency Script (Campus-Wide Awareness)

English:

“Staff, please be advised that we have a medical emergency. Please continue instruction as directed and keep hallways clear for emergency responders.”

Spanish:

“Personal, se les informa que tenemos una emergencia médica. Continúen la instrucción según lo indicado y mantengan los pasillos libres para los servicios de emergencia.”

6. Reunification / Early Release Script

English:

“Attention parents and guardians: Due to an emergency situation, we are initiating student reunification procedures. Please bring valid identification and follow staff directions upon arrival. Students will only be released through official reunification points.”

Spanish:

“Atención padres y tutores: Debido a una situación de emergencia, estamos iniciando los procedimientos de reunificación de estudiantes. Por favor traiga identificación válida y siga las instrucciones del personal al llegar. Los estudiantes solo serán entregados en los puntos oficiales de reunificación.”

7. All-Clear Script

English:

“All clear. The emergency situation has been resolved. Please resume normal operations and await further instructions if needed.”

Spanish:

“Todo despejado. La situación de emergencia ha sido resuelta. Regresen a las actividades normales y esperen instrucciones adicionales si es necesario.”

Progreso ISD Evacuation and Shelter-in-Place Annex



June 30, 2026

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate if an incident requires evacuation or shelter-in-place operations by addressing planning and operational actions for multiple phases of emergency management. This will include preparedness, response, and recovery regarding evacuation and shelter-in-place operations within the school district.

1.2 Scope

This annex addresses district planning for evacuation and shelter-in-place operations and applies to the whole district community and property.

Section 2 - General Information

2.1 Overview

Evacuate

Evacuate is always followed by a location and is used to move students and staff from one location to a different location in or out of the building.

This annex will address evacuation in two parts:

10. Evacuation from Buildings

11. Evacuation from Campus

Shelter-in-Place

The use of a structure to offer protection to students and staff from an incident or threat:

6. Shelter-in-Place – Severe Weather

2.2 Safety in Portable Buildings

In compliance with [TEC 37.108](#), Progreso ISD utilizes the following measures to ensure the safety and security of those in portable buildings during evacuation and shelter-in-place operations:

- At the moment, Progreso ISD does not have any Portable Buildings

2.3 Access and Functional Needs

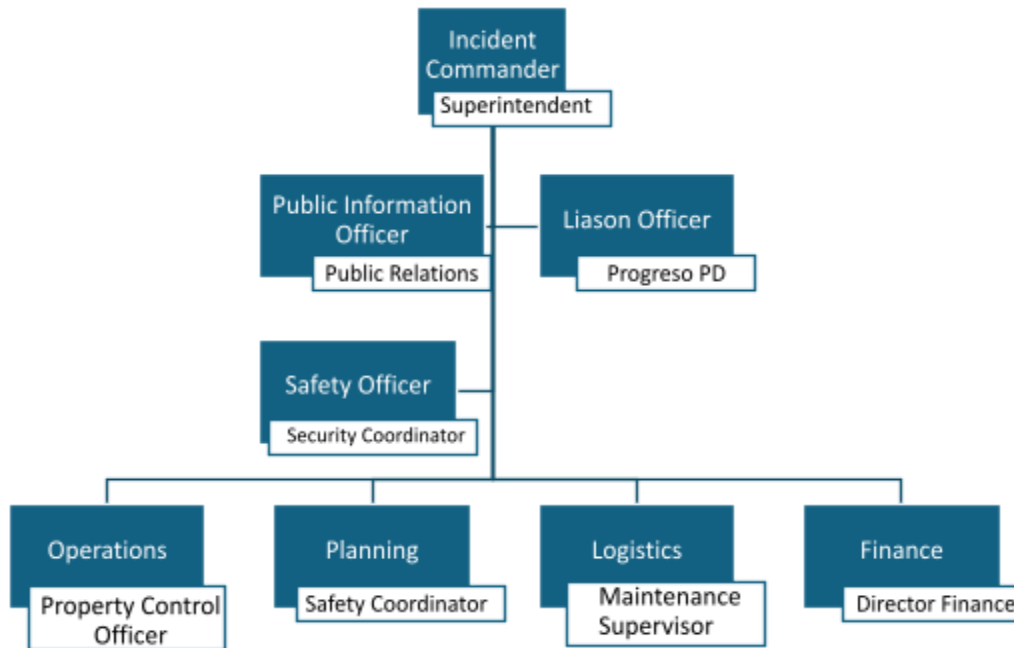
In compliance with [TEC 37.108](#), Progreso ISD utilizes the following measures to ensure the safety and security of those with access and functional needs during evacuation and shelter-in-place operations:

- Train those with access and functional needs on evacuation or shelter-in-place protocols and procedures that apply to their specific physical or emotional needs.
- Train school personnel on how they will assist specific members of the campus community with access and functional needs.
- Pre-identify areas of the school as Best Available Refuge Areas (BARA) where those with access and functional needs can temporarily shelter-in-place during an incident.

Section 3 – Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Progreso ISD Incident Commander and other ICS assignments.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

4.1 Evacuation from Buildings

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 an Evacuation from Buildings

District Action	Responsible Role By Position
Create and update building and campus maps that outline evacuation routes and staging areas on campus.	Property Control Officer
Conduct training for staff, including substitute teachers, on how to respond to a building evacuation order (where to go, what are your responsibilities, ensuring accountability of the students, etc.)	Campus Principal / Superintendent / Dir. of HR / Safety Coordinator
Create plans and procedures for re-activating transportation outside regular business or school hours.	Transportation Supervisor
Have additional procedures for evacuating students and staff with disabilities and access and functional needs.	Dir. of Compliance / Campus Principals / Transportation Supervisor
Conduct building evacuation drills with students and staff, including substitute teachers.	Campus Principal

Response Phase

District actions during an Evacuation from Buildings

District Action	Responsible Role By Position
Determine area(s) at risk: - Determine the population of risk area(s) - Identify any special facilities in risk area(s)	Campus Principal / Superintendent
Determine evacuation routes for risk area(s) and check the status of these routes.	Campus Principal / Assist. Principal / Teacher
Based on the Hazard, activate an evacuation response to the appropriate staging area. (If evacuating is due to a bomb threat, the rally point will be further away than for a fire hazard evacuation)	Campus Principal / Superintendent

Response Phase District actions during an Evacuation from Buildings	
District Action	Responsible Role By Position
Collaborate with the District to evaluate when to activate an off-campus evacuation response due to the hazard and how much time will be committed to the response.	Campus Principal / Superintendent
Notify parents and community stakeholders, if needed, via phone robo call and the district Facebook page.	Campus Principal / Superintendent

Recovery Phase Return to normal district operations following an Evacuation from Buildings	
District Action	Responsible Role By Position
Follow the ICS Organizational Chart to establish who will give the order to re-enter or re-occupy the building.	Campus Principal / Superintendent / Stakeholders
Once the order is given to re-enter the building, the re-entry response will be activated. Re-entry routes will be checked for status.	Campus Principal / Assist. Principal / Teachers
Determine if an adjustment to the school schedule is needed due to extended evacuation response.	Campus Principal / Superintendent

4.2 Evacuation From Campus

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 an Evacuation from Campus	
District Action	Responsible Role By Position
Create and update campus, city, and county maps outlining pick-up locations on campus and potential rally points at off-campus sites.	Dir. of Finance. / Transportation Supervisor
Establish agreements with off-campus facilities to use as reunification sites.	Superintendent
Conduct training for staff, including substitute teachers, on how to respond to a campus evacuation order (how to acquire transportation, where to go, what are your responsibilities, ensuring accountability of the students, etc.)?	Superintendent / Dir. of Finance & HR. / Safety Coordinator / Campus Principals

Preparedness Phase

Regularly review district readiness for an Evacuation from Campus

District Action	Responsible Role By Position
Conduct Evacuation to off-campus location exercises. Use Tabletop Exercises to start this process and discuss the many moving parts of a campus evacuation.	Superintendent / Dir. of Finance. / Safety Coordinator

Response Phase

District actions during an Evacuation from Campus

District Action	Responsible Role By Position
Determine area(s) at risk: • Determine population of risk area(s) Identify any special facilities in risk area(s)	Superintendent / Campus Principals
Determine traffic control requirements for evacuation routes.	Superintendent / Dir. of Finance. / Transportation Supervisor
Estimate transportation requirements and determine pick-up points.	Superintendent / Dir. of Finance. / Transportation Supervisor
Identify temporary shelter requirements and select preferred shelter locations, considering the need to accommodate the campus population.	Superintendent / District Directors / Campus Principals
Incident Commander will communicate with all evacuation operations coordinators via landline, cell phone, and/or group chat.	Superintendent / District Directors / Progreso PD
Notify the school community, parents, and stakeholders regarding the campus evacuation and reunification if needed via Phone Robo Call, and Facebook for the District.	Superintendent / Campus Principals

Recovery Phase

Return to normal district operations following an Evacuation from Campus

District Action	Responsible Role By Position
Follow ICS Organizational Chart to establish who will give the order for either (1) return to campus once the hazard has passed or (2) activate a reunification response at the off-campus location (see Reunification Annex).	Superintendent / District Directors / Campus Principals
Collaborate with Law Enforcement, Fire Department, EMS, and other Local Agencies to determine when it is safe for re-occupation of the main campus or if other academic accommodations will need to be made for the extended absence of the campus availability due to hazardous conditions.	Superintendent / Progreso PD / Progreso Fire Dept / EMS / Other Local Agencies
Initiate the district Continuity of Operations Plan (COOP) if necessary.	Superintendent / District Directors

4.3 Shelter-in-Place – Severe Weather

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 a Shelter-in-Place – Severe Weather

District Action	Responsible Role By Position
Conduct training for staff, including substitute teachers, on responding to a shelter-in-place order for severe weather. (Include hazards that trigger SIP, what are your responsibilities during SIP, what are the actions to discontinue SIP operations, etc.)	Superintendent / Dir. of Finance & HR. / Safety Coordinator / Campus Principals
Conduct severe weather SIP drills with students and Staff.	Superintendent / Campus Principals
Identified safe locations and approved shelters for SIP for severe weather, including locations for your staff and students in portable buildings.	Superintendent / Safety Coordinator / Campus Principals

Response Phase

District actions during a Shelter-in-Place – Severe Weather

District Action	Responsible Role By Position
Evaluate the situation to determine SIP is the proper action: Determine population of risk area(s) Identify any special facilities in risk area(s)	Campus Principal / Superintendent
Train staff, including substitute teachers, and students to follow the procedures established in the Standard Response Protocol (SRP) for shelter-in-place.	Superintendent / Dir. of Finance & HR. / Safety Coordinator / Campus Principals
Train school leadership to follow directions of responders upon their arrival. Ensure they understand how to join the incident command post and how to communicate with response agencies.	Superintendent / Dir. of Finance & HR. / Safety Coordinator / Campus Principals
Notify the school community, parents, and stakeholders regarding the campus evacuation and reunification if needed via Phone Robo Call, and Facebook for the District.	Superintendent / Campus Principals

Recovery Phase	
Return to normal district operations following a Shelter-in-Place – Severe Weather	
District Action	Responsible Role By Position
Establish and train District Leadership on the protocol for debris removal or reconstruction, depending on the damage and how to coordinate with local, county, and/or state government to acquire resources to manage debris removal or reconstruction.	Superintendent / Dir. of Finance / Safety Coordinator
Initiate the district Continuity of Operations Plan (COOP) if necessary.	Superintendent / District Directors
Conduct an After-Action Review (AAR) and implement an Improvement Plan (IP)	Superintendent / Dir. of Finance / Maintenance Supervisor / Safety Coordinator

Section 5 - Resources

5.1 Abbreviations and Acronyms

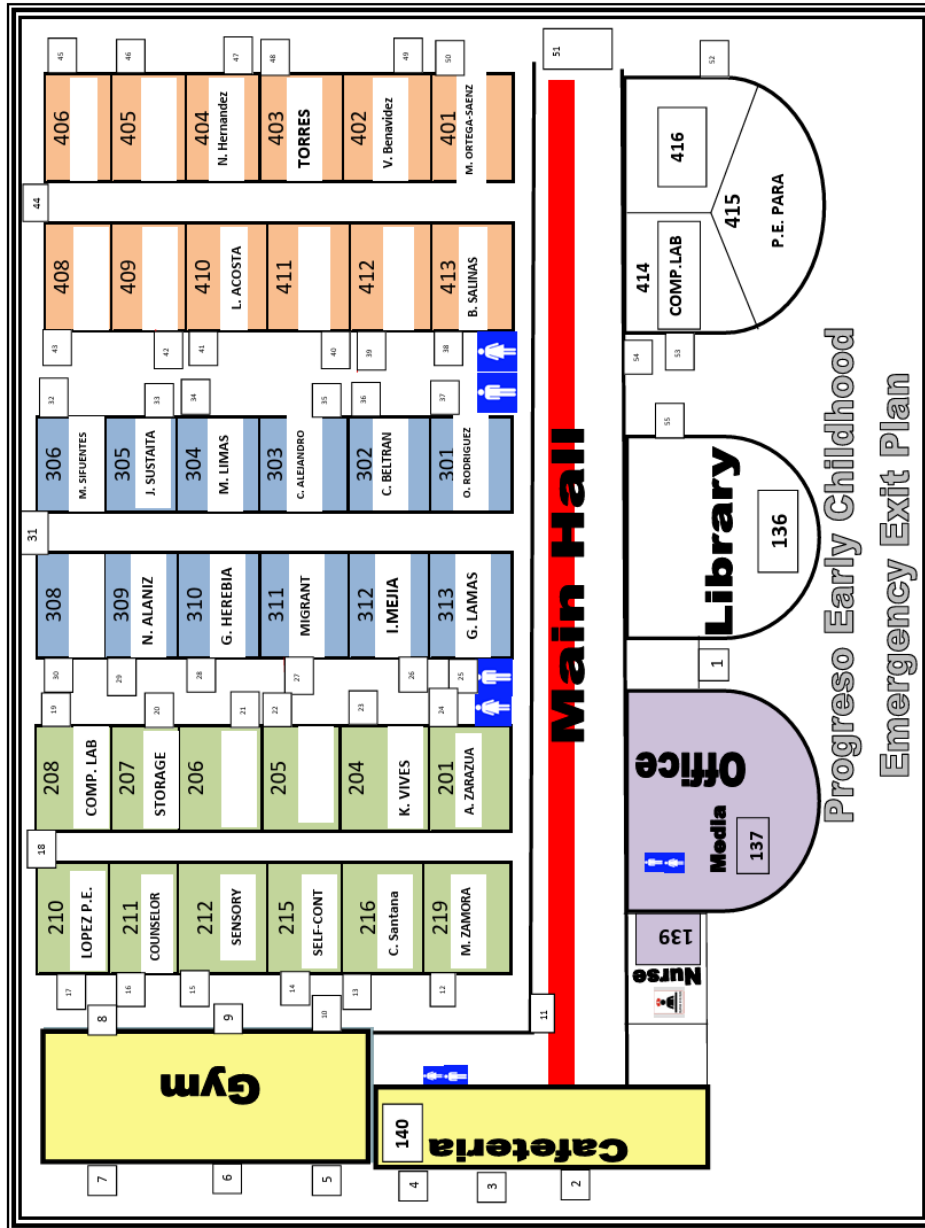
BARA	Best Available Refuge Area
Evac	Evacuation
SIP	Shelter-in-Place
SRP	Standard Response Protocol

5.2 Definitions

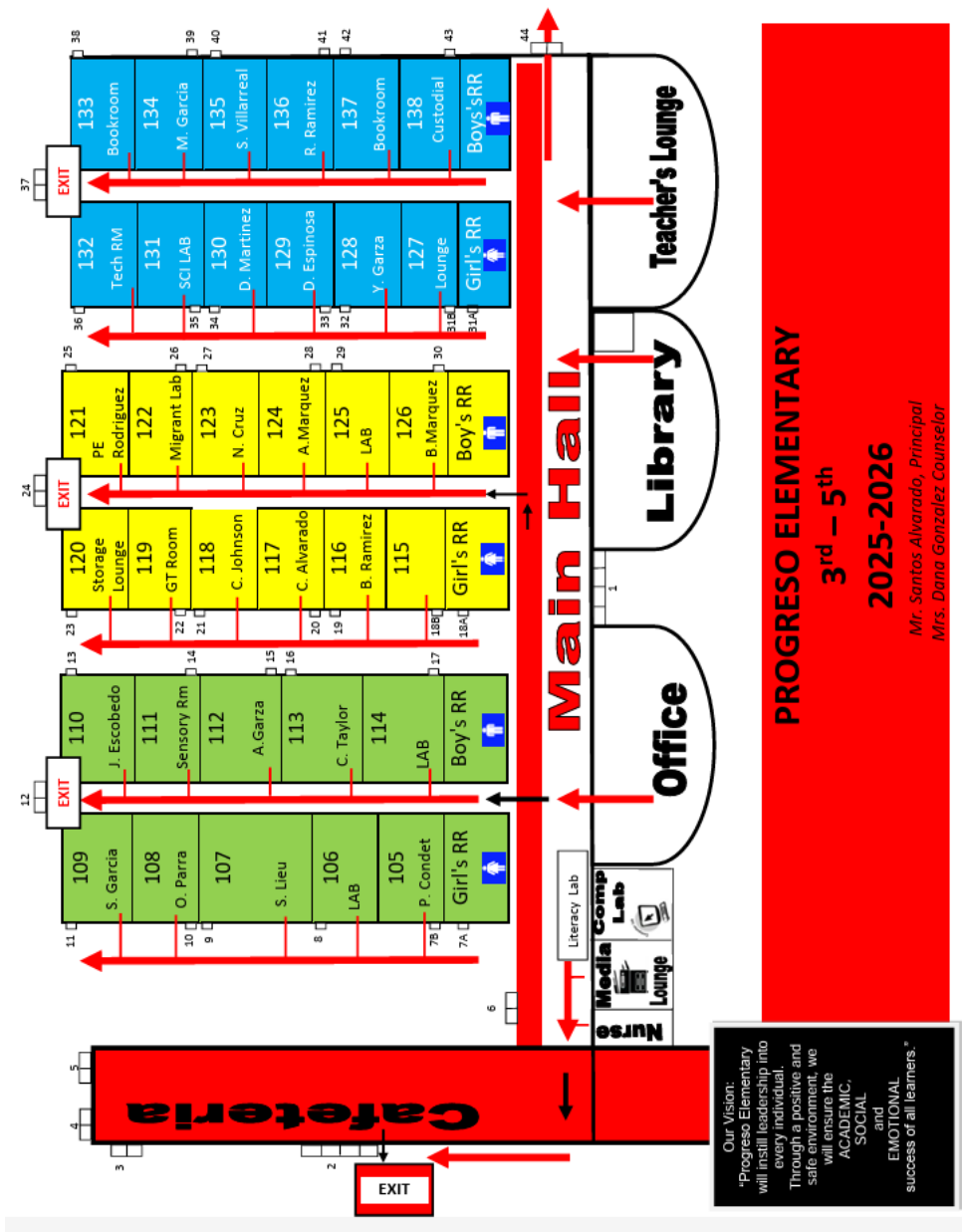
Standard Response Protocol (SRP) – Developed by the “I Love U Guys” Foundation, the SRP is based on the response to any given situation, not on individual scenarios. Like the Incident Command System (ICS), SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple - these five specific actions (Hold, Secure, Lockdown, Evacuate, and Shelter) can be performed during an incident.

<https://iloveguys.org/The-Standard-Response-Protocol.html>

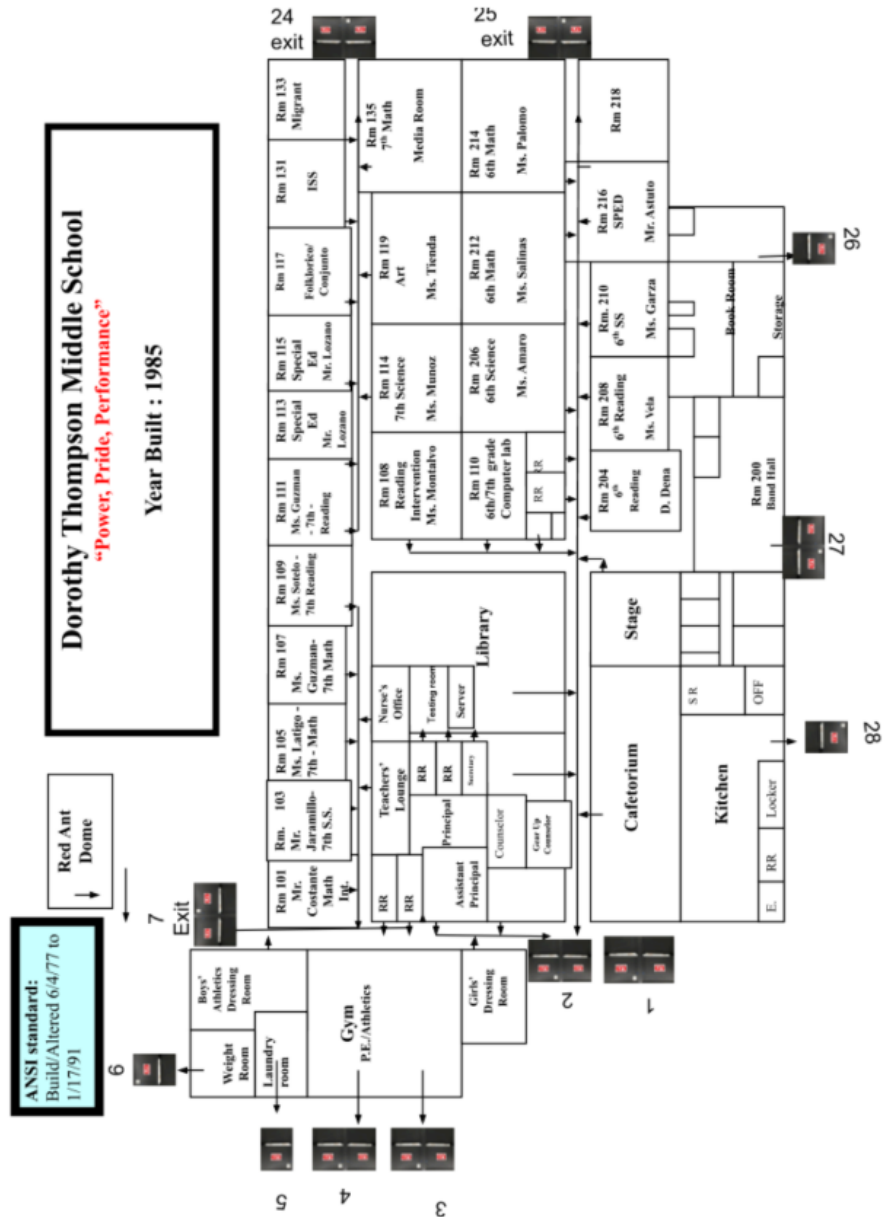
Attachment 1 – Maps (Optional)

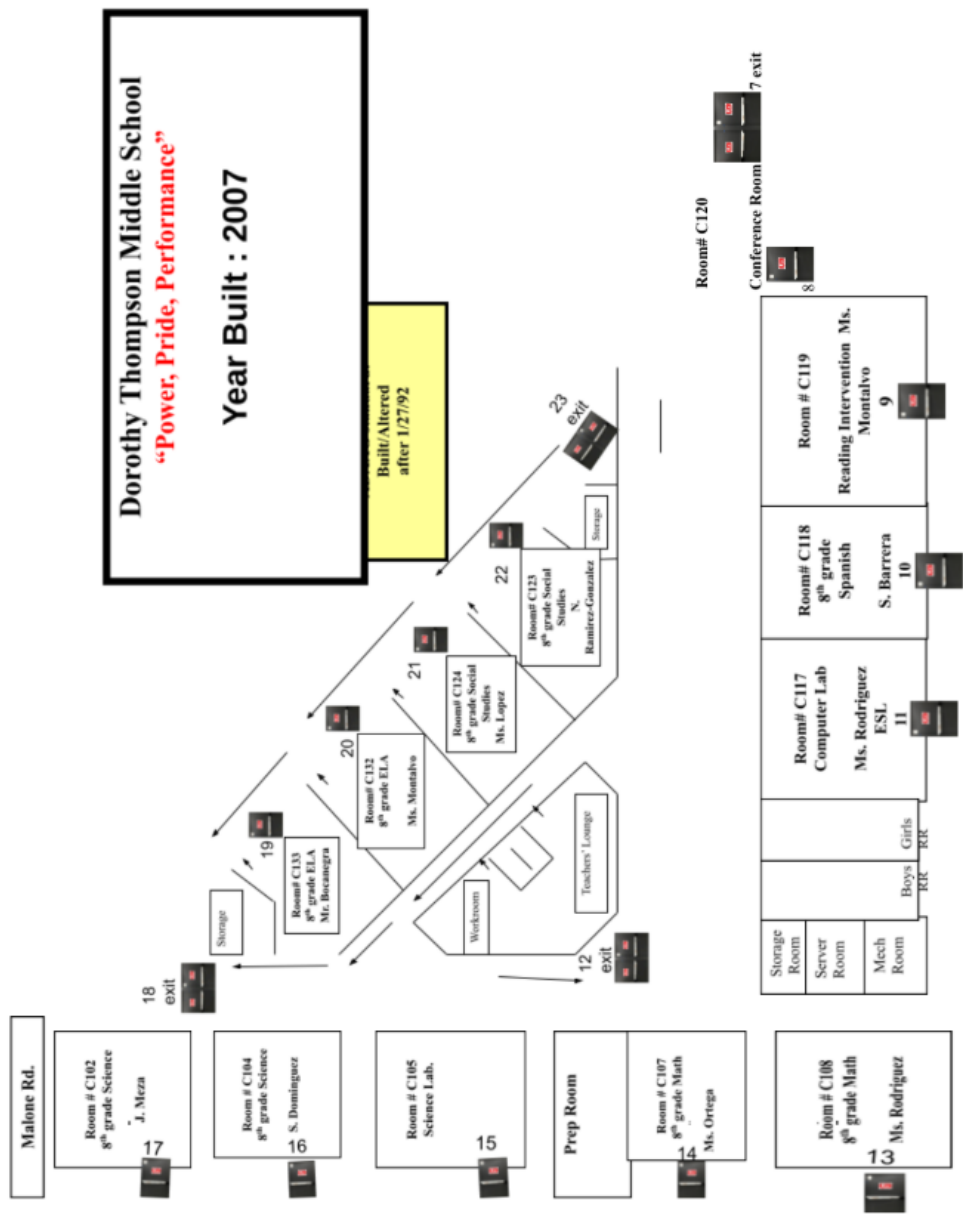




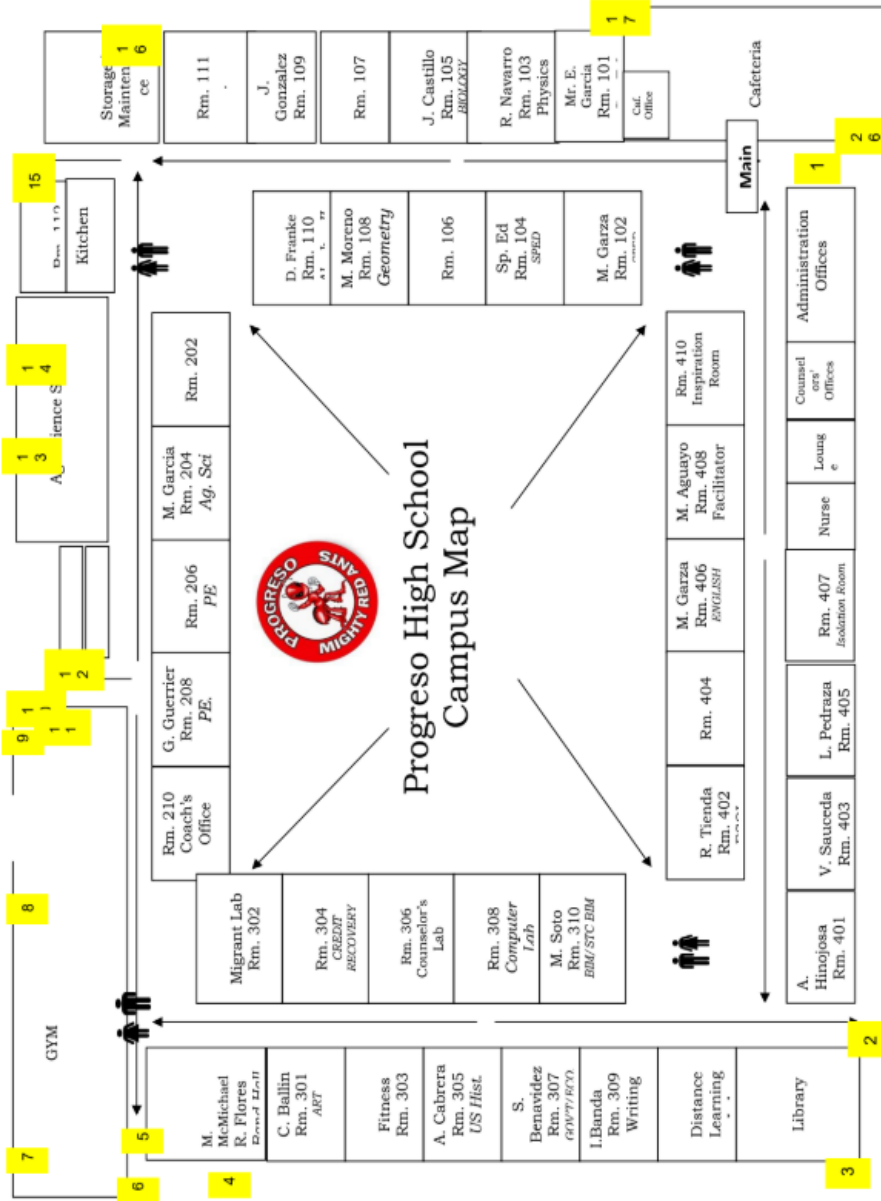


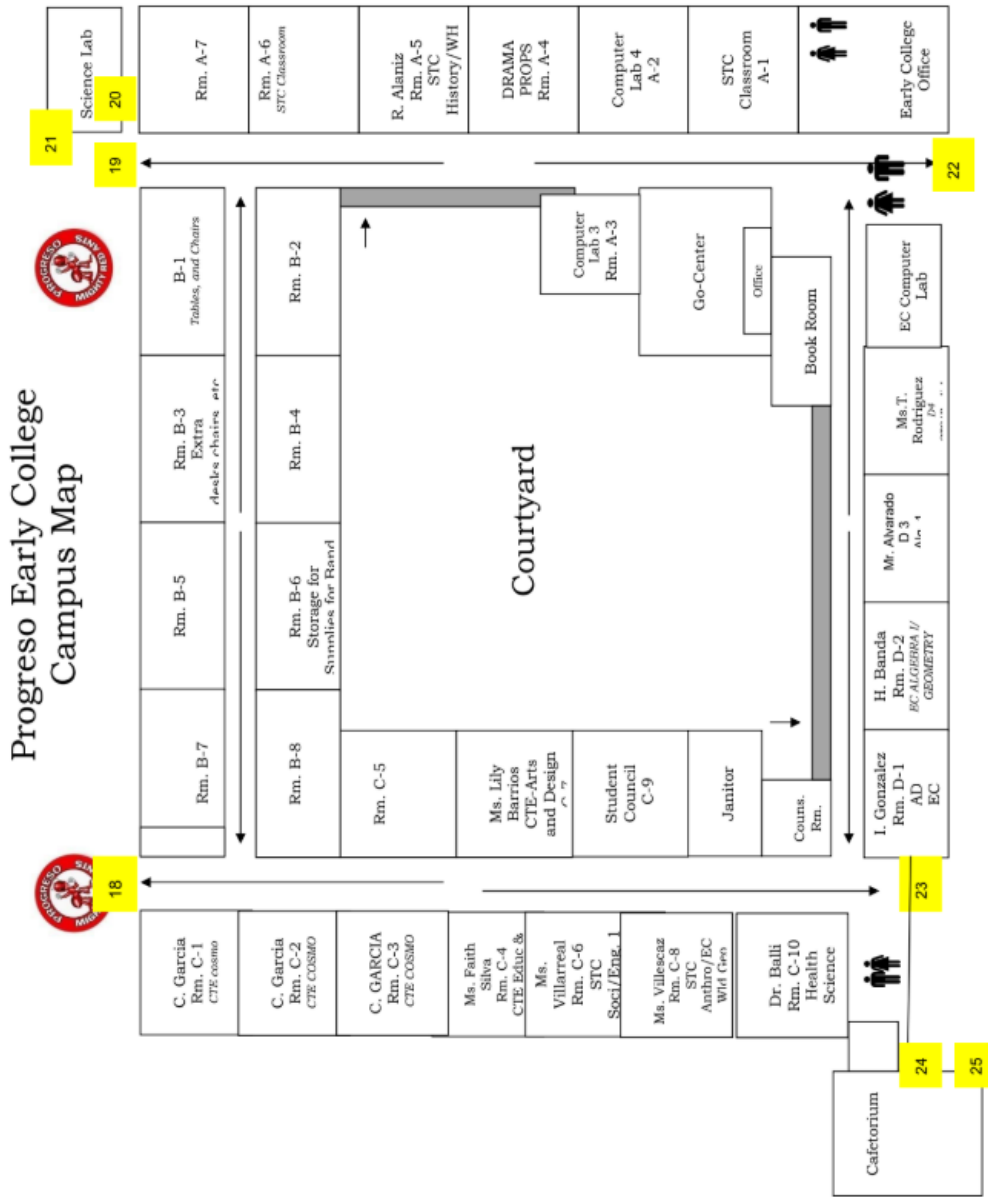


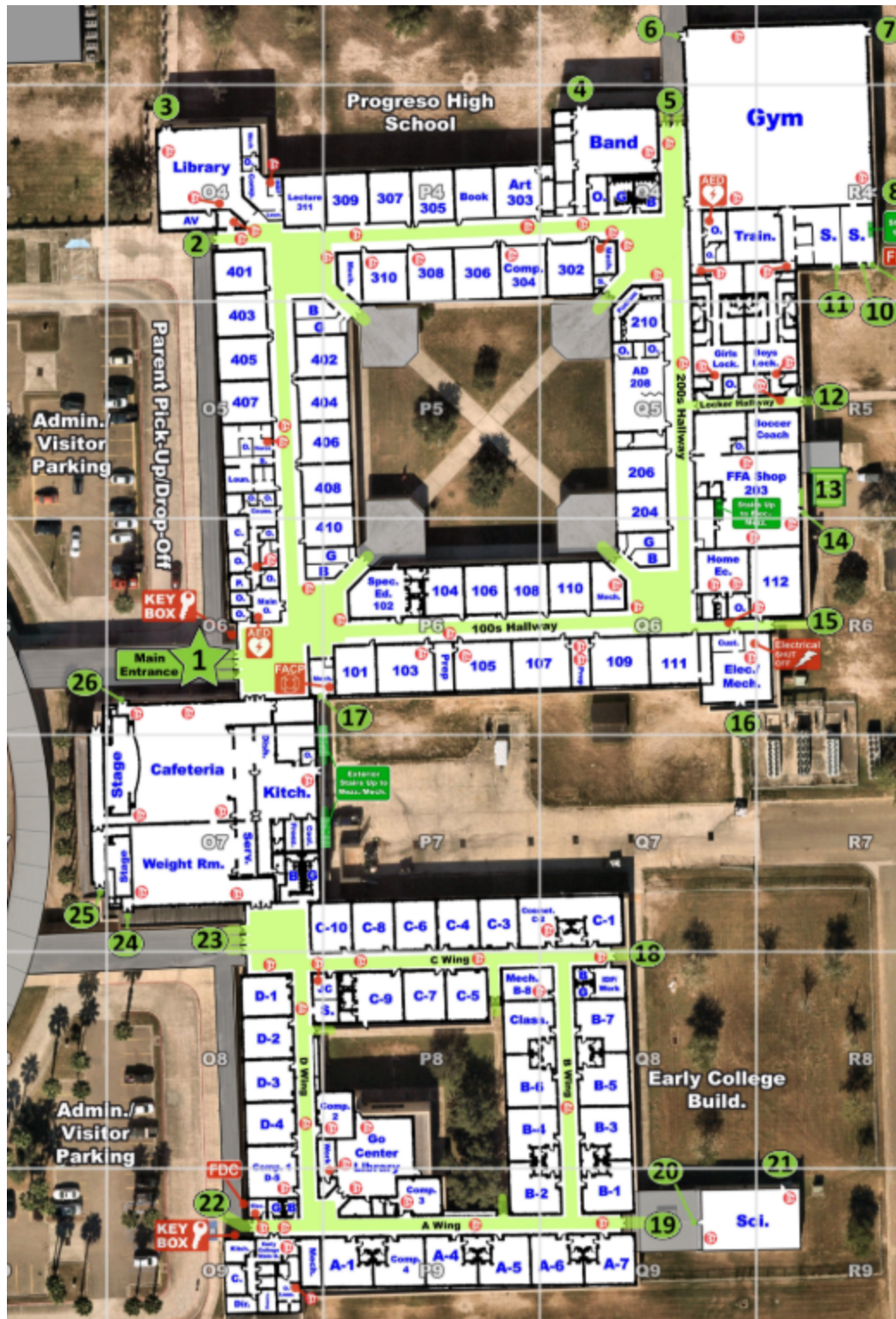














Progreso ISD Facilities Access Management Annex



June 8, 2026

Section 1 – Purpose and Scope

1.1 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).

1.2 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.

Section 2 – General Information

2.1 Accessing Facilities During a Hazard

Outside of a hazard or special event, Progreso ISD will follow internal policy directing 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 ability of district staff to adhere to the internal policy for facility access management.

2.2 Access Management and Visitor Screening

In compliance with TEC 37.108(c-2)(9), Progreso ISD has established an access management and visitor screening policy and identifies the provisions governing access to a district building or other district property.

District Access Management Policy

Progreso ISD policy for access management can be found in the Internal District Policy Document. **(EXAMPLES: GKC Local, GKC Legal, GKC (Regulation) and BBE Local policies)**

Before School Care and After School Care

Before and aftercare programs result in fewer staff members, often without administrative staff members present. When before and aftercare procedures make it difficult or impossible to use standard access management procedures, Progreso ISD will use the following modifications to screen incoming visitors:

12. There is no formal before-school or after-school care program utilized in the District

Special Event – Indoors

Indoor special events may pose problems with a large influx of visitors to the school at one time, possibly overwhelming access management staff and procedures. When a special indoor event makes it difficult or impossible to use standard access management procedures, Progreso ISD will use the following modifications to screen incoming visitors:

13. Campuses will be permitted to batch-print visitor badges in advance of the event. Any visitor who has not signed up in advance or has not been checked through the visitor management protocols will need to be processed as any other visitor on a regular school day.

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 school facility. When a special indoor event

is held after hours, Progreso ISD will make the following modifications to the standard visitor policy:

14. Designated points of entry will be determined and should be monitored by staff.
15. Campuses will use additional security staff to assist with monitoring visitors, including PISD security personnel.
16. Staff should remain vigilant and monitor visitors for any suspicious behavior. Any suspicious behavior seen should be reported immediately to on-site security personnel or, in the absence of security, to local law enforcement.

Special Event – Outdoors

When a special outdoor event makes it difficult or impossible to use standard access management procedures, Progreso ISD will use the following modifications to screen incoming visitors:

17. Campuses will use additional security staff to assist with monitoring visitors, including PISD security personnel.
18. Staff should remain vigilant and monitor visitors for any suspicious behavior. Any suspicious behavior seen should be reported immediately to onsite security personnel or, in the absence of security, to local law enforcement.
19. This special event category might include an outdoor graduation ceremony, low-attendance athletic event, fundraising event, or community gathering.

Densely Populated Athletic Event

When a densely populated athletic event makes it difficult or impossible to use standard access management procedures, Progreso ISD will use the following modifications to screen incoming visitors:

20. The densely populated athletic events at Progreso ISD will include the screening of all visitors through metal detectors.
21. Bag checks at all athletic events will be conducted by District staff.
22. The Athletics Department use additional security staff to assist with monitoring visitors, including PISD security personnel and/or law enforcement, to assist with monitoring visitors.

2.3 Access by First Responders

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

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

- Progreso ISD Guardians have access to the video surveillance system.
- Progreso ISD Guardians have a keyless badge for access to all campuses.
- Keyless badge access is provided to local law enforcement.
- Knox box is available at all facilities
- Campus maps are shared with local law enforcement.

Progreso ISD makes first responder agencies aware of the above practices by:

- Routine meetings throughout the year with Guardians and the Security Coordinator to educate and remind them of the access provided.
- Information shared in the meetings of the District's Safety and Security Committee, which are attended by local emergency management and local first responders.

2.4 Access by All District Staff (including substitutes)

Progreso ISD acknowledges that it is ideal to provide immediate staff access to all district facilities before a hazard impacts the population.

Substitute Teachers

Substitute teachers may be called into the district to assist with responding to and recovering from a hazard or assisting with school drills.

In compliance with TEC Code 37.108(f)(7), Progreso ISD utilizes the following practices for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill:

23. Progreso ISD substitutes are District employees who have been trained on safety procedures and protocols throughout the district.
24. Upon reporting for duty, substitutes are provided with a keyless access card to allow them immediate access back into the building during an emergency.
25. Substitutes are provided with access to their workspace/classroom and materials by the campus administration.

2.5 Outside Entity Facility Usage, Agreements

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

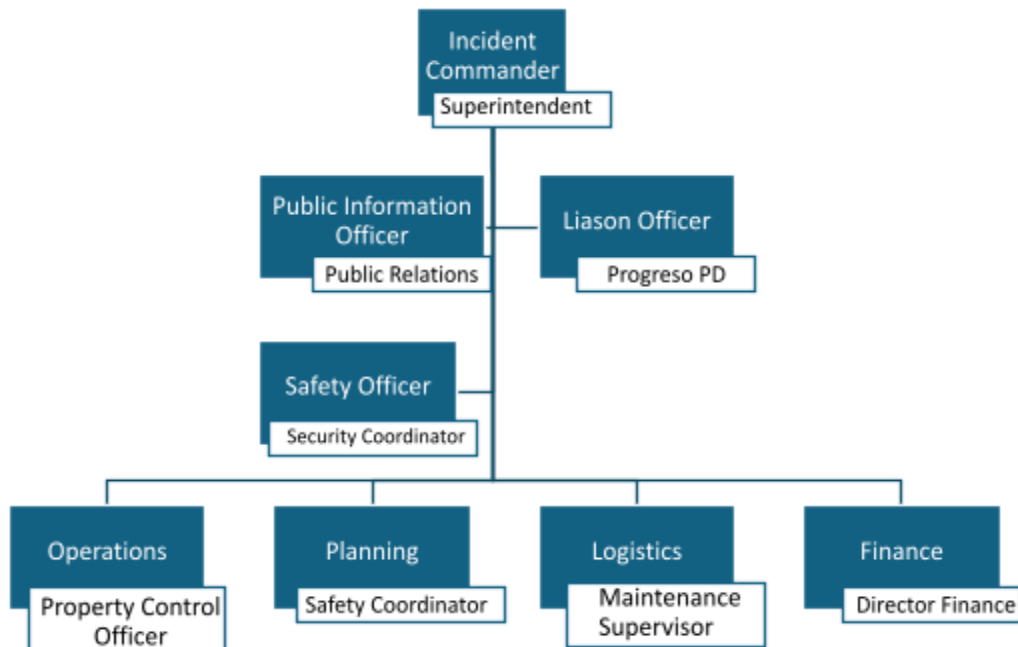
The following are the safety and security responsibilities required of outside organizations using district facilities:

- 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.

Section 3 – Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Progreso ISD will refer to the hazard-specific annex supported by this functional annex for Incident Commander and other ICS assignments.



Section 4 – Actions and Responsibilities

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
Review signed agreement by outside vendors	Superintendent
Providing additional security for events to include PISD security staff and/or local law enforcement	Superintendent
Train District staff in the Standard Response Protocol	Safety Coordinator
Ensure first responders have the access needed in case of an emergency	Security Coordinator

Response Phase

District actions to provide support for Facilities Access Management

District Actions	Responsible Role by Position
Provide security for any immediate concerns	Security Coordinator
Provide maintenance/custodial support for any concerns	Maintenance Supervisor
Activate Standard Response Protocol	All Staff

Recovery Phase

Return to normal district access management operations

District Actions	Responsible Role by Position
Provide maintenance/custodial support for any concerns	Maintenance Supervisor
Hold after-action review	Security Coordinator

Section 5 – Resources

5.1 Abbreviations and Acronyms

ICS Incident Command System

5.2 Definitions

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

Progreso ISD Hazardous Materials Annex



June 15, 2026

Section 1: Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate in the event of an incident involving hazardous materials (Hazmat) by addressing planning and operational actions for all phases of emergency management: Prevention, Mitigation, Preparedness, Response, Reunification, and Recovery.

1.2 Scope

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

Section 2: General Information

2.1 Hazard Overview

A hazardous material is any substance in a quantity or form that could pose a reasonable risk to health, environment, or property. Hazardous materials are commonly used within the district as they are often used, transported, and produced in the surrounding community. Due to the widespread presence of hazardous materials, many facilities are potentially at risk of a hazardous material release. An effective response to a hazardous material incident may require response assistance from the responsible party. In some situations, assistance may be needed from local, state, and federal agencies with jurisdictional responsibilities for incidents involving hazardous materials.

2.2 District-Specific Hazard Risk

Progreso ISD identifies the following hazards as a high priority. Where noted, these hazards are addressed in a separate appendix to this annex.

On-Campus Chemical Release

Chemicals can be found throughout a school: in classrooms, laboratories, storerooms, maintenance sheds, and numerous other areas as they are used both for maintenance and in the classroom. While useful, chemicals can be dangerous to students and staff if managed improperly.

Fixed-Facility Incident

Hazardous materials are produced or stored in many different types of fixed facilities such as petroleum refineries, chemical plants, grain elevators, distribution warehouses, automotive repair shops, propane distribution companies, pool supply companies, and drinking water and wastewater plants. School districts should identify facilities that store hazardous materials in the proximity of their campuses.

Highway Hazmat Incidents

Transportation of hazardous materials near schools and other district facilities is common. Smaller communities are more likely to have Hazmat shipments travel through town because they often lack highway bypasses to divert these shipments.

Pipeline Incidents

When pipelines are damaged or ruptured, the release of their contents may result in a variety of hazards ranging from health hazards to fires and explosions. Because of this, it is important for any school district with a campus or facility that could be affected by a pipeline rupture to have a plan in place for such an event.

Train Derailment

A train derailment incident involves one or more railway cars exiting the track. This could result in a material release, explosion, or physical damage along the railway car's path.

Radiological Emergencies

A radiological emergency involves the release of radiation from a nuclear power plant, waste facility, or another source.

2.3 Hazard Preparedness and Warning

Progreso ISD is committed to being prepared for high-priority hazards as identified in the Hazard Analysis and efficiently notifying the district community in the event of their occurrence.

Progreso ISD acknowledges that the following campuses have been identified as at-risk of being exposed to an incident involving Hazmat based on the Hazard Analysis (e.g., railroad tracks within 1000 yards of a railroad track as measured from any point on the school's real property boundary line, nuclear power plants, natural gas pipelines, large grain silos, anhydrous ammonia storage tanks, oil fields, etc.):

Facility	Address	Hazard
Progreso High School	700 N Business FM 1015, Progreso, TX 78579	On Campus Chemical (Natural Gas & Pipelines)
Progreso Elementary	1401 N Business FM 1015, Progreso, TX 78579	On Campus Chemical (Natural Gas & Pipelines)
Progreso Early Childhood	1201 N Business FM 1015, Progreso, TX 78579	On Campus Chemical (Natural Gas & Pipelines)
Dorothy Thompson Middle School	108 N Business FM 1015, Progreso, TX 78579	On Campus Chemical (Natural Gas & Pipelines)

The district coordinates with District Hidalgo County Emergency Management or Fire Marshal's Office in planning for incidents involving Hazmat that affect the school district. A staff member designated as the District Chemical Safety Officer attends Local Emergency Planning Committee (LEPC) meetings to assist in planning for hazardous material incidents in the region.

Warning the Affected the Whole Community

The district has comprehensive plans for alerting the campus community and collaborating with emergency responders during an incident involving Hazmat. The district uses the following methods to disseminate emergency information about Hazmat events to the campus community:

- Social Media
- Calls through Ascender with Bright Arrow Program
- Progreso ISD Website
- Progreso ISD Facebook

For informative event notifications to district stakeholders, see the guidance provided in the Communications Annex of the District Emergency Operations Plan (EOP).

2.4 Safety in Portable Buildings

In compliance with Texas Education Code 37.108(f)(3), the district utilizes the following measures to ensure the safety and security of individuals in portable buildings:

- Progreso ISD has no portable buildings at this time.

2.5 Access and Functional Needs

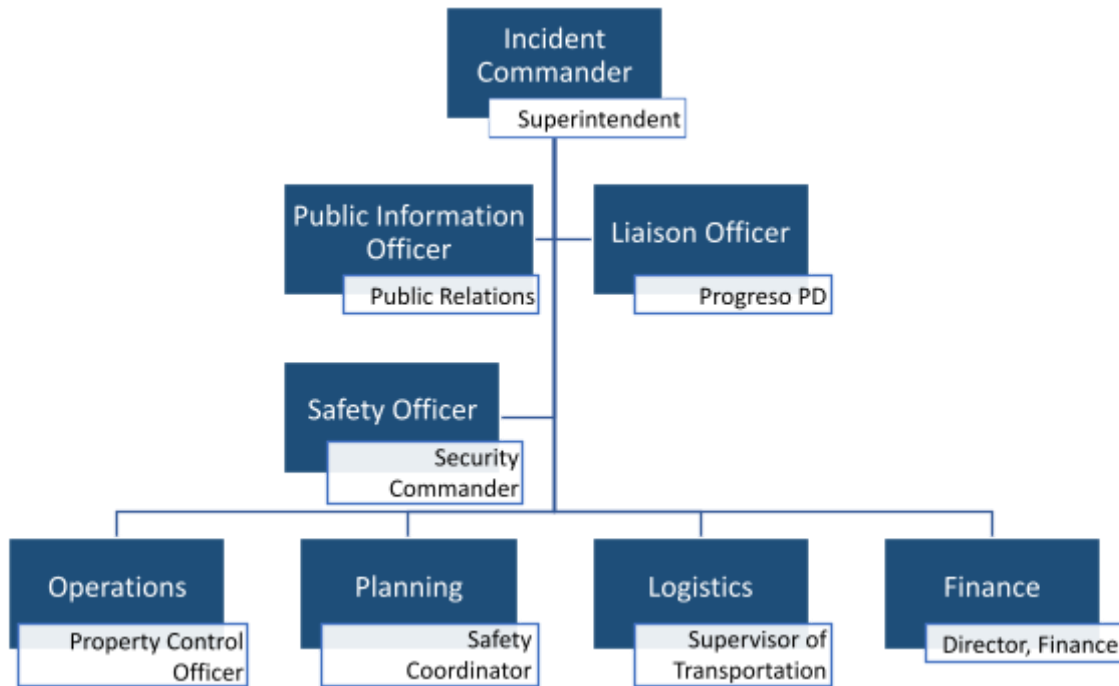
In compliance with Texas Education Code 37.108(f)(4), the district utilizes the following measures to ensure the safety and security of individuals with access and functional needs:

- LifeSkills students will be the highest priority to meet the Shelter-In-Place Drill.
- During training at the beginning of each semester, staff has been made aware that the district has an on-campus chemical (high school) within the area.
- Shelter-in-Place will be the most urgent liability.
- School gyms and the cafeteria have been designated as shelter-in-place, along with classrooms if necessary.
- Teachers and staff have been instructed to account for all students.
- Once notified by the Superintendent, all individuals will await the command from law enforcement and proceed until CLEARED.
- Media notifications will be immediately processed to make parents aware.

Section 3: Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Progreso ISD will designate an Incident Commander for a Hazardous Materials incident. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



Section 4: Actions and Responsibilities

Progreso ISD outlines district and campus-level actions across each phase of emergency management and defines the responsible role associated with each action. It identifies key actions that support each phase and ensures accountability, coordinated operational efforts, and consistent implementation throughout the district.

District Actions and Responsibilities Table

Prevention Phase	
District Actions	Responsible Role
The district has a chemical safety program that is in coordination with the Progreso Fire Department and the Hidalgo County Emergency Agency.	Superintendent / Campus Principals / Property Control Officer
Progreso ISD maintains safety data sheets at each campus to ensure that all applicable laws and regulations are followed relating to any hazardous materials within the building.	Property Control Officer
Progreso ISD Safety Officer is in a working relationship and a communication relationship with local agencies.	Property Control Officer
District will coordinate with local jurisdictions to become aware of the safe hazardous material routes near vulnerable district buildings	Property Control Officer / Maintenance Supervisor

Mitigation Phase	
District Actions	Responsible Role
Regular testing of all eye wash stations and emergency showers as applicable. Tc 37.108 (f) School Chemistry Labor Safety Guide (NIOSH)	Maintenance Supervisor
Obtaining and maintaining spill kits. Also ensuring spill kits are readily available at all locations where chemicals are used. Spill kits are readily available at all locations where chemicals are used. Assigned personnel will be trained how to seal	Maintenance Supervisor

Mitigation Phase	
District Actions	Responsible Role
doors using the spill kits during a shelter in place. TEC 37.108 (a) (3)	
Discuss fire station siting capabilities with Fire departments, especially in the vicinity of high-risk schools.	Safety Coordinator
Coordinating with local jurisdictions to learn of hazardous materials transportation routes near vulnerable areas i.e. school facilities. Coordinating with local jurisdictions, fire, and EMS to find what Hazardous materials are located within the community around campuses and facilities.	Safety Coordinator

Preparedness Phase	
District Actions	Responsible Role
Testing of mass communication systems. Both externally and internally. Internally for students and staff, including substitutes. Externally for parents and the community, using the Bright Arrow program and Facebook. This test will be conducted and evaluated quarterly.	Superintendent / Public Information Officer
Training for Staff, including substitute teachers, on safe handling procedures for chemicals used within the district.	Superintendent / Safety Coordinator
Chemical Inventory will routinely be performed to ensure the availability of SDS for all chemicals used on site. TEC37.108 (f) (2), TAC 25 Pt 1 Sub A	Property Control Officer
Coordinated efforts with local LEPC (or Local Fire Department) to identify regulated facilities and to raise awareness of hazardous materials present within the community.	Maintenance Supervisor / Property Control Officer / Safety Coordinator
Drills and exercises shall be performed at least once per semester for students and staff, including	Safety Coordinator / Campus Principals

Preparedness Phase	
District Actions	Responsible Role
substitute teachers, regarding hazardous materials. Facilities and Maintenance staff are designated and trained in the operation of the HVAC system	
Personal Protective Equipment shall be available for staff and students for hazardous materials incidents. TEC 37.108 (f) (2), School Chemistry Laboratory Safety Guide (NIOSH)	Maintenance Supervisor / Property Control Officer
First Responders are Familiar with campuses. The district has hosted meet-and-greet sessions. Providing Lunch for meetings. First responders have been given maps and are constantly encouraged to do a walk-through to ensure awareness of which areas could be considered safe areas	Safety Coordinator

Response Phase	
District Actions	Responsible Role
The appropriate Response shall be determined regarding the response protocol for a hazardous materials hazard. Bright Arrow, the text and phone will be utilized to communicate to the affected campuses and the entire community for affected schools. Shelter in Place and Evacuation for hazardous materials events will be evaluated for the appropriate response. SRP (Love U Guys Foundation)	Superintendent
The initiation of the Reunification Method regarding a hazardous materials incident and communication for the affected campuses and communities shall be activated by utilizing Raptor and Bright Arrow, phone and text. Standard Response Protocols will be used per Source. (I Love U Guys Foundation). TxSSC Best Practices	Superintendent / Public Information Officer / Campus Principals
Accounting for all campus personnel shall be done by utilizing Raptor messaging as well as the	Campus Principal

Response Phase	
District Actions	Responsible Role
campus. Ascender system rosters for students, staff roster for the campus. This process will account for all persons, including staff, students, substitute teachers, and visitors for affected campuses and facilities.	
Continuity of Operations Plan (COOP) shall be activated.	Campus Principal
Tracking Hazard-Related expenses for Hazardous Materials shall be done utilizing the Ascender Financial System for both State and Federal reimbursement auditing.	Dir. of Finance

Reunification Phase	
District Actions	Responsible Role
If the Hazardous Materials incident requires reunification, activate reunification procedures. Refer to the Reunification Annex.	District or campus title or position responsible for this action.

Recovery Phase	
District Actions	Responsible Role
The district will initiate psychological support services, including trauma- and grief-informed care for the entire population of affected campuses. The district will deploy internal and external psychological support resources as needed.	Superintendent / Dir. of Compliance
Progreso ISD has procedures outlined for minor chemical spills or releases that can be managed by each campus staff.	Superintendent / Campus Principals

Recovery Phase	
District Actions	Responsible Role
Progreso ISD has agreements with J Services (Waste and Disposal Company)	Superintendent
The district facilities management team will conduct a damage assessment of all facilities affected by a Hazardous Materials event.	Maintenance Supervisor
The district Business office/team will evaluate costs associated with recovery of the incident and will develop and implement a budget plan for long-term recovery.	Dir. of Finance
The district facilities management office/team will evaluate repair/remodeling/rebuilding needs associated with the recovery of the incident and will develop and implement a plan for long-term repair/remodeling/rebuilding recovery.	Maintenance Supervisor
The district will conduct a comprehensive After-Action Review with representation present for all roles involved in and affected by the hazardous materials hazard.	Superintendent / Dir. of Finance / Safety Coordinator
The district will initiate an improvement plan based on after-action reviews. The district will detail an improvement plan to address how the district will ensure its actions during a hazard will be effective. Once an improvement plan is introduced, the district will ensure the plan is addressed for all improvements recommended.	Superintendent / Dir. of Finance / Safety Coordinator

Section 5: Resources

5.1 Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
DSHS	Texas Department of State Health Services
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
LEPC	Local Emergency Planning Committee
NIMS	National Incident Management System
PIO	Public Information Officer
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center
UC	Unified Command

5.2 Definitions

Access and Functional Needs: Persons who may have temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program (IEP) created under the Individuals with Disabilities Act (20 U.S.C. Section 1400, et seq.) or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

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

Agreements: Consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and whole community organizations to ensure resources are available during an emergency incident.

Chain of Command: The line of authority and responsibility.

Chemical Safety Officer: Chemical safety officers are responsible for overseeing for the management of chemicals, including such functions as maintaining inventory; training others in the safe use of chemicals; responding to spills and emergencies; performing laboratory inspections; risk assessment of academic, research and service activities involving chemicals; and investigating accidents and injuries that involve chemicals. They may also be responsible for the management of their employer's hazardous waste program, which may include overseeing internal hazardous waste collection, handling, and storage; contracts with hazardous waste disposal service providers; recordkeeping and reporting to both internal and external bodies.

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

Coordinating Agencies: The collaboration between different agencies to address emergency incident concerns or challenges.

District: Used to refer to an independent school district, an open-enrollment charter school, and a public junior college.

District Personnel: Includes faculty, staff, and substitute personnel authorized to carry out official duties in support of campus and district operations.

Donations Management: The coordination processes used to support the state in ensuring the most efficient and effective use of unaffiliated volunteers, unaffiliated organizations, and unsolicited donated goods to support emergency incidents.

Environmentally Sensitive Areas (ESA): - ESAs include, but are not limited to, wetlands, biological resources, habitats, national parks, archaeological and historic sites, natural heritage areas, tribal lands, drinking water intakes, marinas and boat ramps, and wildlife areas, etc.

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

Human-Caused Hazard: An adversarial hazard (active shooter, vehicle ramming, etc.).

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

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

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

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

Improvement Plan: Dynamic documents, with corrective actions continually monitored and implemented as part of improving preparedness.

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

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

Local Emergency Planning Committee (LEPC): An LEPC is a voluntary organization that is established in an Emergency Planning District designated by the State Emergency Response Commission (SERC). Most Texas counties have a single LEPC, although some counties have multiple LEPCs that serve individual cities or communities in that county.

Memoranda of Understanding: An MOU is recognized as binding; however, a legal claim cannot be based on the document. It should be customized to the capability or resources for which the agreement is developed. It formalizes the commitment of one district, agency, or organization to another and defines the responsibilities of the parties, the scope and authority of the agreement, as well as the terms and timelines. The assistance is approved by leadership.

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

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

Natural Hazard: A hazard caused by an act of nature (tornado, earthquake, etc.).

Parent: Refers to any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student during reunification.

Portable Buildings: Temporary or relocatable structure located on school property and used for instructional, administrative, or support purposes, subject to the same safety, accountability, and emergency procedures as permanent facilities.

Public Information Officer: A responsible role in the Incident Command Structure (ICS) that coordinates messaging with the public, law enforcement, emergency management, and other response agencies to ensure consistent communication during emergency incidents.

Resource Conservation and Recovery Act (RCRA) – The RCRA gives the US Environmental Protection Agency (EPA) the authority to control hazardous waste. This includes generation, transportation, treatment, storage, and disposal of hazardous waste. RCRA also establishes a framework for management of non-hazardous solid wastes. The 1986 amendments to RCRA enabled EPA to address environmental problems that could result from underground tanks storing petroleum and other hazardous substances.

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

Reverse Evacuation: Rapidly and safely moving people inside a facility when it would be dangerous to remain outside. Reverse evacuation may be appropriate when:

- People are located outside, such as on playgrounds, on sports fields, or at an outdoor event.
- The danger, such as an armed aggressor, is outside.

Safety and Security Committee: A collaborative team of individuals that is responsible for developing, reviewing, and updating the district's Multi-hazard Emergency Operations Plan (EOP).

Superintendent: The educational leader and the chief executive officer of the school district

Technological Hazard: A hazard caused by an accident or the failures of systems or structures (major utility loss, train derailment, etc.).

Texas Division of Emergency Management: Coordinates the state emergency management program, which is intended to ensure the state, and its local governments respond to and recover from emergencies and disasters. They implement plans and programs to help prevent or lessen the impact of emergencies and disasters.

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

Whole Community: Also known as whole community approach, to include students, staff, families, first responders, community partners, volunteers, and local agencies in planning, preparing for, responding to, reunify, and recovering from emergency incidents and disasters together.

Progreso ISD
On-Campus Chemical Release
Appendix to the Hazardous
Materials Annex



June 15, 2026

Section 1: Purpose and Scope

1.1 Purpose

Chemicals can be found throughout a school and are often present in classrooms, laboratories, storerooms, maintenance sheds, and numerous other areas. These chemicals are used in both the upkeep of campus facilities as well as utilized within the state curriculum. With the absence of chemicals, schools would lack certain fundamental tools needed to operate; however, chemicals can be dangerous to students and staff if managed improperly.

This On-Campus Chemical Release Appendix identifies specific district tasks necessary before, during, and after an on-campus chemical incident.

1.2 Scope

This document applies to the whole district and the surrounding community, including first responder agencies. All district staff, including substitutes, who are assigned emergency management roles and responsibilities should receive training and have access to all district emergency plans. External stakeholders likely to respond to an incident should also review this appendix for compatibility with their operations and resources.

Section 2: Actions and Responsibilities

Specific Actions Taken Before, During, and After an Incident

Before an On-Campus Chemical Release Incident	
Task	Responsible Role
Appoint a Chemical Safety Officer. The Chemical Safety Officer should be qualified to provide technical guidance and leadership in developing and implementing provisions of the district's chemical management policy. If more information about the Chemical Safety Officer position is needed, refer to the definitions section of this document.	Property Control Officer
Develop and communicate a Chemical Management Policy. - School district administrators need to establish an overall district policy stating a strong commitment to responsible chemical management, including implementation of the policies and actions defined in this document. The policy should be communicated district-wide by the highest level of management. - The purpose of the Chemical Management Policy is to reduce student and staff exposure to chemical hazards while on campus. Selecting products with lesser hazards and properly storing them will reduce the risk of exposure. The superintendent will be responsible for the implementation and enforcement of this policy.	Property Control Officer / Safety Coordinator
Develop a Chemical Inventory. A Chemical Inventory identifies the quantities and physical locations of, as well as the potential hazards associated with, all chemicals used and stored in a school. It also serves as a reference for school and emergency personnel (e.g., the local fire department) in the event of an emergency. When used to guide necessary purchases, a Chemical Inventory can reduce the costs and management needs associated with excess chemicals.	Property Control Officer / Safety Coordinator

Before an On-Campus Chemical Release Incident

Task	Responsible Role
Regularly review and update the Chemical Inventory and include a Safety Data Sheet (SDS) for each chemical. Maintain records of toxic substances or harmful physical agents for a minimum of 30 years after the last use in accordance with 29 CFR 1910.1020.	
Review all classrooms to identify spill hazards.	Property Control Officer / Safety Coordinator
Have spill clean-up kits and personal protective equipment (PPE) available in appropriate areas and train staff on their use.	Property Control Officer / Safety Coordinator
Ensure all chemicals are labeled and stored properly.	Property Control Officer / Safety Coordinator
Make sure all district staff are aware of the Chemical Management Policy and the district's spill procedures.	Property Control Officer / Safety Coordinator
Train all district staff on what to do if a chemical release occurs: 26. Initial protective actions to take 27. Who to notify 28. Room or building evacuation routes	Property Control Officer / Safety Coordinator
Guarantee eye wash and emergency shower stations are maintained and inspected in accordance with manufacturer recommendations.	Property Control Officer / Safety Coordinator
Make certain first aid kits are stocked and inspected on a regular schedule.	Property Control Officer / Safety Coordinator
Ensure your team knows how to turn off Heating, Cooling, and Air-Conditioning (HVAC) systems if a shelter-in-place is ordered.	Property Control Officer / Safety Coordinator

During an On-Campus Chemical Release Incident

Task	Responsible Role
If a small spill occurs, and it is within the capability of in-house staff clean-up, follow your district spill procedures for the chemical involved.	Property Control Officer / Safety Coordinator
If a spill occurs, and it is beyond the in-house clean-up capabilities, follow these procedures: 7. Call 911. Tell them the name of the material, the location of the spill, and the approximate volume of spilled material. 8. Evacuate all students from the classroom using the steps in the Evacuation and Shelter-in-Place Annex (this is a separate document). 9. Evacuate adjacent classrooms if the spread of contamination is enough to affect them. 10. Do not permit any persons to enter the spill area, contact the spilled material, or place themselves at risk unless they have appropriate training and personal protective equipment (PPE). 11. Take immediate steps to prevent spilled materials from entering drains or spreading to other Environmentally Sensitive Areas (ESA) such as storm drains in parking lots, wetlands, biological resources, habitats, and drinking water intakes. 12. These steps include placing absorbent materials (stored in classrooms with a high likelihood of a spill) around the perimeter of the spill and blocking drains.	Property Control Officer / Safety Coordinator
Turn off HVAC systems.	Property Control Officer / Safety Coordinator

During an On-Campus Chemical Release Incident

Task	Responsible Role
Do not turn on or off lights, fans, or any other electronic switches.	Property Control Officer / Safety Coordinator
Activate your Continuity of Operations Plan (COOP) if needed. For more information, refer to the Continuity of Operations Plan.	Property Control Officer / Safety Coordinator

After an On-Campus Chemical Release Incident

Task	Responsible Role
Dispose of the hazardous chemical. - Hazardous waste must be disposed of in accordance with the Resource Conservation and Recovery Act (RCRA) and other applicable state and local requirements. Such requirements generally prohibit any drain disposal of hazardous chemicals or treatment of hazardous wastes beyond the potential of hydrogen (pH) adjustment and may be far more stringent than the disposal suggestions provided by chemical suppliers. - Proper chemical disposal can reduce the costs and management burdens associated with excess chemicals, including disposal costs of expired chemicals, the time required for inventory, and storage of excess and unwanted chemicals. Improper chemical management may result in costs of penalties due to enforcement actions.	Property Control Officer / Safety Coordinator
Safely reoccupy the affected area. The Incident Commander will determine when it is safe to reoccupy the classroom or building by considering air monitoring results and checking all potentially affected classroom equipment for evidence of pressure buildup, leaks, etc.	Superintendent / Property Control Officer / Safety Coordinator

After an On-Campus Chemical Release Incident

Task	Responsible Role
Conduct an after-action review (AAR) as defined in the resources section of this document. • Contact the local emergency management agency and the LEPC representative and ask them to be part of the AAR or incident debriefing. • Create an Improvement Plan (IP) as part of the after-action report following the AAR.	Superintendent / Property Control Officer / Safety Coordinator
Make any improvements needed to EOPs, annexes, or appendices based on the IP or incident debriefing.	Safety Coordinator

Section 3: Resources

3.1 Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
DSHS	Texas Department of State Health Services
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESA	Environmentally Sensitive Areas
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
LEPC	Local Emergency Planning Committee

NIMS	National Incident Management System
PIO	Public Information Officer
RCRA	Resource Conservation and Recovery Act
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center
UC	Unified Command

3.2 Definitions

Access and Functional Needs: Persons who may have temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program (IEP) created under the Individuals with Disabilities Act (20 U.S.C. Section 1400, et seq.) or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

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

Agreements: Consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and whole community organizations to ensure resources are available during an emergency incident.

Chain of Command: The line of authority and responsibility.

Chemical Safety Officer: Chemical safety officers are responsible for overseeing for the management of chemicals, including such functions as maintaining inventory; training others in the safe use of chemicals; responding to spills and emergencies; performing laboratory inspections; risk assessment of academic, research and service activities involving chemicals; and investigating accidents and injuries that involve chemicals. They may also be responsible for the management of their employer's hazardous waste program, which may include overseeing internal hazardous waste collection, handling, and storage; contracts with hazardous waste disposal service providers; recordkeeping and reporting to both internal and external bodies.

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

Coordinating Agencies: The collaboration between different agencies to address emergency incident concerns or challenges.

District: Used to refer to an independent school district, an open-enrollment charter school, and a public junior college.

District Personnel: Includes faculty, staff, and substitute personnel authorized to carry out official duties in support of campus and district operations.

Donations Management: The coordination processes used to support the state in ensuring the most efficient and effective use of unaffiliated volunteers, unaffiliated organizations, and unsolicited donated goods to support emergency incidents.

Environmentally Sensitive Areas (ESA): - ESAs include, but are not limited to, wetlands, biological resources, habitats, national parks, archaeological and historic sites, natural heritage areas, tribal lands, drinking water intakes, marinas and boat ramps, and wildlife areas, etc.

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

Human-Caused Hazard: An adversarial hazard (active shooter, vehicle ramming, etc.).

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

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

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

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

Improvement Plan: Dynamic documents, with corrective actions continually monitored and implemented as part of improving preparedness.

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

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

Local Emergency Planning Committee (LEPC): An LEPC is a voluntary organization that is established in an Emergency Planning District designated by the State Emergency Response Commission (SERC). Most Texas counties have a single LEPC,

although some counties have multiple LEPCs that serve individual cities or communities in that county.

Memoranda of Understanding: An MOU is recognized as binding; however, a legal claim cannot be based on the document. It should be customized to the capability or resources for which the agreement is developed. It formalizes the commitment of one district, agency, or organization to another and defines the responsibilities of the parties, the scope and authority of the agreement, as well as the terms and timelines. The assistance is approved by leadership.

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

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

Natural Hazard: A hazard caused by an act of nature (tornado, earthquake, etc.).

Parent: Refers to any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student during reunification.

Portable Buildings: Temporary or relocatable structure located on school property and used for instructional, administrative, or support purposes, subject to the same safety, accountability, and emergency procedures as permanent facilities.

Public Information Officer: A responsible role in the Incident Command Structure (ICS) that coordinates messaging with the public, law enforcement, emergency management, and other response agencies to ensure consistent communication during emergency incidents.

Resource Conservation and Recovery Act (RCRA) – The RCRA gives the US Environmental Protection Agency (EPA) the authority to control hazardous waste. This includes generation, transportation, treatment, storage, and disposal of hazardous waste. RCRA also establishes a framework for management of non-hazardous solid wastes. The 1986 amendments to RCRA enabled EPA to address environmental problems that could result from underground tanks storing petroleum and other hazardous substances.

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

Reverse Evacuation: Rapidly and safely moving people inside a facility when it would be dangerous to remain outside. Reverse evacuation may be appropriate when:

- People are located outside, such as on playgrounds, on sports fields, or at an outdoor event.
- The danger, such as an armed aggressor, is outside.

Safety and Security Committee: A collaborative team of individuals that is responsible for developing, reviewing, and updating the district's Multi-hazard Emergency Operations Plan (EOP).

Superintendent: The educational leader and the chief executive officer of the school district

Technological Hazard: A hazard caused by an accident or the failures of systems or structures (major utility loss, train derailment, etc.).

Texas Division of Emergency Management: Coordinates the state emergency management program, which is intended to ensure the state, and its local governments respond to and recover from emergencies and disasters. They implement plans and programs to help prevent or lessen the impact of emergencies and disasters.

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

Whole Community: Also known as whole community approach, to include students, staff, families, first responders, community partners, volunteers, and local agencies in planning, preparing for, responding to, reunify, and recovering from emergency incidents and disasters together.

Progreso ISD

Psychological Resilience

Annex



August 21, 2026

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will conduct psychological safety operations by addressing planning and operational actions for the Preparedness, Response, and Recovery phases of emergency management. This annex is intended to satisfy the requirements set out in Texas Education Code (TEC) 37.108 concerning psychological safety.

1.2 Scope

This annex addresses psychological resilience through district planning for psychological safety. Information in this annex applies to the entire district community and all district property.

Section 2 – General Information

2.1 Psychological Safety and Resilience Overview

Psychological safety refers to a climate, culture, and overall sense of security within the district community and throughout district property, that includes preventive interventions, as well as day-to-day interactions. Examples include school connectedness, social emotional instruction, accessible mental health care, professional development, and knowledge regarding mitigation of the impact of trauma.

Psychological resilience refers to the ability to bounce back or rise above adversity as an individual, family, community, or provider. Well beyond individual characteristics of hardiness, resilience includes the process of using available resources to negotiate hardship and or the consequences of adverse events. (SAMHSA, 2014).

2.2 District Grief-informed and Trauma-informed Care Programs

A program, organization, or system that is trauma-informed realizes the widespread impact of trauma and understands potential paths for recovery; recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; and responds by fully integrating knowledge about trauma into policies, procedures, and practices, and seeks to actively resist re-traumatization (SAMHSA, 2014).

Progreso ISD has adopted the following program(s) for ensuring the delivery of grief-informed and trauma-informed care:

- 3 Licensed School Psychologists - who are available to provide emergency counseling or specialized counseling services to students with or without counseling-related services.

2.3 District Grief-informed and Trauma-informed Care Resources

Progreso ISD uses the following resources to address disaster-related trauma.

Progreso ISD uses the following **internal** district resources and personnel:

School counselors / LSSPs

ESC Region One

- Compliance training bundle

Progreso ISD uses the following **external** resources and personnel:

- ESC Region One Crisis Team (Counseling Department)
- Tropical Texas Behavioral Health (Counselors / Social Workers)

- Counselors from other ISD's

2.4 Suicide Prevention Strategy

In compliance with TEC 37.108, Progreso ISD uses the following measures to integrate suicide prevention strategies for members of the district's school safety and security committee, district counselors and mental health professionals, as well as educators and other district personnel.

Progreso ISD uses the following resources to employ strategies and training for suicide prevention:

- ESC Region One Compliance Bundle (BOY Training)
- Tropical Texas Behavioral Health (Counselors / Social Workers)
- District Counselors
- District Licensed School Psychologists
- UTRGV TCHATT
- District Student Handbook (Page 40-44)

2.5 Training and Professional Development

Progreso ISD uses the following measures to integrate training and professional development for grief-informed and trauma-informed care and suicide prevention for members of the district's school safety and security committee, district counselors, and mental health professionals, as well as for educators and other district personnel.

Training and Professional Development Strategy

Grief-informed and Trauma-informed Care Training		
Audience	Program	Date Completed
School safety and security committee	The Department of Family and Protective Services Trauma-Informed Training	August 2026 - BOY Trainings
Counselors and mental health professionals	The Department of Family and Protective Services Trauma-Informed Training	August 2026 - BOY Trainings
Other district staff	The Department of Family and Protective Services Trauma-Informed Training	August 2026 - BOY Trainings

Suicide Prevention Training		
Audience	Program	Date Completed
School Safety and Security Committee	Suicide Prevention - Region One eLearning Bundle 26-27	August 2026 - BOY Trainings
Counselors and Mental Health Professionals	Suicide Prevention - Region One eLearning Bundle 26-27	August 2026 - BOY Trainings
Other District Staff	Suicide Prevention - Region One eLearning Bundle 26-27	August 2026 - BOY Trainings

Section 3 – Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Progreso ISD will refer to the hazard-specific annex that is being supported by this functional annex for incident commander and other ICS assignments.

Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase

This phase is usually not applicable to this Psychological Resilience Annex.

Mitigation Phase

This phase is usually not applicable to this Psychological Resilience Annex.

Preparedness Phase

Regularly review district readiness to support Psychological Resilience.

District Action	Responsible Role
Annual Training on Suicide Prevention	Counselors
Annual Training on Grief and Trauma	Counselors
Conduct Risk Assessments	Counselors

Response Phase

District actions to provide support for Psychological Resilience

District Action	Responsible Role
Contact Emergency Responders	Principal / Counselors
Activate Crisis Team	Principal / Counselors
Contact ESC 1 Crisis Team	Superintendent

Recovery Phase

Return to normal district operations following a traumatic incident.

District Action	Responsible Role
Contact ESC 1 Crisis Team	Superintendent

Section 5 – Resources

5.1 Acronyms

ICS	Incident Command System
SAMHSA	Substance Abuse and Mental Health Services Administration
TEC	Texas Education Code

5.2 Definitions

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

Substance Abuse and Mental Health Services Administration: This is the agency within the U.S. Department of Health and Human Services that leads public health efforts to advance the behavioral health of the nation. SAMHSA's mission is to reduce the impact of substance abuse and mental illness on America's communities.

Texas Education Code: The Texas Education Code includes all laws and rules passed by the state legislature. It applies to most educational institutions that are supported in whole or part by state tax funds.

Progreso ISD

Reunification for Schools Annex



August 4, 2026

Security Statement

In accordance with the Texas Government Code sections 418.175 – 418.182, this document contains information that is not subject to disclosure under Chapter 552, Government Code.

Section 1: Purpose and Scope

1.1 Purpose

Reunification is a bridge between response and recovery and may occur while recovery operations are still underway. The Reunification for Schools Annex establishes a safe, secure, and coordinated process for reuniting students with parents (legal guardians, authorized adults, or other individual standing in a parental role), and district personnel (faculty, staff, and substitutes), and visitors with designated points of contact following an emergency incident or disaster that disrupts normal dismissal or release procedures.

This annex provides guidance for accountability, identity verification, controlled release, and coordinated communications while prioritizing life safety and security for students, staff, and families. It supports compliance with Texas Education Code 37.108 and is designed to integrate with the district's Emergency Operations Plan (EOP), the Incident Command System (ICS), and the Standard Response Protocol (SRP).

The annex applies to any emergency incident or disaster occurring during instructional and non-instructional hours, on or off campus, and at primary or alternate reunification sites, and supports coordination with law enforcement, emergency responders, emergency management, behavioral health partners, and other supporting entities needing during family emergency assistance is needed.

1.2 Scope

This annex addresses reunification operations across the entire district community and all district-owned or district-controlled property, as well as at designated off-site reunification locations identified during an emergency incident or disaster. The reunification plan applies to incidents that disrupt normal dismissal or release procedures and require a controlled, coordinated transfer of care for students and staff.

Reunification operations include, but are not limited to, the following functions:

- Management of student and staff safety, accountability, and supervision, including tracking, identification, and controlled release processes.
- Management of parents, guardians, authorized adults, other individual standing in a parental role, community members, and the news media who may report to the incident scene or other affected locations, to maintain safety, order, and situational control.
- Coordination with first responders, including law enforcement, fire services, emergency medical services, emergency management, and behavioral health partners operating under the Incident Command System (ICS).
- Protection and preservation of crime scenes or potential crime scenes, including access control and coordination with law enforcement to support investigative and evidentiary requirements.
- Effective and coordinated communication of expectations related to student privacy, parental rights, custody considerations, and procedures designed to ensure a safe, secure, and dignified reunification environment.

This annex is designed to work alongside the district's Emergency Operations Plan (EOP) and Continuity of Operations Plan (COOP), supporting a unified and consistent approach to reunification operations across all district campuses.

1.3 Planning Assumptions

Whenever practical, and safe to do so, reunification will occur on campus grounds. When an evacuation occurs or the incident prevents an orderly on-campus reunification, the reunification site may be relocated to a pre-identified alternate location based on recommendations from law enforcement, first responders, or school officials.

A reunification operation may be required following any incident that causes a controlled or emergency release of students, including but not limited to active threat incidents, severe weather, fire, hazardous materials, transportation accidents, utility failures, or campus evacuations.

The district recognizes the following planning assumptions but are not limited to:

- The incident may occur during instructional or non-instructional hours, including before/after school programs, extracurricular activities, or community use of school facilities.
- The incident may involve multiple campuses, shared facilities, or off-site locations (e.g., field trips, athletic events).
- Staff and students in portable instructional buildings may require specific safety and security measures during an emergency incident or disaster requiring reunification.
- Immediate and complete accountability of students, district personnel, and visitors may not be available at the onset of the incident due to evacuations, sheltering, injuries, transportation disruptions, or communications outages.
- Student accountability may be complicated by students self-evacuating, students being transported by emergency responders and students with special needs or individualized support.
- Reunification may not begin until life safety operations are stabilized and authorization is given by the Incident Command.
- Parents may self-deploy to the campus or incident area, even if advised not to do so.
- Some parents may arrive without identification, be emotionally distressed or uncooperative, and may attempt to bypass reunification procedures.
- Misinformation and rumors may spread rapidly via social media, increasing pressure on school officials and responders.
- Not all individuals seeking reunification will be legal parents or guardians; custody restrictions may apply.
- A Unified Command may be established involving law enforcement, fire, EMS, emergency management, and school officials.

- Multiple supporting agencies may self-dispatch and arrive on scene unexpectedly, requiring coordination and accountability upon arrival.
- Law enforcement may retain control of the scene for extended periods due to ongoing threats, investigations, and evidence preservation.
- Alternate reunification sites may include other district campuses, community centers, faith-based facilities, or junior colleges.
- Transportation to reunification sites may be delayed or limited due to traffic congestion or emergency response activity.
- Normal communication systems may be degraded or unavailable, including cellular networks, internet access, and district platforms.
- Information will need to be released in a controlled, coordinated manner through the district's Public Information Officer (PIO), Joint Information System (JIS), if activated, or district personnel.
- Multilingual communication may be required to support the school community.
- Some students may require additional support during reunification, including students with disabilities, students with access and functional needs, students with medical needs, early childhood students, and students experiencing trauma or emotional distress.
- Behavioral health and crisis counseling resources may be required for students, staff, and families during and after reunification.
- Reunification operations should prioritize student safety over speed.
- Prompt reunification operations may last several hours or longer, requiring staff rotations and relief.
- Staff may be personally impacted by the incident while still expected to perform assigned roles.
- Mutual aid, district support staff, contractors, or volunteers may be required to sustain operations.
- Additional follow-up reunification efforts may be needed for hospitalized students, students in law enforcement custody, or child protective services.
- After-action reviews are necessary to identify gaps, strengths, and improvement areas.
- The district will create an improvement plan based on findings from the after-action review.

Section 2: General Information

2.1 Reunification Overview

Reunification operations may be initiated following incidents that disrupt normal dismissal procedures or require a controlled release of students, district personnel, and visitors, including but not limited to:

- Active threat incidents including active attacker, armed intruder, or credible threat situations.
- Law enforcement operations on or near a campus that impact safety or access.
- Fire or explosion, including structure fires, wildfires, gas leaks, or utility-related incidents.
- Severe weather events, such as tornadoes, hurricanes, flooding, extreme heat, or severe storms.
- Hazardous materials incidents, including chemical spills, vapor releases, or nearby industrial accidents.
- Transportation incidents, including school bus accidents or accidents involving students during school-sponsored travel.
- Train derailments or rail incidents involving hazardous materials near school grounds.
- Medical emergencies or mass casualty incidents involving multiple students or staff.
- Bomb threats or suspicious packages requiring evacuation or lockdown.
- Structural damage or building failure, including roof collapse or unsafe facilities.
- Utility failures, including extended power outages, water loss, or gas disruptions impacting campus operations.
- Cybersecurity incidents that compromise communication, access control, or student accountability systems.
- Community incidents adjacent to a campus, such as criminal activity or large-scale emergencies affecting school operations.
- Evacuation or relocation of students to alternate sites due to unsafe campus conditions.
- Incidents occurring during extracurricular activities, athletic events, field trips, or off-campus school-sponsored functions.
- Public health emergencies, including communicable disease outbreaks or environmental health hazards.
- Any incident determined by Incident Command to require a controlled, documented reunification process to ensure student and staff safety and accountability.

2.2 (M) Standard Reunification Method (SRM)

Progreso ISD will establish and maintain standardized reunification procedures to ensure the safe, secure, and accountable release of students to parents and the reunification of district personnel and visitors with designated points of contact following an emergency incident or disaster.

The district will coordinate reunification operations with law enforcement, emergency responders, emergency management, and behavioral health partners under the Incident Command System (ICS) to maintain scene security, protect student privacy, and support an orderly reunification environment for each campus.

The district will ensure reunification measures include student and staff accountability, identity verification, controlled release, documentation, and consistent, timely communication to promote a safe, dignified, and well-managed reunification process.

2.3 (M) Individuals with Access and Functional Needs

In compliance with Texas Education Code 37.108(f)(4) and 37.1086(a), the district utilizes the following measures to ensure that students and district personnel with disabilities and access and functional needs are provided equal access to safety during an emergency incident or disaster.

Planning will consider those with disabilities and access and functional needs in site assessments and transportation needs.

- All faculty and staff are trained in evacuation procedures to properly assist individuals with disabilities and access and functional needs.
- Evacuation chairs or mobility-assistive devices are pre-positioned in key areas of multi-story buildings. (Progreso ISD multi-story buildings)
- Campus maps identify accessible evacuation routes and designated safe areas.
- Designated district personnel will review and verify procedures to effectively address the needs of individuals with disabilities and access and functional needs.

2.4 District Operations and Campus Operations

The district oversees all actions in the Emergency Operations Plan (EOP), including the Basic Plan, Continuity of Operations Plan, and supporting annexes. The district communicates regularly with campuses and the community about emergency planning and coordinated emergency operation efforts.

The district administration reviews campus EOPs, provides guidance after major emergencies, and supports campuses during reunification operations. Campus administration ensures district actions are implemented, trained, and exercised at their campus, with appropriate district oversight, resources, and support.

The reunification process may take place before, during, and after an emergency incident or disaster, and the lines of communication between the district, each campus, and the whole community must be detailed, clear, and standardized to facilitate

communication between law enforcement, emergency services, district employees, and the public who may become impacted.

2.5 (M) Communication

Communication is critical during any emergency incident or disaster to ensure the safety of students, district personnel, and visitors, while enabling coordinated response actions. It provides emergency responders, campus personnel, and district administrators with timely instructions and situational awareness, informs parents of student status and reunification procedures, and supports accurate, consistent messaging to the community and media.

The district will ensure timely, accurate, and messaging notifications are sent to district personnel, campuses, students, families, and the whole community. Communication methods, responsible roles, and procedures are defined in the district's Communication Annex, which governs all internal and external messaging during emergency operations efforts.

The district is committed to routinely testing, training, and exercising its communication systems to ensure readiness and operational effectiveness. Communication systems that may be utilized to notify parents, district personnel, and students, include but are not limited to:

- Automated Notification System BrightArrow (Phone calls, text messages, and emails)
- District Website
- District Social Media Accounts
- Local Media Outlets
- Public Information Officer (PIO) Releases
- Mobile App Notifications (if applicable)
- Email Distribution Lists
- On-Site Signage and Public Address Systems
- Community Partner Communication Channels

Clear procedures will be established for internal and external communications to support coordinated information sharing and situational awareness. Established lines of communication between internal and external stakeholders ensure coordinated information sharing and situational awareness.

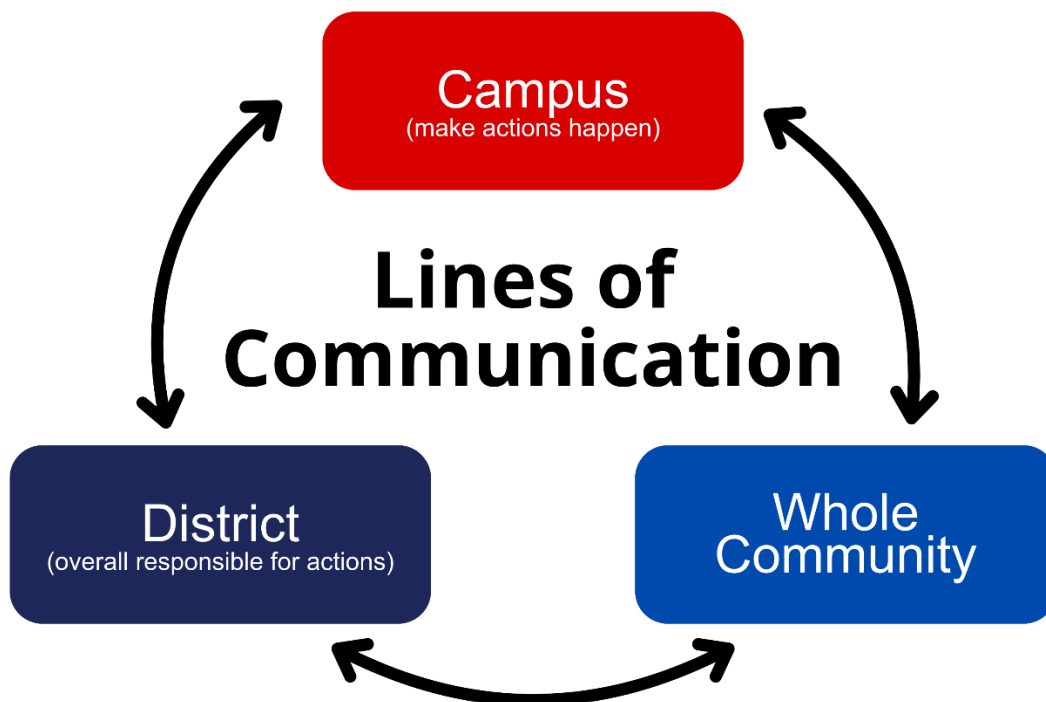
Information sharing is an intentional and timely exchange of accurate, relevant information among campuses, district administration, first responders, and partner agencies to support coordinated incident management and informed decision-making, and includes, but is not limited to, key actions such as:

- Law enforcement and other first responders providing operational and safety updates to district and campus administration.

- District administration disseminating coordination, resources, and operational status information to campuses and supporting agencies.
- The Public Information Officer issuing approved, consistent messaging to parents, district personnel, media, and the whole community.

Situational awareness is the shared understanding among district administration, campus administration, first responders, and partner agencies of what is occurring during an incident and what is likely to occur next, enabling timely and coordinated decision-making, and includes, but is not limited to, key elements such as:

- Recognizing current incident conditions and safety threats based on verified reports and observations.
- Understanding how incident developments impact student and district personnel accountability, operations, and protective actions.
- Anticipating operational needs, resource requirements, and potential secondary effects as the incident evolves.
- Maintaining a common goal across campus, district, first responders, and partner agencies to support consistent actions and messaging.



Section 3: Incident Command System (ICS)

- **(M) Incident Commander Designation**

Progreso ISD will designate an Incident Commander for Reunification. The Incident Commander has overall authority and responsibility for conducting incident operations. The Incident Commander is the individual responsible for on-scene incident activities, including developing incident objectives and ordering and releasing resources.

The district Incident Commander for reunification is the Superintendent.

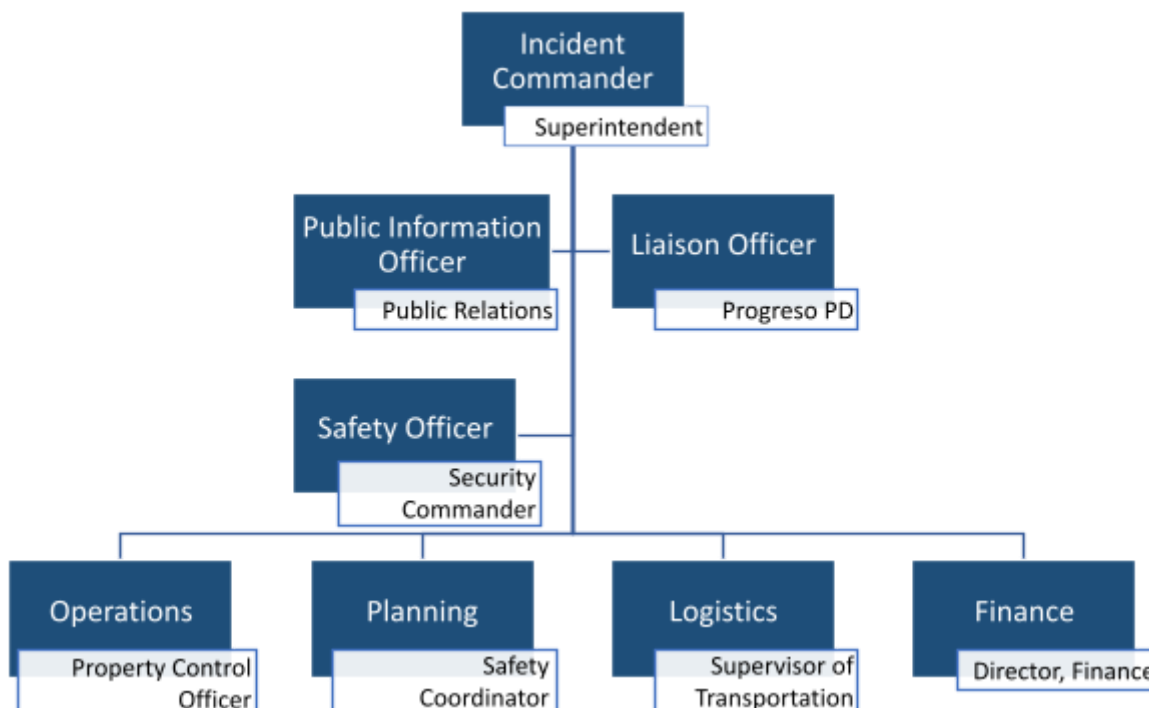
The Campus Principal is designated as the Incident Commander for reunification subject to relief as operational needs dictate.

3.2 Public Information Officer (PIO)

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

The district's Public Information Officer (PIO) for reunification is part of the Incident Command System (ICS) structure and is listed within the district's [Communication Annex](#).

3.3 Incident Command System (ICS) Organizational Chart



3.4 Incident Command System (ICS) Responsible Roles

Liaison Officer

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

Public Information Officer

- Determine, according to direction from the Incident Commander, any limits on information release.
- Develop accurate, accessible, and timely information for use in press/media briefings.
- Obtain Incident Commander approval of news releases.
- Conduct periodic media briefings.

- Arrange for tours and other interviews or briefings that may be required.
- Monitor and forward media information that may be useful to incident planning.
- Maintain current information, summaries, and/or displays on the incident.
- Make information about the incident available to incident personnel.

Safety Officer

- Identify and mitigate hazardous situations.
- Stop and prevent unsafe acts.
- Create and maintain site-specific safety information.
- Prepare and communicate safety messages and briefings.
- Review the Incident Action Plan (IAP) for safety implications.
- Assign assistants qualified to evaluate special hazards.
- Initiate preliminary investigation of accidents within the incident area.
- Identify and support individual medical needs.
- Participate in planning meetings to address anticipated hazards associated with future operations.

Operations Section Chief

- Manage tactical operations.
- Determine strategies and tactics for incident operations.
- Ensure safety of tactical operations.
- Oversee the Operations Section's central role in the incident action planning process.
- Supervise execution of the Operations Section's assignments in the Incident Action Plan (IAP).
- Request additional resources to support tactical operations.
- Approve release of resources from operational assignments.
- Make or approve expedient changes to the IAP.
- Maintain close contact with the Incident Commander, subordinate Operations Section personnel, and other agencies involved in the incident.

Planning Section Chief

- Collect and manage incident-relevant operational data.
- Supervise or facilitate incident planning activities.
- Supervise preparation of the IAP.

- Provide resource input to the Incident Commander and Operations Section in preparing the IAP.
- Reassign out-of-service personnel within the ICS organization, as appropriate.
- Compile and display incident status information.
- Establish information needed and report schedules for units (e.g., Resources Unit, Situation Unit).
- Determine the need for specialized resources.
- Establish specialized data collection systems as necessary (e.g., weather).
- Assemble information on alternative strategies.
- Provide periodic predictions on potential incidents.
- Report significant changes in incident status.

Logistics Section Chief

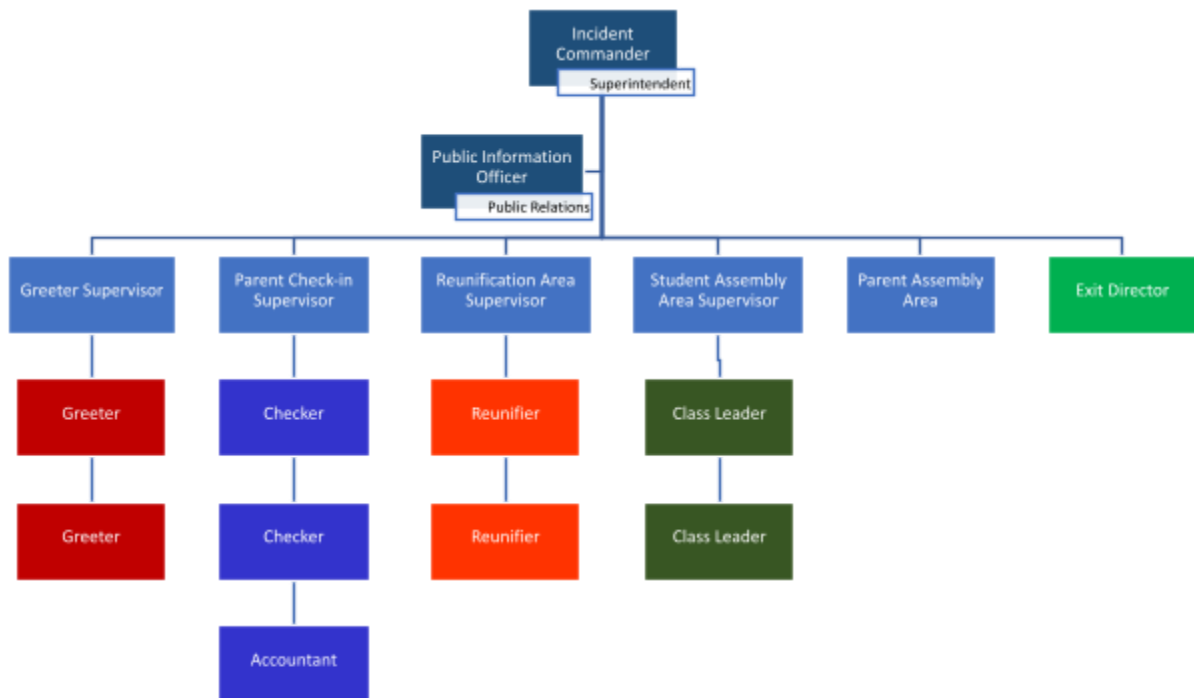
- Manage all incident logistics.
- Provide facilities, transportation, communications, supplies, equipment maintenance and fueling, food, and medical services for incident personnel and all off-incident resources.
- Identify known or anticipated incident service and support needs.
- Request additional resources, as needed.
- Provide the Logistics Section's input to the IAP.
- Ensure and oversee development of traffic, medical, and communications plans, as needed.
- Administer incoming donations management.
- Manage planned and unplanned volunteers that support campus or district emergency needs.
- Verify the visitor management policy is followed during emergency incidents, ensuring all visitors are tracked, in a monitored area, and safely released.
- Oversee demobilization of Logistics Section.

Finance and Administration Section Chief

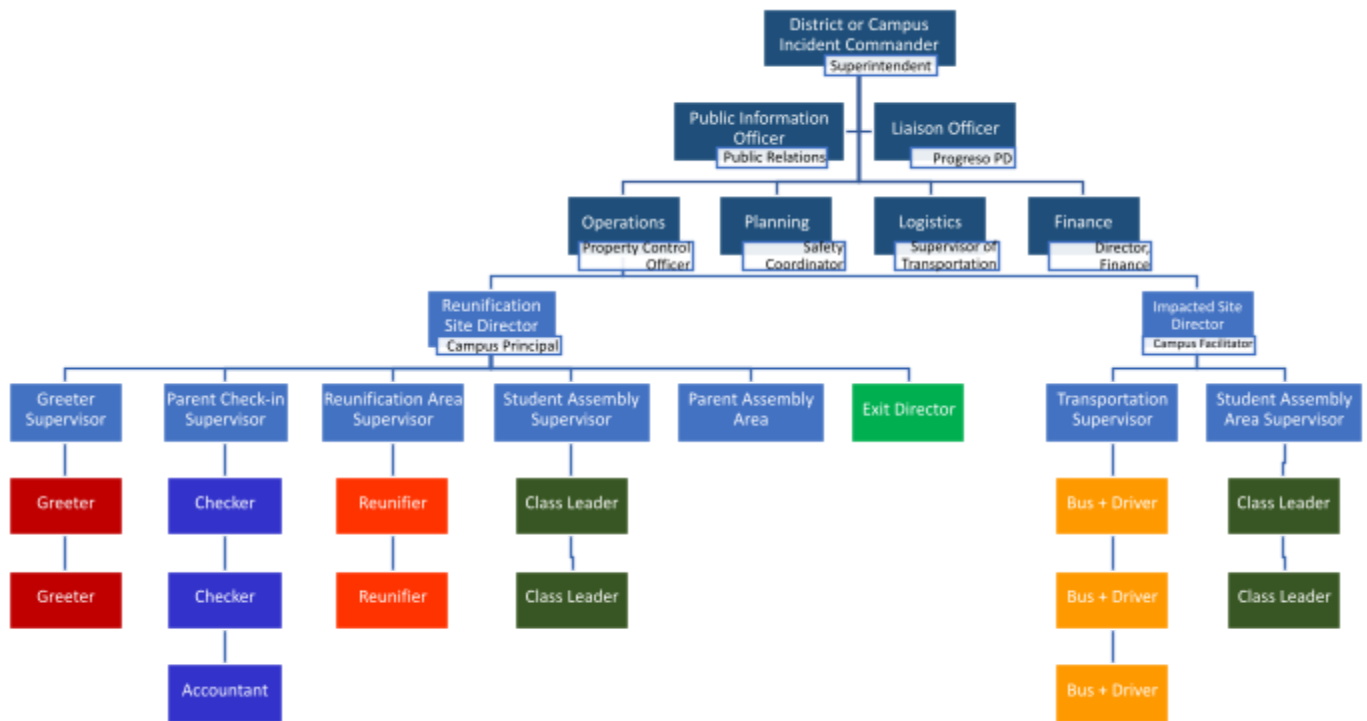
- Manage financial aspects of an incident.
- Provide financial and cost analysis information, as requested.
- Ensure compensation and claims functions are addressed relative to the incident.
- Develop an operational plan for the Finance and Administration Section and submit requests for the district's supply and support needs.
- Maintain daily contact with cooperating and assisting agencies on finance matters.

- Ensure that personnel time records are completed accurately and transmitted to the appropriate agency/organization.
- Ensure the accuracy of all obligation documents initiated at the incident.
- Brief agency administrative personnel on incident-related financial issues needing attention or follow-up.
- Provide input to the IAP.

3.5 Impacted School Reunification Organizational Chart – Campus Level On Campus (On-Site)



Alternate (Off-Site) Location)

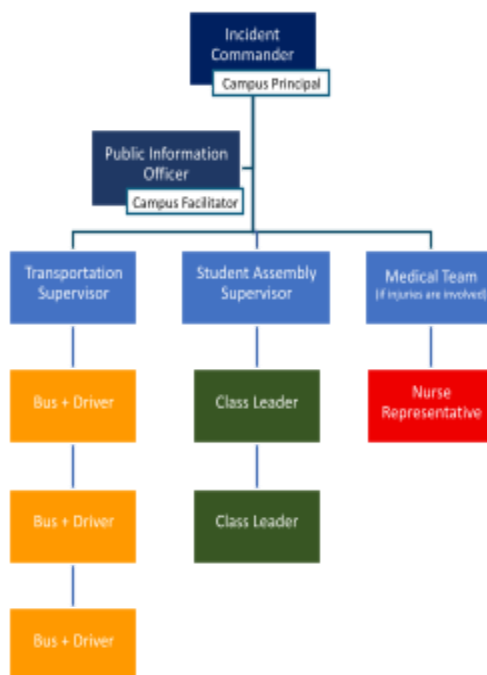


3.6 Transportation Operations

Transportation Operations encompass the coordinated planning and execution of student movement from an incident site or holding location to a designated reunification site, ensuring accountability, safety, and continuity of supervision throughout the process.

- Identify and activate district transportation resources (buses, drivers, alternates).
- Coordinate routes, staging areas, and loading zones with law enforcement and incident command.
- Assign trained staff to supervise students on vehicles and at transfer points.
- Communicate transport status and timelines to the Reunification Command Post.
- Adjust transportation plans based on evolving incident conditions or site capacity.
- Ensure accessibility and medical considerations are addressed during transport.
- Establish secure drop-off procedures at the reunification site.

Transportation Operations Organizational Chart



Section 4: Concept of Operations

4.1 Concept of Operations

To accurately gauge campus reunification needs, the district has assessed parent and student populations to establish core expectations, including:

29. Using district transportation data and student records to determine how students travel to and from campus.
30. Reviewing student files and online data systems to confirm any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student.
31. Coordinating campus, district, and whole community resources to support a safe, orderly, and efficient reunification.
32. Providing administrators with guidance for an emergency incident or disaster that may require a shift in normal activities and initiating reunification.

To ensure a safe, orderly, and efficient reunification process, the district may:

33. Provide parents, students, and visitors with clear information on release procedures.
34. Establish and communicate expectations for parent conduct during incidents.
35. Plan for the access and functional needs of all students and district personnel.
36. Mitigate technology, communication, and language barriers in advance.
37. Include district personnel, students, parents, visitors, and whole community in required drills as appropriate.
38. Include district personnel, students, parents, and whole community in exercises when appropriate.
39. Keep pre-printed policies and procedures on hand for distribution to arriving parents during reunification.

4.2 Pre-identified Reunification Sites (Primary and Alternate)

When an evacuation occurs or the emergency incident or disaster prevents an orderly on-campus reunification, the reunification site may be relocated to a pre-identified alternate location based on recommendations from law enforcement, first responders, and district and campus administration.

Each campus within the district identifies a primary and alternate reunification site along with an emergency transportation plan that should be listed in a district Continuity of Operations Plan (COOP).

Reunification site maps are detailed in the campus Emergency Operation Plans. These maps may include, but are not limited to:

- On-Site Reunification
 - Progreso High School → Progreso Football Stadium / HS Gym
 - Dorothy Thompson Middle School → Baseball Field / DTMS Gym
 - Progreso Elementary → Playground Area
 - Progreso Early Childhood → PEC GYM / Playground Area
- Walking Evacuation
- [Emergency Transportation Plan](#)
- Primary Reunification Off-Site
 - Progreso High School → Football Stadium
 - Dorothy Thompson Middle School → HS Gym
 - Progreso Elementary → PEC GYM
 - Progreso Early Childhood → HS Gym
- Secondary Reunification Off-Site
 - Progreso High School → DTMS Gym
 - Dorothy Thompson Middle School → Football Stadium
 - Progreso Elementary → Football Stadium
 - Progreso Early Childhood → Football Stadium
- Tertiary Reunification Off-Site
 - Progreso High School → DTMS Baseball Field

- o Dorothy Thompson Middle School → PEC Gym
- o Progreso Elementary → DTMS Gym
- o Progreso Early Childhood → DTMS Gym

The district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with supporting agencies and whole community organizations to ensure the district has access to necessary resources, services, and equipment during an emergency incident or disaster impacting the district.

A list of current agreements is found in Attachment 2: Formal Agreements of the District's Basic Plan. All current agreements can be obtained through the district's legal office.

4.3 Reunification Kit

A Reunification Kit may be utilized to support reunification activities by providing the essential supplies, forms, and equipment needed to establish, manage, and sustain reunification operations.

The Reunification Kit may be maintained on each campus or designated district office. A secondary Reunification Kit may be stored at a designated emergency operations center or alternate site to provide redundancy and support off-site reunification operations.

Use this Reunification Kit as an example. Adjust its contents, organization, or storage procedures as necessary to align with campus size, available staffing, and the specific needs of emergency incident or disaster.

For additional examples of Reunification Kit contents, refer to the ["I Love U Guys" Foundation website](#).

The Reunification Kit is a self-contained resource that should be transported to the reunification site. The Reunification Kit may contain, but is not limited to:

- View binders with clear pages
- Written and graphic job action sheets for reunification team members
- Lanyards
- Role identification badges
- Dry erase boards and markers
- Reunification cards
- Zone markers and signage
- Caution tape
- Megaphone

- Wristbands
- Clipboards
- Safety vests

4.4 Reunification Team Roles and Responsibilities

The following outlines the roles and responsibilities within the Reunification Team. While not all roles may be required due to size and staff capacity for each campus in every emergency incident, event, or disaster; however, each defined responsible role is designed to support effective reunification operations and efforts. Reunification roles include, but are not limited to:

13. **Accountant:** Assemble rosters of who is on site and can assist in identifying missing students or staff. In a very small reunification, one person can fill the role of Accountant and Checker.
14. **Checker:** Verify ID and confirm the person is on the emergency contact roster. Direct parents to the Reunification Area.
15. **Check-in Area Supervisor:** Establish and manage the check-in process.
16. **Class Leaders:** These are teachers and staff who arrive with students and remain in the Student Assembly Area to manage students.
17. **Communications:** Facilitate communication needs. May be combined with the PIO.
18. **Exit Accountant:** Collect bottom slip of reunification card and check students out once reunified. May be combined with Exit Director role.
19. **Exit Director:** The final person students and parents see during the reunification process. They are available to answer any questions.
20. **Facilities:** Coordinate any physical location needs.
21. **Finance/Administration Chief:** Establish and manage administrative staff.
22. **Flow Monitor:** Assist with guiding traffic flow and assisting parents as needed.
23. **Greeter:** Help coordinate and assist parents upon arrival.
24. **Greeter Supervisor:** Establish and manage the greeting area.
25. **Liaison Officer:** Communicate with fire, medical and law enforcement.
26. **Logistics Chief:** Establish and manage logistical staff.

27. **Medical Staff:** On-site nurses or emergency medical services personnel.
28. **Mental Health Supervisor:** Oversee the coordination of mental health practitioners from a variety of agencies.
29. **Nutrition Services:** Provide snacks and water.
30. **Operations Chief:** Establish and manage operational staff.
31. **Parent Assembly Supervisor:** Establish and manage the Parent Assembly Area.
32. **Planning Chief:** Establish and manage planning staff.
33. **Public Information Officer:** Communicate use of mass calls or text messages with parents and press, if appropriate.
34. **Reunification Incident Commander:** Coordinate priorities, objectives, strategies, and procedures for an accountable, safe reunification of students with parents.
35. **Reunifier:** Take the bottom of the Reunification Card to Student Assembly Area, locate the student and bring them to Reunification Area.
36. **Reunification Area Supervisor:** Establish and manage the Reunification Area.
37. **Safety Officer:** Observe site and remedy safety concerns.
38. **Scribe:** Document events.
39. **Student Assembly Supervisor:** Establish and manage the Student Assembly Area.
40. **Supervisor:** For span of control, some groups may need supervisors.
41. **Transportation Supervisor:** Supervise an orderly movement of people from the impacted site to the reunification site and maintain communication with the reunification site about arrivals.
42. **Victim Advocate/Mental Health Professional:** Standby as needed.

4.5 Reunification Areas

During any emergency incident requiring reunification, the district will implement the following reunification areas and assign adequate personnel to manage and oversee all operational needs to ensure an efficient process.

Roles for each area should be identified and assigned prior to any emergency incident or disaster requiring reunification.

Reunification Command Post

The district establishes a centralized operational hub at the reunification site to manage and coordinate all activities involved in safely reconnecting students, district personnel, parents, and visitors. It serves as the control center for decision-making, communication, documentation, and resource allocation throughout the reunification process. Staffed by designated district and campus personnel, the Reunification Command Post maintains accountability, directs flow through each reunification stage, oversees safety and security measures, and ensures accurate verification before release. The Reunification Command Post supports efficient coordination between campus, district, and community partners while maintaining clear situational control during reunification.

40. Campus personnel deliver required supplies, forms, and documentation to the Reunification Command Post to support parent and student reunification. (The district will provide any necessary forms or documentation should the campus be unable to have materials at the reunification site.)
41. The campus nurse (or the individual responsible for assisting with the campus medical needs) brings relevant student health records, medications, and medical information to the Reunification Command Post.
42. Logistics assists with supplying the Command Post with additional reunification materials, additional radios and computers, office supplies, and red or green status cards.
43. The Public Information Officer (PIO) will provide communication updates for missing district personnel or students, casualties, medical transport, security concerns, and other essential situational information.
44. A Safety Officer may be assigned to each reunification area, when possible, to maintain safety and security. The Safety Officer ensures each area is supported by district personnel who are properly trained in mental health support and safety functions, and first aid services.

Parent Greeting Area

The Parent Greeting Area is a controlled, clearly identified space where parents first enter the reunification process. It functions as the initial checkpoint for parents to gain information, receive a Reunification Card, and process procedures. The Parent Greeting Area ensures parents receive accurate information, are directed smoothly into the Assembly Area, and receive a Parent Guide to Reunification. Greeters will:

- Greet, orient parents, and provide clear instructions on the reunification process and next steps.
- Distribute required forms or digital check-in tools.
- Assist parents in completing documentation as needed.
- Verify parent identification at the initial checkpoint (if required by the district).
- Maintain orderly foot traffic and prevent crowding or entry into student areas.
- Monitor parent flow and communicate needs or issues to reunification leadership.

Parent Check-In Area

The Parent Check-In Area is a secure, controlled space where parents formally enter the reunification process. The Parent Check-In Area is used to verify identity and legal release authority, initiate documentation, and ensure only approved individuals proceed into restricted reunification zones, maintaining student safety, accountability, and orderly operations. This area will:

- Require parents to present valid photo identification to confirm release eligibility and restrict access to student areas to authorized individuals only.
- Provide an overview of the reunification process and issue reunification documentation or digital check-in tools upon arrival.
- Assist parents in completing required reunification forms and organizing them into designated lines or queues based on established sorting criteria (e.g., student last name).
- Verify identity, custody status (e.g., court orders, custody orders, divorce decrees), and release authorization using student records, reunification release forms, and district data systems.
- Process reunification documentation by separating verification and claim portions in accordance with district procedures.
- Direct parents who have completed verification to the designated parent assembly or waiting area to continue the reunification process.
- Transfer reunification documentation to student recovery staff to initiate retrieval from the student assembly area.
- Record student release information, including time and staff verification, to maintain accurate accountability.
- Provide private support and status notification through a Victim Advocate or Crisis Counselor if a student cannot be immediately located or is not present in the student assembly area.
- Utilize district or campus visitor management and data systems (e.g., student information or emergency management platforms) to track and document student release actions.

Parent Assembly Area

The Parent Assembly Area is a controlled waiting space where parents remain after check-in and verification while reunification staff retrieve students. This area supports orderly flow, accountability, and communication while maintaining separation from students until release is authorized. This area will:

- Receive parents who have completed check-in and verification.
- Verify and re-verify parent identification as needed to prevent unauthorized access or release discrepancies.
- Maintain situational awareness of parent emotions and behaviors and immediately notify reunification leadership or security if agitation, distress, or safety concerns arise.
- Coordinate with security or law enforcement personnel assigned to the Parent Assembly Area to ensure perimeter integrity and rapid response if needed.
- Ensure accessibility accommodations are available for parents or guardians with disabilities, language barriers, or mobility limitations.
- Provide trauma-informed support and calming strategies for parents experiencing heightened stress, anxiety, or grief while awaiting reunification.
- Protect student and family privacy by preventing the public sharing of student status, injury information, or sensitive details within the waiting area.
- Document parent movement, time of arrival, and status changes to support accountability, auditing, and after-action review.
- Support orderly release of parents once reunification is complete or if an alternate reunification site is activated.
- Coordinate with Public Information Officer (PIO) staff to ensure consistent messaging and reduce misinformation within the waiting area.
- Identify parents requiring translation services and coordinate interpreters as needed to ensure clear communication.
- Maintain an organized waiting environment that supports efficient student retrieval and controlled movement.
- Collect and manage reunification documentation from parents to initiate student recovery.
- Coordinate with the Reunification Command Post and Student Assembly Area regarding pending release requests.
- Provide clear updates and instructions to parents as the reunification process progresses.
- Ensure parents remain within designated boundaries and do not enter restricted student areas.
- Monitor parent flow and identify individuals requiring additional assistance or support.

- Refer concerns, escalations, or special circumstances to reunification leadership or support staff.
- Facilitate private relocation of parents when a student cannot be immediately located, in coordination with a Victim Advocate or Crisis Counselor.

Student Assembly Area

The Student Assembly Area is a secure, supervised location where students are gathered, monitored, and accounted for during the reunification process. This area maintains controlled separation from parents and the public until identity verification and release authorization are complete, ensuring student safety, accountability, and an orderly transfer to authorized adults.

The Student Assembly Area is where student care and accountability needs are addressed, including first aid, injury assessment, custodial issues, and security matters. Access to this area is restricted to authorized personnel only; parents, are not permitted to enter. This area will:

- Receive students from the incident site and maintain supervision at all times.
- Conduct and maintain student accountability using class rosters, attendance records, and reunification documentation.
- Group and organize students in a manner that supports efficient retrieval and controlled release.
- Restrict access to authorized personnel only; and prohibit parent or public entry into the area.
- Provide age-appropriate supervision and emotional support, including access to mental health personnel as needed.
- Coordinate with the Reunification Command Post regarding student status, accountability updates, and release requests.
- Release students only upon receipt of verified reunification documentation from authorized reunification staff.
- Transfer students to designated Reunifiers for escort to the reunification area.
- Document student movement, release time, and receiving adult to maintain accurate records.
- Identify students requiring medical attention, counseling support, or special accommodations and coordinate services accordingly.

Parent and Student Reunification Area

The Parent and Student Reunification Area is a controlled, supervised space where verified parents are reunited with their students after all identification, authorization, and accountability requirements have been met. The Parent and Student Reunification Area support a safe, dignified reunion while ensuring accurate documentation and maintaining operational control. This area will:

- Receive parents and students who have completed verification and release approval.
- Facilitate the physical reunion of students with verified parents.
- Confirm final reunification documentation prior to escort to the exit area.
- Document the successful reunification, including time and staff verification.
- Provide privacy and emotional support during reunification, as appropriate.
- Coordinate with mental health or support staff for families requiring additional assistance.
- Maintain controlled access to ensure only authorized individuals are present.
- Monitor flow and prevent congestion within the reunification space.
- Communicate reunification completion to the Reunification Command Post.
- Prepare families for transition to the designated exit area following reunification.
- Teachers remain with their students in the designated Student Assembly Area, organized by grade level, take attendance, track students relocated for medical or investigative purposes, and supervise until each student is reunified.
- Document unresolved reunifications and coordinate next steps for students not immediately released.
- Prevent photography, video recording, or media access within the reunification area to protect student privacy and preserve scene integrity.
- Maintain separation from media and non-authorized individuals until families have exited the reunification site.
- Coordinate with security or law enforcement personnel assigned to the reunification area to ensure safety and rapid response if needed.
- Ensure culturally and linguistically appropriate support for families requiring interpretation or accommodation services.
- Support reunification exceptions (e.g., custody restrictions, protective orders, foster care situations) in coordination with district legal counsel or reunification leadership.

Parent and Student Exit Area

The Parent and Student Exit Area is a clearly designated departure zone where parents and students safely leave the reunification site after the release process is complete. This area supports controlled egress, final accountability checks, and coordination with security and transportation resources to ensure an orderly and secure departure. This area will:

- Receive parents and students who have completed the formal release process.
- Confirm that reunification documentation has been finalized before exit.

- Direct families along designated exit routes to prevent congestion and re-entry into restricted areas.
- Provide final instructions or informational materials as appropriate.
- Coordinate with security personnel to monitor safe and orderly departure.
- Support traffic flow and pedestrian safety outside the reunification site.
- Identify and assist families requiring additional support or accommodations during exit.
- Prevent unauthorized access back into reunification or student areas.
- Communicate completion of reunification actions to the Command Post as needed.

4.6 Parent Reunification Process

The Reunification Process details the step-by-step flow of parents and students through designated reunification areas. The process is designed to ensure student safety, maintain accountability, and support a safe, orderly, and efficient reunion with parents.

Each step defines key areas, responsibilities, and staff roles, providing personnel with a clear operational framework to guide reunification activities during an emergency incident.

1. **Parent Greeting Area:** Parents enter a controlled, clearly identified space where they receive initial instructions, a Parent Guide to Reunification, and any required forms or digital check-in tools. Staff greet, orient, and direct parents toward the check-in process.
2. **Parent Check-In Area:** Parents' identities and legal release authority are verified. Documentation is completed, organized, and transferred to reunification staff. Only authorized individuals are allowed to proceed.
3. **Parent Assembly Area:** Verified parents wait in a secure, organized space while students are retrieved. Staff provide updates, maintain accountability, and ensure parents remain separated from student areas until release is authorized.
4. **Parent and Student Reunification Area:** Verified parents and students are reunited in a controlled, supervised area. Final documentation is confirmed, privacy and support are provided, and reunification is documented.
5. **Parent and Student Exit Area:** Families exit the reunification site via designated routes. Staff ensure safe, orderly departure, maintain accountability, provide final instructions, and communicate completion to the Command Post.

4.7 (M) Accountability Procedures

The district shall maintain continuous accountability for all students, district personnel, and visitors throughout the reunification process, beginning at incident identification and

continuing through final release. Accountability measures will track student location, movement, supervision, verification, and release to authorized parents. Documentation will be completed at each stage to ensure accuracy, safety, and transparency, and records will be retained in accordance with district procedures and applicable requirements.

Accountability is required throughout the entire reunification process. The district may use, but is not limited to using, the following accountability processes during reunification:

Immediately Upon Emergency Incident Identification

- Account for all students, district personnel, and visitors at the incident site or campus.
- Establish an initial student status baseline.
- Identify students, personnel, or visitors not present at the time of the incident and document known absences.
- Establish accountability for contractors and volunteers present on campus.

Accountability During Reunification

- Assign a dedicated Student Accountability Lead or Group Supervisor responsible for oversight, verification, and reconciliation of all accountability records.
- Ensure accountability records are maintained in both operational and backup formats (paper and/or electronic) to mitigate system failures.
- Protect the confidentiality of accountability records in accordance with student privacy requirements and district policy.

Student Assembly Area

- Track student movement to assembly or staging areas.
- Attendance is verified using class rosters or enrollment records.
- Student status (present, injured, transported, missing) is reported to the Reunification Command Post.
- Document staff supervision assignments for each student group.
- Immediately flag discrepancies or unknown student locations and elevate to the Reunification Command Post.

During Transportation Operations

- Document district personnel and visitors loaded, transported, and unloaded at each location.
- Document students loaded, transported, and unloaded at each location.
- Maintain supervision and logs throughout transport.
- Assign a transportation accountability lead for each vehicle or convoy.

- Document custody transfer points when students are handed off between district personnel or agencies.
- Immediately report transport delays, route changes, or incidents to the Reunification Command Post.

Arrival at the Reunification Site

- Reconfirm district personnel and visitor presence and update status at the site.
- Reconfirm student presence and update status at the site.
- Report totals to the Reunification Command Post.
- Reconcile transport logs with assembly area rosters to ensure continuity of accountability.
- Document any students transferred directly to medical, investigative, or protective custody and coordinate tracking with appropriate agencies.

Parent and Student Reunification Area

- Ensure students are matched only with authorized release individuals.
- Prevent premature or unauthorized contact.
- Reconfirm student identity immediately prior to release to prevent misidentification.
- Document exceptions to standard release procedures (e.g., court orders, foster care, emergency authorizations).

Parent and Student Exit Area (Point of Student Release)

- Complete final identity verification and release documentation.
- Each student release is documented with date, time, releasing staff, and parent signature or acknowledgment.
- Ensure accountability documentation is finalized and secured before families depart the site.
- Record method of release and departure (e.g., walking, vehicle, district transportation).

After Reunification Operations Conclude

- Verify all students have been released.
- Identify and resolve any outstanding discrepancies.
- Conduct a final reconciliation of all accountability records to confirm no unresolved cases remain.
- Prepare accountability documentation for after-action review and corrective action planning.

- Ensure records are retained in accordance with district records retention schedules and applicable requirements.

4.8 Physical and Psychological Safety

During reunification operations, the physical safety of students, district personnel, families, visitors, and the whole community shall be a primary consideration.

Reunification procedures incorporate measures to support the psychological safety and well-being of students, district personnel, families, and visitors who may be experiencing stress, trauma, or grief following an emergency incident or disaster. These measures are aligned with district programs and research-based practices in accordance with Texas Education Code 37.108 and 38.351.

In compliance with Texas Education Code 37.108(f)(2) and 37.108(f)(6), the district includes strategies to ensure that appropriate personnel involved in reunification operations receive required professional development in suicide prevention and grief-informed and trauma-informed care. For additional district guidance on physical and psychological safety, refer to the district's Psychological Resilience Annex.

4.9 Continuity of Operations Plan (COOP)

Coordination between the Emergency Operations Plan (EOP) and the Continuity of Operations Plan (COOP) establishes a comprehensive framework for institutional resilience and preparedness. This integration ensures the protection of life while enabling the institution to sustain, rapidly restore, and adapt essential functions in the face of emergencies or disruptions. As emergency responders and designated personnel conduct incident response and recovery operations, district personnel will activate and implement COOP strategies as appropriate to maintain or promptly resume critical operations in a manner that is responsive to and respectful of the campus community and its needs. Detailed continuity procedures, essential function prioritization, and recovery strategies are outlined within the district's Continuity of Operations Plan.

Section 5: District Actions and Responsibilities

Actions and Responsibilities

Actions during the Standard Reunification Method

MAY ADD CAMPUS PRINCIPAL, COUNSELOR, SECRETARY,

Preparedness Phase

District Actions	Responsible Role
Complete all required emergency drills for students, staff, and substitute personnel on an established schedule and incorporate district-level consideration for reunification operations when appropriate. The district accommodates and includes individuals with disabilities, access and functional needs, and students and staff in portable buildings.	Coordinator, Safety and Security
Train all district personnel, including substitute teachers, on the district's standardized response protocols to ensure consistent and effective implementation.	Coordinator, Safety and Security
Train all district personnel, including substitute teachers, on the district's standard reunification method or the applicable reunification plan to ensure consistent and effective implementation.	Coordinator, Safety and Security
Train appropriate school personnel in trauma- and grief-informed care practices to support students, staff, and families following an emergency or critical incident.	Campus Counselor
Conduct regular testing of internal (staff and students) and external (parents and community) communication systems and develop, review, and update pre-scripted messages to support timely, accurate, and consistent communications.	Director, Technology

Preparedness Phase

District Actions	Responsible Role
Create, maintain, and periodically review formal agreements for resources and services needed or provided during emergencies, including mutual aid agreements, transportation support, interlocal agreements for alternate instructional or reunification sites, and contracts for essential resources such as potable water.	Superintendent
Identify and establish offsite or alternate reunification locations. Develop a site map that shows primary and alternate sites, personnel assignments, and flow.	Campus Counselor
If established, verify the Reunification Kit is current and fully stocked in accordance with the standard reunification method, including job action sheets, role identification materials, lanyards, and other required operational items.	Campus Facilitator

Response Phase

District Actions	Responsible Role
Initiate pre-established standardized response protocols and communicate activation internally and externally through pre-approved messaging to students, district personnel, and parents of students at the affected campuses and facilities, using designated communication methods, including mass notification systems, email, phone, and district websites.	Campus Principal

Initiate pre-established standard reunification method and communicate activation internally and externally through pre-approved messaging to students, district personnel, parents, and the whole community using designated communication channels, including mass notification systems, email, phone, and district websites.	Campus Principal
Account for students, district personnel, and visitors at affected campuses using attendance rosters, visitor logs, and approved attendance or accountability applications.	Campus Principal
Activate the Continuity of Operations Plan (COOP) as appropriate in response to a reunification event to ensure the continuation of essential functions and services.	Superintendent
Track hazard-related expenses by documenting and measuring damage to property, equipment, and supplies to support recovery operations, reimbursement, and reporting requirements.	Director, Finance
Recovery Phase	
District Actions	Responsible Role
Conduct a formal After-Action Review following an incident, exercise, or significant event to evaluate response actions, coordination, communications, and overall effectiveness.	Coordinator, Safety and Security
Develop, maintain, and track an Improvement Plan (IP) that identifies corrective actions, assigns priorities, and establishes timelines to address gaps and needs identified during the After-Action Review.	Coordinator, Safety and Security

Maintain psychological support following an incident by ensuring access to counseling services, mental health resources, staff support, and coordination with community and behavioral health partners to support recovery for students, district personnel, and families.	Campus Counselor
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Section 6: Resources

6.1 Acronyms

AAR	After-Action Review
EOP	Multi-hazard Emergency Operations Plan
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIS	Joint Information System (JIS),
NIMS	National Incident Management System
PIO	Public Information Officer
SRM	Standard Reunification Method
SRP	Standard Response Protocol
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center
UC	Unified Command

6.2 Definitions

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

After-Action Review: Structured process used to evaluate response actions by identifying what occurred, what worked well, what did not, and what corrective actions are needed to improve future operations.

Campus: School property or group of buildings and grounds under district control where students, staff, and authorized visitors are present for educational and related activities.

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

District: An independent school district or an open-enrollment charter school.

District Personnel: Faculty, staff, and substitute personnel authorized to carry out official duties in support of campus and district operations.

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

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

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

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

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

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

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

Joint Information System (JIS): A coordinated framework established during an emergency incident to ensure the timely, accurate, and consistent dissemination of information to the public, media, and other stakeholders.

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

Off-Incident: Refers to the facilities and resources needed to support the incident response, but not directly at the incident location.

Parent: Any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student during reunification.

Portable Buildings: Temporary or relocatable structure located on school property and used for instructional, administrative, or support purposes, subject to the same safety, accountability, and emergency procedures as permanent facilities.

Resources: Personnel, equipment, supplies, and facilities available to be used during an emergency incident.

Responsible Role: Individual or position assigned authority and accountability for carrying out a specific function, ensuring required actions are completed, documented, and coordinated in accordance with established procedures.

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

Whole Community: Also known as whole community approach, to include students, staff, families, first responders, community partners, volunteers, and local agencies in planning, preparing for, responding to, reunify, and recovering from emergency incidents and disasters together.

6.3 Resources

Cybersecurity and Infrastructure Security Agency. (2024). *K-12 School Security Guide*.

<https://www.cisa.gov/resources-tools/resources/k-12-school-security-guide-3rd-edition>

FEMA. (2025). *Glossary*.

<https://www.fema.gov/about/glossary>

FEMA. (2024). *National Incident Management System*.

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“I Love U Guys” Foundation (2024). *Standard Reunification Method for K-12 | The “I Love U Guys” Foundation*.

<https://iloveuguyss.org/The-Standard-Reunification-Method.html>

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“I Love U Guys” Foundation (2025). *Standard Response Protocol for K-12 & The Standard Reunification Method Texas Edition | The “I Love U Guys” Foundation*.

<https://txssc.txstate.edu/tools/srm-toolkit/>

U.S. Department of Education. (n.d.). *Family reunification: A fictional example for before, during, and After a School Emergency*.

https://rems.ed.gov/docs/FamilyReunificationSampleAnnex_508c%20.pdf

The following pages are
included as removable
reference examples
(examples are **not required**,
use as appropriate).

Attachment 1: Campus Reunification Operations

Attachment 1 Guidance

Section guidance and **red text** are for informational purposes only. Delete the guidance box and **red text** before finalizing your Annex.

Describes the reunification operations process beginning with pre-school year planning and preparedness, continuing through parent arrival and verification at the reunification site, and concluding with the safe release and departure of students with parents.

Before adopting the standard language in the template, be sure to review it and confirm it is applicable to your organization's policies and capabilities. Also, consider any district-specific elements that are not included in the standard language.

Example Campus Reunification Operations Table

At Least Two Weeks Prior to the New School Year

Campus Principal

- With the Assistant Principal, School Resource Officer (SRO), and members of the school Safety Team, review reunification logistics.
- Reunification locations may be on campus (interior), on campus (exterior), off campus (interior), or off campus (exterior).
- Reunification locations are divided into separate areas to maintain separation between students, families, and grieving families:
- Identify a designated area where family members can receive emotional health support should they receive difficult information, such as a missing or injured child, a child detained by police, etc.
- Plan with transportation for the use of school buses to transport students to off-campus or secondary reunification location.
- Develop an alternative if campus bus transportation is not accessible.
- Ensure signs are pre-made to identify these areas if the reunification process is needed.
- In consultation with the superintendent and general counsel, review and update any memoranda of understanding that are in place with off-campus reunification partners.

Campus Assistant Principal

- Verify the location of the campus Reunification Kit.
- Verify that the reunification kit (duffle bag or container) includes all items in the Campus Reunification Supplies inventory.
- Assign two designated laptop computers (plugged in so that it remains charged), and a USB drive that contains administration information, such as the list of current students.
- Make staffing assignments for:
 - Set-up.
 - Supervision for evacuation (student transportation, student assembly, and accounting for all students).
 - Reunification Areas.
 - Support for individuals with disabilities and access and functional need.
- Make staffing assignments to campus specific Incident Command System (ICS) positions.
- Review corresponding job descriptions, roles, and responsibilities with campus staff.
- Create a *Reunification Newsletter* for families. Provide:
 - In registration packets before school starts in the fall.
 - In mailings at the beginning of the second semester.
 - During orientation for family registering children throughout the school year.
- Ensure Student Emergency Information forms (see Appendix A) are sent to families in their student registration packets, filled out, and collected on student registration days.
- Obtain permission to include medical health conditions, allergies, and medicines on Student Emergency Information forms at an Individual Education Program or other applicable meeting. Families will be reassured that the information will remain private, secured, and accessed only by authorized individuals.

At Least One Week Prior to the New School Year

Campus Assistant Principal

4. With law enforcement, train staff on crowd management and de-escalation.
 - With the Lead Counselor, review procedures for de-escalation and Psychological First Aid for any staff members who may be assigned to supervise students or assist families.
 - Orient new staff on reunification roles and responsibilities, including substitutes or any temporary staff.
 - Orient new families on reunification roles and responsibilities as part of their school orientation.
 - Include information on reunification in campus handouts and send reminders during each semester.
 - With the Campus Safety Team, plan and review reunification procedures and share with staff prior to the first academic day.

Two Days Prior to the Opening of School

Campus Registrar

- Update the Student Emergency Information binder containing student names, emergency contact information for family members, including cell phone numbers and at least two additional emergency contacts, and information on any unique needs a student may have (e.g., specific medical needs).
- Add the names of any new students as they become enrolled throughout the year.
- Check and update the emergency contact and list of students with disabilities or those with access and functional needs every semester.

During an All-Faculty Meeting Prior to the School Opening

Campus Principal

- Review designated locations with staff and community partners, including any afterschool programs and organizations which regularly use the building for activities out of regular school hours during the school year.

Upon Notification of Reunification

Incident Commander

- Establish Incident Command Post and assign incident management personnel, as needed, according to ICS structure.
- Coordinate and account for supporting agencies that may self-dispatch and arrive on scene unexpectedly.
- Activate the [Communications Annex](#)
 - Notify families and other stakeholders, and to remind families to bring government-issued identification to reunification site.
 - The Public Information Officer (PIO) will address any media requests.
- Communicate with the superintendent and local law enforcement to determine whether to stage the reunification on or off campus.
- Activate Reunification Team and instruct them to prepare the reunification areas.
- Give clear instructions to campus staff about the reunification location, how to move students, and release procedures.
- Arrange for supervision and extended care of students with disabilities and access and functional needs and any students not reunified in a timely manner.
- Arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed.

Campus Teachers

- Account for all students.
- Prepare students to move to the reunification location.
- Keep students calm by providing them with information as to what is being done and why.
- Assess needs.
- Assist students needing special accommodations for evacuation and support in the Student Assembly Area; communicate medical needs to the First Aid/Medical Team.
- Provide assistance for students with language barriers.
- Escort students under care to the Student Assembly Area at the reunification location.
- Continue supervising and caring for students until they are released to their families. (This action may take several hours, depending on the nature of the emergency and the level of disruption in the surrounding community.)
- Provide Psychological First Aid and lead activities to keep students occupied while awaiting reunification with their families. (Examples)
 - **Establish Safety and Comfort:** Ensure students are physically safe, away from the immediate hazard or media presence, and have access to basic needs (water, restrooms).
 - **Calm and Orient:** Address students in a quiet, grounded, and reassuring voice. Filter out chaotic rumors and provide realistic, age-appropriate reassurance.
 - **Acknowledge Feelings:** Validate their anxiety or fear without judgment (e.g., *"It's completely okay to feel scared right now, but we are safe here"*).
 - **Connect with Social Support:** Keep friends, siblings, or classmates together whenever possible to leverage peer comfort.

Reunification Team

- Bring reunification supplies to reunification location. Wear identifying incident command vests and identification badges.
- Bring two-way radios.
- Set up tables, hang signs, and distribute reunification materials to each area.

- Make sure that Team Leaders are in place at each area.
- Identify, register, and verify all self-deployed agencies reporting to assist with reunification.
- Incorporate community partners who may be present to assist into the ICS structure (such as law enforcement).
- Conduct reunification process and repeat for each student until all students have been released.
- Ensure personnel assigned to the Parent Check-In Area verify that the family member is on the list of individuals authorized to pick up the child. Only release a student to an authorized individual listed on their paperwork. The family member must show government-issued identification.
- Individually escort the family to the Reunification Area where they will show their reunification card and identification again. Make sure that every line of the sign-out record is filled in, including the time the student was released, who they were released to, and where their next destination is.
- Individually escort the student from the Student Assembly Area to the Parent and Student Reunification Area and officially release the student to parents.
- Ensure the First Aid/Medical Team Leader (Nurse) oversees support for students, staff, and family members with disabilities and access and functional needs.
- If a parent cannot produce required identification, escort them to a designated area, where a team member will verify their identity.
- If a parent becomes aggressive or potentially violent, contact Security.
- Coordinate with the Psychological First Aid Team should students, staff or family members display any sign of emotional distress.
- Utilize emergency medical services to transport students or staff to the hospital. Students taken to a hospital will be assigned a staff member to ensure they are kept safe and cared for throughout the transport and hospital care until their parents take custody.

Within Four Hours After the Event

Incident Commander

- Transfer operational control from ICS positions to positions used on a daily basis.
- In conjunction with the Superintendent's Office, follow emergency communications protocols to reassure stakeholders and provide information about the status of the event, instructions for families in special circumstances, and notification of availability of additional resources.
- Update the Principal and Superintendent's Office on the status of family reunification.
- Oversee support to the few remaining students whose families have been delayed, providing continued care; and students and staff members at the hospital (as applicable).

Head Facilities Manager

- Oversee the Clean-up Team to remove all school equipment, gather all unused supplies, and clean up the reunification location.

Campus Secretary

- Gather all forms, complete notes, summarize paperwork, and submit to Principal.

Within 24 Hours After the Event

Campus Counselor

- With community mental health partners, implement plan to support mental health needs of students and staff, following Critical Incident Team response protocols. Refer to the district's Psychological Resilience Annex.

Within 48 Hours After the Event

Campus Principal, Assistant Principal, and Counselor

- Debrief in small groups with staff and community partners, including providers of off-campus reunification locations.
- Assign at least one member of the guidance staff to co-facilitate each debriefing group and transcribe notes from any key findings.
- Include information in each debriefing about follow-up support resources.
- Have mental health staff members trained in Post-Traumatic Stress Management facilitate Coping Groups for students. Refer to the district's Psychological Resilience Annex.

Head Facility Manager

- Oversee the restocking of reunification supplies as listed by the school.

Campus Finance Secretary and Registrar

- Review and maintain records indicating that all students have been released to their lawful family members.
- Assess and document any financial obligations related to the reunification process (e.g., transportation or custodial overtime).

Within Two Weeks After the Event

Campus Principal

- Convene the Campus Safety Team to conduct an after-action review (AAR) of the event and adjust protocols and communicate with and retrain staff and stakeholders as needed.

Attachment 2: Example On-Site Reunification Assignments (Impacted Campus)

Reunification Assignment	Campus Title/Position
Incident Command/Exit Coordinator	
Operations Section Chief	
Planning Section Chief	
Logistics Section Chief	
Finance Section Chief	
Public Information Officer	
Safety Officer	
Liaison Officer	
Greeter Supervisor	
Greeter(s)	
Flow Monitor(s)	
Parent Check-In Supervisor	
Checker(s)	
Accountant(s)	
Reunification Area Supervisor	
Reunifier(s)	
Parent Assembly Supervisor	
Student Assembly Supervisor	
Class Leader(s)	

Attachment 3: Example Off-Site Reunification Assignments (Impacted Campus)

Reunification Assignment	Campus Title/Position
Incident Command/Exit Coordinator	
Operations Section Chief	
Planning Section Chief	
Logistics Section Chief	
Finance Section Chief	
Public Information Officer	
Safety Officer	
Liaison Officer	
Impacted Site Director	
Transportation Supervisor	
Bus Driver(s)	
Student Assembly Area Supervisor (Impacted Site)	
Class Leader(s) (Impacted Site)	
Reunification Site Director	
Greeter Supervisor	
Greeter(s)	
Flow Monitor(s)	
Parent Check-in Supervisor	
Checker(s)	
Accountant(s)	

Reunification Area Supervisor	
Reunifier(s)	
Parent Assembly Area Supervisor	
Student Assembly Area Supervisor (Reunification Site)	
Class Leader(s) (Reunification Site)	
Victim Service/Victim Advocate	
Add district specific reunification assignments	

Attachment 4: Student Emergency Information Form

Example Student Emergency Information Form

Use this form to collect emergency contact information of families and at least two additional contacts before an emergency. Please provide a valid phone number for each contact.

Student's Name:

Last Name:

First Name:

MI:

DOB:

Grade:

Address:

City:

Home Language:

Medical Health Conditions:

Allergies:

Medications:

Parent/Guardian Name (1st Contact):

Last Name:

First Name:

Relationship to the
Student:

Email Address:

Home Phone:

Work
Phone:

Cell:

Address (if different from student's address):

Parent/Guardian Name (2nd Contact):

Last Name:

First Name:

Relationship to the
Student:

Email Address:

Home Phone:

Work
Phone:

Cell:

Address (if different from student's address):

Continued on next page

List two emergency contacts who would have permission to pick your child up and assume temporary care of your child if you cannot be reached during an emergency. These contacts cannot be the same as parents or legal guardians, but may include grandparents, aunts, uncles, childcare providers, friends, and neighbors who live in the local area.

Emergency Contact Name (1st Contact):

Last Name: _____ First Name: _____

Relationship to the Student: _____ Cell Phone: _____

Address: _____

Emergency Contact Name (2nd Contact):

Last Name: _____ First Name: _____

Relationship to the Student: _____ Cell Phone: _____

Address: _____

By signing this form, you give permission for any of the emergency contacts listed to pick up your child in case of an emergency school closure, illness, or missed bus. Should any of your emergency contact information change during the school year, please remember to inform the school as soon as possible. You are also providing consent for the school to share the information on this form with authorized individuals.

Parent or Legal Guardian's Signature: _____

Date: / /

Print Last Name: _____ Print First Name: _____

The information contained in this form is private and should be secured and accessed only by authorized individuals. This is needed to ensure compliance with the Health Insurance Portability and Accountability Act, the Family Educational Rights and Privacy Act, and individual rights to privacy.

Attachment 5: Reunification Sign-Out Records Form

For an additional example, refer to the ["I Love U Guys" Foundation website](#).

Example Reunification Sign-Out Records Form

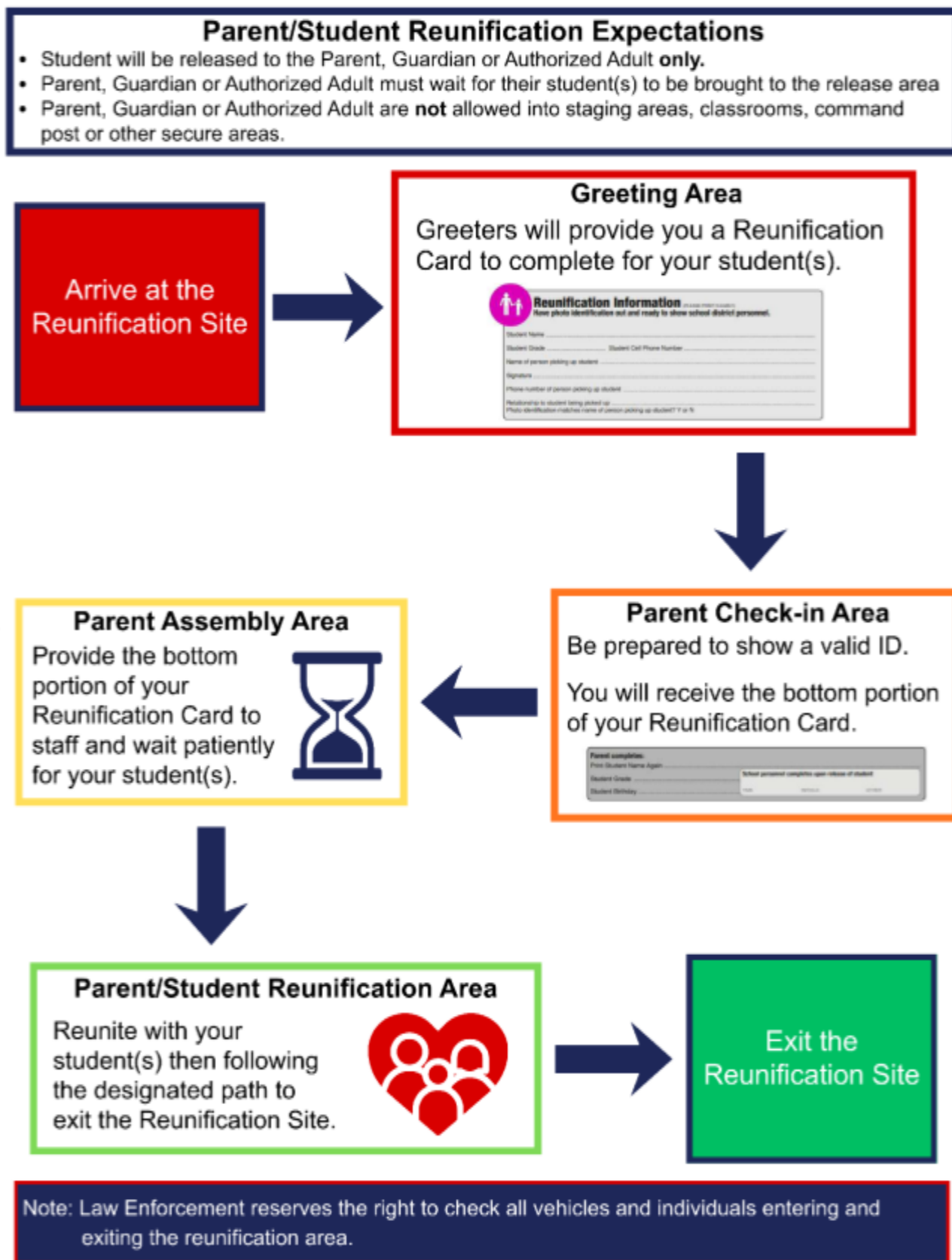
Time of Release	Name of Student (Print)	Released To: (Print Name) <i>Show Picture ID</i>	Released To: (Signature)	Next Destination	Released By: (Print Name)
___ : ___					
___ : ___					
___ : ___					
___ : ___					
___ : ___					
___ : ___					
___ : ___					

Attachment 6: A Parent's Guide to Student Reunification

A Parent's Guide to Student Reunification

In the event a campus closes prematurely, parents will be notified of the reason for the closure (severe weather, fire, power failure, chemical spill, etc.). To ensure the efficient reunification of students with parents, guardians or authorized adults, the following procedures will be utilized:

- Parents, guardians, or authorized adults **must** complete a Reunification Card upon arriving at the reunification location. The reunification location is subject to change depending on the situation, please monitor all district messaging.
- Students **will not** be allowed to leave with a non-custodial person (babysitter, relative or neighbor), unless the campus has prior written authorization on file. Please ensure your child's emergency contact information is accurate and current.
- Students **will only** be released to a parent, guardian or authorized adult who presents photo identification at the Parent Check-In Area. Please remain calm and cooperative.
- Students **will not** be transported to the location of the parent, guardian, or authorized adult.
- Roads near the campus may be closed except for emergency vehicles. If you normally drive to campus, park near campus, or if you live within walking distance, leave your car at home. Always follow the instructions of law enforcement.
- The campus will care for students until they are picked up. If necessary, the district will relocate remaining students to another facility for continued care. Should relocation be necessary, all information will be conveyed to parents through individual contact and official messaging.
- As a reminder, the information posted on unofficial social media sites may be inaccurate. Please follow official district messaging before attempting to locate your child.
- Please **do not** call the campus, this includes calling teachers, secretaries, principals, or other campus staff, as the reunification process requires their full attention.
- Each teacher or staff member is assigned a specific role to ensure the efficient reunification of students occurs quickly. In some instances, your child's teacher may have a much larger responsibility than monitoring his/her classroom. In such cases, an authorized staff member will be assigned responsibility for the class.
- Please follow the Student/Parent Reunification Expectations to ensure we can effectively and efficiently reunite every family.



Attachment 7: Example Reunification Supplies and Equipment

Reunification Supplies and Equipment	
1.	Signage: • Alphabet Signs • Directional Arrows • Zone Markers
2.	Pre-printed Forms: • Reunification Cards • Check-out Log
3.	Student Documentation: • Updated Student Rosters • Emergency Contact Information • Equivalent Student Records
4.	Medical Forms: • Medical Authorization • Student Medical Assistance • Psychological First Aid • Special Needs Information
5.	Wrist Bands in Green (plus two alternate colors)
6.	Maps: • Site Maps • Surrounding Area • Reunification Site
7.	Portable: • Laptop(s) • Radio(s) • Bullhorn(s) • First-Aid Kit

	• AED
8.	Electrical Supplies: • Extension Cords (locate power-supply prior to event) • Generator • Power Banks
9.	Vests for Reunification Staff
10.	Duct or Gaffe Tape
11.	Office Supplies: - Clipboards - Lanyards - Markers - Nametags - Paper - Pencils - Pens - Scissors - Stapler
12.	Crowd Control: • Barricades • Caution Tape • Cones • Dividers • Gates • Stanchions
13.	Event Supplies: • Tables • Folding Chairs • Tents

14.	Hydration Station: • Ice • Water • Cups
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Attachment 8: Reunification Process Flow

Reunification Process Flow



Progreso ISD Severe Weather Annex



June 15, 2026

Section 1: Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate in the event of a severe weather incident by addressing the planning and operational actions for the phases of emergency management: Mitigation, Preparedness, Response, Reunification, and Recovery.

Prevention will not be covered because severe weather hazards are acts of nature and cannot be prevented. However, they can be planned for.

1.2 Scope

This annex is meant to address district planning for a severe weather incident and applies to the whole district and surrounding community and all district property.

Section 2: General Information

2.1 Hazard Overview

Severe weather can happen anytime and anywhere. Severe weather can include thunderstorms, tornadoes, large hail, flooding, flash flooding, and winter storms associated with freezing rain, sleet, snow, and strong winds. The Progreso ISD Hazard Analysis will inform which weather events will be addressed in appendices to this annex.

2.2 District-Specific Hazard Risk

The district identifies the following severe weather incidents as high priority. Where noted, these hazards are addressed in an appendix to this annex.

Flooding

Flooding is an overflowing of water onto land that is normally dry.

Hurricane

A hurricane is a tropical cyclone that has maximum sustained surface winds of 74 mph or greater (64 knots or greater).

Thunderstorm

A thunderstorm is a rain shower accompanied by thunder. Because thunder comes from lightning, all thunderstorms have lightning.

Tornado

A tornado is a narrow, violently rotating column of air that extends from a thunderstorm to the ground.

Winter Weather

A winter storm is a combination of heavy snow, blowing snow, and may have dangerous wind chills.

2.3 Hazard Preparedness and Warning

Progreso ISD is committed to being prepared for high-priority hazards as identified in the Hazard Analysis and efficiently notifying the district community in the event of their occurrence.

Warning the Affected the Whole Community

The district has comprehensive plans for alerting the campus community and collaborating with emergency responders during an incident involving Severe Weather. The district uses the following methods to disseminate emergency information about Severe Weather events to the campus community:

- Progreso ISD uses the following methods to disseminate emergency information about Severe Weather events to the campus community:

- Cell Phone
- Messenger
- District Website
- District Facebook

For additional information, refer to the Emergency Communications Annex.

2.4 Safety in Portable Buildings

In compliance with Texas Education Code 37.108(f)(3), the district utilizes the following measures to ensure the safety and security of individuals in portable buildings:

- At this moment, Progreso ISD has no portable buildings.

2.5 Access and Functional Needs

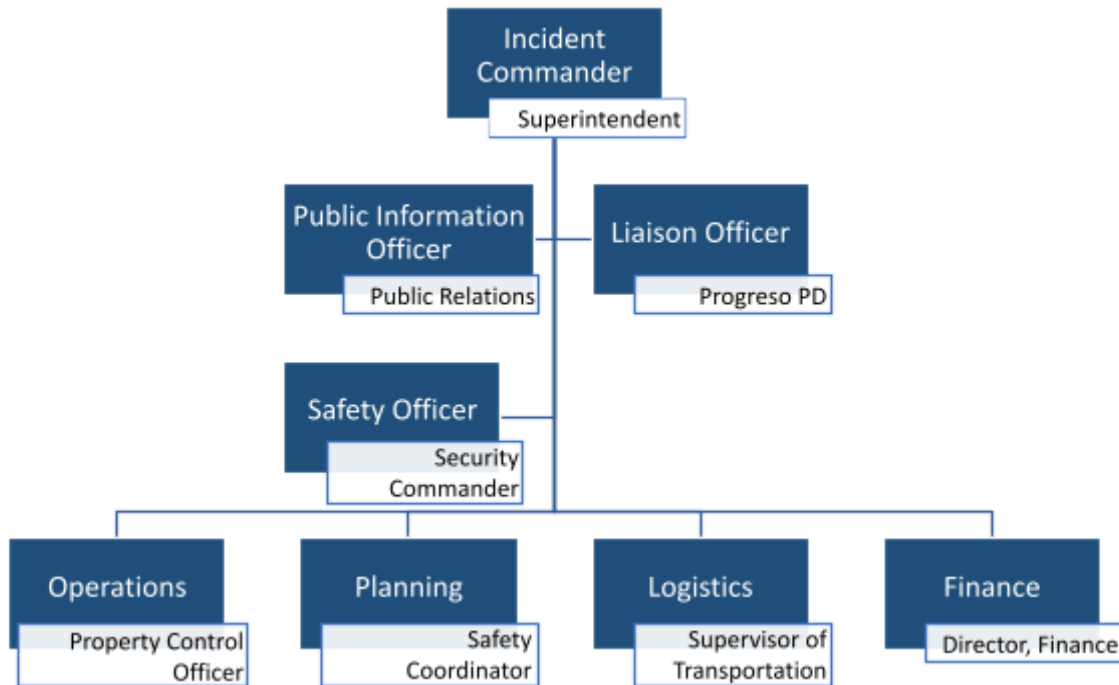
In compliance with Texas Education Code 37.108(f)(4), the district utilizes the following measures to ensure the safety and security of individuals with access and functional needs:

- Train those with access and functional needs on evacuation or shelter-in-place protocols and procedures that apply to their specific physical or emotional need.
- Train school personnel on how they will assist specific members of the campus community with access and functional needs.
- Pre-identify areas of the school as Best Available Refuge Areas (BARA) where those with access and functional needs can temporarily shelter-in-place during an incident.

Section 3: Annex-Specific Incident Command System (ICS)

3.1 Annex-Specific ICS Organizational Chart

Progreso ISD will designate an Incident Commander for a Hazardous Materials incident. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



Section 4: Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase

Severe Weather hazards are acts of nature and cannot be prevented.

Mitigation Phase

Progreso ISD identified the following actions for the mitigation phase of emergency management.

District Action	Responsible Role
Suitable safe areas or safe rooms have been identified across facilities.	Supervisor of Maintenance.
Drainage areas are regularly inspected and cleared of debris to prevent flooding.	Supervisor of Maintenance
Dedicated personnel are assigned to turn off main electrical, gas, and water utilities when necessary.	Supervisor of Maintenance
Regular structural improvements are made to reduce severe weather vulnerability.	Supervisor of Maintenance
Electronic and physical files are routinely backed up to secure off-site locations.	Property Control Officer
Specific operational and child nutrition mitigation procedures are documented as needed.	Director of Child Nutrition

Preparedness Phase Progreso ISD identified the following actions for the preparedness phase of emergency management.	
District Action	Responsible Role
Established protocols secure personnel based on specific weather conditions.	Superintendent / Supervisor of Maintenance
By fully integrating access and functional needs accommodations, safe room transition procedures, and specialized evacuation protocols directly into regular campus emergency drills.	Superintendent / Campus Principals
Monitoring & Tracking: Weather is monitored using NOAA Weather Radio and weather alert apps with active • NOAA Weather Radio • Weather Channel/WeatherBug App (with notifications)	Safety Coordinator
Severe weather notifications are broadcast district-wide through official channels.	Superintendent
Safe room transitions, and access/functional needs accommodations are fully integrated into regular campus drills.	Campus Principals
Stay-behind teams are designated, and plans/MOUs are coordinated with local emergency management.	Superintendent
Internal/external resources are cataloged, and weather safety protocols are shared with parents.	Superintendent / Dir. of Finance / Safety Coordinator
The district has resources tailored to severe weather hazards.	Superintendent/ Dir. of Finance / Supervisor of Maintenance
Internal equipment and resources required to handle severe weather events have been identified.	Supervisor of Maintenance
MOUs and interagency coordination plans are maintained with local emergency management and neighboring agencies to secure necessary external resources.	Superintendent

Preparedness Phase

Progreso ISD identified the following actions for the preparedness phase of emergency management.

District Action	Responsible Role
Weather safety protocols and severe weather notifications are shared with parents through official district-wide communication channels.	Superintendent / Dir. of Family Engagement
A coordinated tracking protocol using rosters is established to verify all personnel and students during severe weather emergencies.	Superintendent / Dir. of Finance / Safety Coordinator

Response Phase

Progreso ISD identified the following actions for the response phase of emergency management.

District Actions	Responsible Role
Dedicated assistance plans are executed to transport individuals with functional or mobility needs to safe shelter areas.	District or campus title or position responsible for this action.
Progreso ISD does not have portable buildings at this moment.	Superintendent / Dir. of Finance / Safety Coordinator
Emergency alerts and ongoing situation updates are communicated internally to staff and students.	Superintendent / Safety Coordinator / Campus Principals
Formal protocols are triggered to contact local emergency response agencies for outside support.	Superintendent / Dir. of Finance / Safety Coordinator

Reunification Phase

Progreso ISD identified the following actions for the reunification phase of emergency management.

District Actions	Responsible Role
Rosters and student accounting rosters verify all staff and students are accounted for prior to release.	Superintendent

Reunification Phase

Progreso ISD identified the following actions for the reunification phase of emergency management.

District Actions	Responsible Role
Refer to the Reunification Annex.	
Designated reunification sites are communicated to parents, and controlled checkout processes are enforced.	Director of Family Engagement / Campus Principals

Recovery Phase

Progreso ISD identified the following actions for the recovery phase of emergency management.

District Actions	Responsible Role
Facilities are inspected before allowing re-entry, and damage reports are filed.	Superintendent / Dir. of Finance
The district has established protocols and training in place for off-site learning.	Superintendent / Dir. of Finance / Safety Coordinator / Campus Principal
Academic schedules, psychological support, and essential operations are restored.	Superintenden
The district maintains internal personnel and resources tasked with assessing and repairing severe weather damage.	Superintendent / Dir. of Finance / Maintenance Supervisor
Search and rescue operations are not performed by district personnel and fall directly to local first responders.	First Responders
The district maintains policies and continuity plans to provide psychological support following an incident.	Superintendent / Dir. of Compliance
By synthesizing findings from the After-Action Review to assign corrective action items and tracking progress through regular administrative reviews until all safety enhancements are completed.	Superintendent / Dir. of Finance / Maintenance Supervisor

Section 5: Resources

5.1 Acronyms

AAR	After-Action Review
AED	Automated External Defibrillator
DSHS	Texas Department of State Health Services
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Multi-hazard Emergency Operations Plan
ESC	Education Service Center
FEMA	Federal Emergency Management Agency
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
IP	Improvement Plan
LEPC	Local Emergency Planning Committee
NIMS	National Incident Management System
PIO	Public Information Officer
TDEM	Texas Division of Emergency Management
TEA	Texas Education Agency
TxDPS	Texas Department of Public Safety
TxSSC	Texas School Safety Center
UC	Unified Command

5.2 Definitions

Access and Functional Needs: Persons who may have temporary or permanent additional needs in functional areas including, but not limited to, maintaining independence, communication, transportation, supervision, and medical care, as well as students with an individualized education program (IEP) created under the Individuals with Disabilities Act (20 U.S.C. Section 1400, et seq.) or a plan created under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794).

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

Agreements: Consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies,

and whole community organizations to ensure resources are available during an emergency incident.

Chain of Command: The line of authority and responsibility.

Chemical Safety Officer: Chemical safety officers are responsible for overseeing for the management of chemicals, including such functions as maintaining inventory; training others in the safe use of chemicals; responding to spills and emergencies; performing laboratory inspections; risk assessment of academic, research and service activities involving chemicals; and investigating accidents and injuries that involve chemicals. They may also be responsible for the management of their employer's hazardous waste program, which may include overseeing internal hazardous waste collection, handling, and storage; contracts with hazardous waste disposal service providers; recordkeeping and reporting to both internal and external bodies.

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

Coordinating Agencies: The collaboration between different agencies to address emergency incident concerns or challenges.

District: Used to refer to an independent school district, an open-enrollment charter school, and a public junior college.

District Personnel: Includes faculty, staff, and substitute personnel authorized to carry out official duties in support of campus and district operations.

Donations Management: The coordination processes used to support the state in ensuring the most efficient and effective use of unaffiliated volunteers, unaffiliated organizations, and unsolicited donated goods to support emergency incidents.

Environmentally Sensitive Areas (ESA): - ESAs include, but are not limited to, wetlands, biological resources, habitats, national parks, archaeological and historic sites, natural heritage areas, tribal lands, drinking water intakes, marinas and boat ramps, and wildlife areas, etc.

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

Human-Caused Hazard: An adversarial hazard (active shooter, vehicle ramming, etc.).

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

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

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

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

Improvement Plan: Dynamic documents, with corrective actions continually monitored and implemented as part of improving preparedness.

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

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

Local Emergency Planning Committee (LEPC): An LEPC is a voluntary organization that is established in an Emergency Planning District designated by the State Emergency Response Commission (SERC). Most Texas counties have a single LEPC, although some counties have multiple LEPCs that serve individual cities or communities in that county.

Memoranda of Understanding: An MOU is recognized as binding; however, a legal claim cannot be based on the document. It should be customized to the capability or resources for which the agreement is developed. It formalizes the commitment of one district, agency, or organization to another and defines the responsibilities of the parties, the scope and authority of the agreement, as well as the terms and timelines. The assistance is approved by leadership.

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

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

Natural Hazard: A hazard caused by an act of nature (tornado, earthquake, etc.).

Parent: Refers to any parent, guardian, authorized adult, or other individual standing in a parental role who is authorized to take custody of a student during reunification.

Portable Buildings: Temporary or relocatable structure located on school property and used for instructional, administrative, or support purposes, subject to the same safety, accountability, and emergency procedures as permanent facilities.

Public Information Officer: A responsible role in the Incident Command Structure (ICS) that coordinates messaging with the public, law enforcement, emergency management, and other response agencies to ensure consistent communication during emergency incidents.

Resource Conservation and Recovery Act (RCRA) – The RCRA gives the US Environmental Protection Agency (EPA) the authority to control hazardous waste. This includes generation, transportation, treatment, storage, and disposal of hazardous waste. RCRA also establishes a framework for management of non-hazardous solid wastes. The 1986 amendments to RCRA enabled EPA to address environmental problems that could result from underground tanks storing petroleum and other hazardous substances.

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

Reverse Evacuation: Rapidly and safely moving people inside a facility when it would be dangerous to remain outside. Reverse evacuation may be appropriate when:

- People are located outside, such as on playgrounds, on sports fields, or at an outdoor event.
- The danger, such as an armed aggressor, is outside.

Safety and Security Committee: A collaborative team of individuals that is responsible for developing, reviewing, and updating the district's Multi-hazard Emergency Operations Plan (EOP).

Superintendent: The educational leader and the chief executive officer of the school district

Technological Hazard: A hazard caused by an accident or the failures of systems or structures (major utility loss, train derailment, etc.).

Texas Division of Emergency Management: Coordinates the state emergency management program, which is intended to ensure the state, and its local governments respond to and recover from emergencies and disasters. They implement plans and programs to help prevent or lessen the impact of emergencies and disasters.

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

Whole Community: Also known as whole community approach, to include students, staff, families, first responders, community partners, volunteers, and local agencies in planning, preparing for, responding to, reunify, and recovering from emergency incidents and disasters together.

Progreso ISD Utilities Annex



July 2, 2026

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will respond to potential or actual disruptions in utility services at district facilities by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery).

1.2 Scope

This annex is meant to address district planning for disruptions of utility services and applies to the whole district community and all district property.

Section 2 – General Information

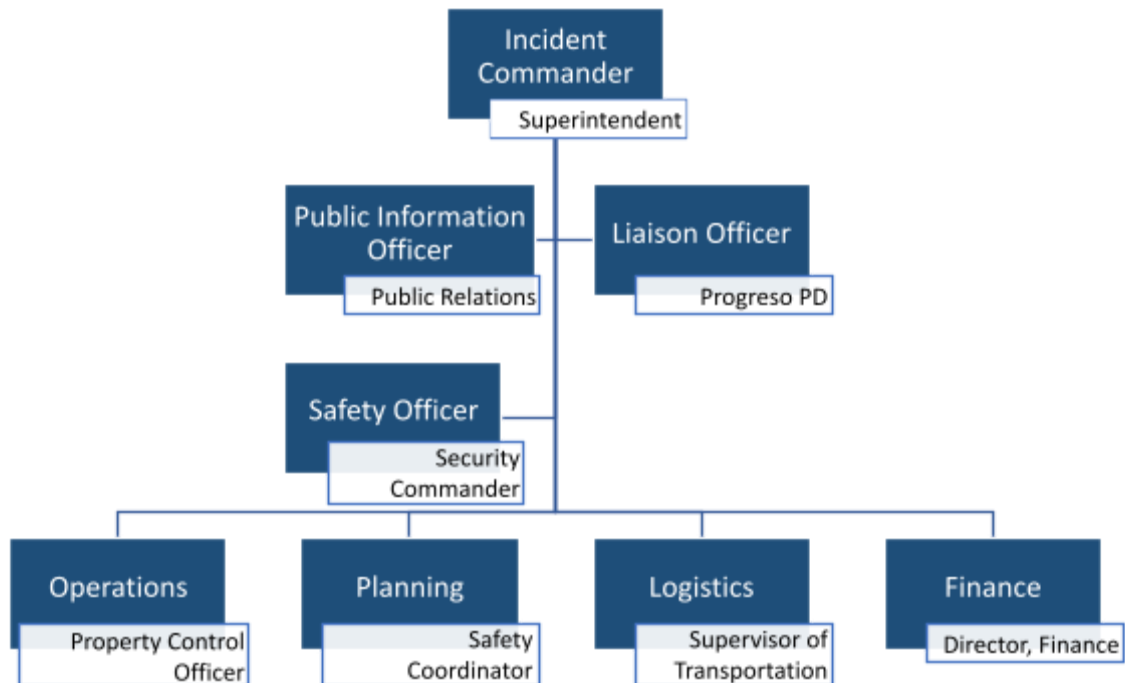
Progreso ISD will coordinate with utility providers to train designated staff members in procedures to safely shut down utilities at district facilities during an emergency (water, gas, electric, internet, etc.).

We have identified the following utility providers to receive notification during disruptions.

Service Provider	Type of Service	Email	24-Hour Contact Number
Direct Energy	Electricity	myaccount.directenergy.com	888-925-9115
Texas Gas Service	Natural Gas or Propane	texasgasservice.com	800-959-5325
Military Highway Water	Water, Sewer or Septic	mhwsc@aol.com	956-565-2491
Smartcom	Internet and Communications	customerservice@sctel.co	956-687-7070

Section 3 – Annex-Specific Incident Command System (ICS)

Progreso ISD will refer to the hazard-specific annex supported by this functional annex for Incident Commander and other ICS assignments.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase

Safeguard against consequences unique to a loss of utility services.

Mitigation Phase

Reduce the impact of a loss of utility services incident.

Preparedness Phase

Regularly review district readiness to support utilities loss and restoration.

District Actions	Responsible Role by Position
District maintenance and utility personnel perform ongoing system repairs, preventative updates, and necessary infrastructure upgrades before utility disruptions	Superintendent
Utility inspections are conducted regularly, and logs are maintained to document facility condition and compliance.	Maintenance Supervisor
How will your district regularly address facility and building improvements to reduce the risk of a utility outage that will most likely impact your district?	Superintendent
Has your district added structural support for utility services? No	Superintendent
Smart meters are utilized to monitor live power data, pinpoint outage locations, and streamline communication with utility providers.	Maintenance Supervisor
Does the district have an internal notification system or alarm to notify key staff members of a system outage? No	Director, Technology
Food Services will execute pre-established protocols to transfer perishable items to cold storage with generator backup or dispose of spoiled food safely according to health guidelines.	Director, Food Services
Vital records are backed up securely.	Superintendent
Emergency contact rosters for all local utility providers are maintained and kept immediately accessible	Superintendent
Necessary maintenance equipment, stock repair components, and trained personnel are maintained on-site for immediate repairs.	Superintendent

Preparedness Phase Regularly review district readiness to support utilities loss and restoration.	
District Actions	Responsible Role by Position
Updated facility schematics detailing line layouts and primary shut-off locations are maintained by Property Control.	Property Control Officer
Are designated staff trained to recognize damages to utility infrastructure? No	Superintendent
A facility prioritization plan is established to sequence power and utility restoration based on essential district functions.	Superintendent
Active Memorandums of Understanding (MOUs) are in place with external vendors and local agencies for emergency equipment and resources.	Superintendent
Paper-based rosters, manual check-in/check-out logs, and runner-based communication chains will be utilized.	Superintendent
Has the district shared the plan with responding and neighboring agencies and entities? No	Superintendent

Response Phase District actions during a loss of utilities.	
District Actions	Responsible Role by Position
Designated leaders will contact primary utility emergency lines and local emergency operation centers via dedicated phone lines or satellite/two-way communications.	Superintendent
The Public Information Officer (PIO) issues updates via official district notification channels, social media, mass broadcast messaging, and website notices.	Public Information Officer
Direct internal communications are delivered via campus public address (PA) systems, emergency radios, or direct staff messaging channels.	Superintendent
Maintenance dispatch protocols will immediately alert and deploy internal repair teams upon incident notification.	Superintendent
The Superintendent or authorized designee will contact contract holders directly to enact emergency equipment clauses and MOUs.	Superintendent
The COOP is formally activated by the Superintendent whenever a utility disruption severe enough to compromise campus safety or operations exceeds projected brief outage windows.	Superintendent
The Director of Finance institutes specific emergency accounting cost codes to log all labor, material, and equipment expenditures during the event.	Director, Finance

Response Phase District actions during a loss of utilities.	
District Actions	Responsible Role by Position
Reunification procedures follow standard district emergency protocols using pre-designated, safe reunification sites and secure student release practices.	Superintendent

Recovery Phase Return to normal district operations after restoration of utility services.	
District Actions	Responsible Role by Position
Direct liaison lines with utility restoration coordinators until full service is stabilized.	Superintendent
The Finance Department staff is trained in state and federal disaster reimbursement documentation requirements.	Director, Finance
Reviews and updates facility restoration lists post-incident based on structural assessments.	Superintendent, Director , Finance, Safety Coordinator
Remote learning platforms, instructional continuity plans, and take-home devices/materials are maintained for off-site instruction.	Superintendent
The Director of Compliance with the Superintendent oversees student and staff support policies, deploying district counselors and crisis response teams as needed.	Superintendent, Director, Compliance
Leading a post-incident debriefing with key staff and emergency personnel to analyze what occurred, evaluate the effectiveness of the response, and document operational lessons learned.	Director, Finance
The Superintendent develops and administers the Improvement Plan (IP) by taking the findings from the After-Action Review and turning them into specific corrective actions, assigning responsible roles, and tracking needed updates to district policies and facilities.	Superintendent

Section 5 – Resources

5.1 Abbreviations and Acronyms

AAR	After-Action Review
COOP	Continuity of Operations Plan
ICS	Incident Command System
IP	Improvement Plan

5.2 Definitions

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

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

Local Emergency Planning Committee (LEPC) An LEPC is a voluntary organization that is established in an Emergency Planning District designated by the State Emergency Response Commission (SERC). Most TxSSC, 2023 Utilities Annex Completion Guide, Pg. 7 Texas counties have a single LEPC, although some counties have multiple LEPCs that serve individual cities or communities in that county.

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

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