

Regular Meeting
Thursday, August 12, 2021 6:00 PM

ALVIN COMMUNITY COLLEGE
3110 Mustang Road
Alvin, TX 77511

Agenda

1. **Call to Order**
2. **Certification of Posting of Notice**

**CERTIFICATION OF POSTING OF NOTICE TO THE
REGULAR MEETING OF THE
ALVIN COMMUNITY COLLEGE DISTRICT
BOARD OF REGENTS
AUGUST 12, 2021**

It is hereby certified that a notice of this meeting was posted on the 5th day of August 2021, in a place convenient to the public on the Alvin Community College campus as required by Section 551.002, *Texas Government Code*.

Signed this 5th day of August, 2021.



Dr. Robert Exley
President

3. **Executive Session**
4. **Call to Order**
5. **Pledge**
6. **Invocation**
7. **Citizen Inquiries**
8. **Board Chairman Report/Comments**
9. Information Items



Dr. Robert J. Exley, Ph.D
President

Your College > Right Now

MEMORANDUM NO: 116-2021

TO: Board of Regents
FROM: Robert J. Exley, PhD *RJE*
DATE: August 5, 2021

SUBJECT: Personnel Action (Replacement): CE Director, Health Programs

The individual listed below has been recommended to fill the full-time position of CE Director, Health Programs.

Candidate

Recommended: Stuart Jackson

Education:

University of Houston
M.S., Allied Health Education & Administration

Sam Houston State University
B.S., Kinesiology

Experience:

- UTMB
Medical Educator-Standardized Patient Training July 2019 – Present
- UTMB
Exercise Physiologist May 2018 – June 2019
Enrollment Specialist October 2017 – May 2018
Training Specialist II September 2016 – May 2018
- College of the Mainland
Academic Advisor January 2016 – October 2017
Allied Health CE Instructor July 2015 – October 2017
- Santa Fe ISD
Head Athletic Trainer February 2010 – January 2016
- United States Army National Guard
Specialist December 2012 – May 2015

Salary: \$78,542.04
2020-21 Administrative/Professional Salary Schedule

RJE:tg

ACC ALVIN COMMUNITY COLLEGE

JOB DESCRIPTION

Job Title:	Director, Allied Health Programs		
Department:	CEWD	FLSA Status:	Exempt
Reports to:	Dean, CEWD	Grade Level:	210
Safety Sensitive:	Yes	Job Category:	Professional
HR approved:	Human Resources/LH	Date:	05/26/2021
Last updated by:	CG/SE	Date:	05/25/2021

SUMMARY

This position will work closely with the Dean of Continuing Education Workforce Development (CEWD) division, and is responsible for new program identification and development, course planning, scheduling, coordination, and implementation of Continuing Education Allied Health Programs. In addition, the Director is responsible for the hiring and supervision of program coordinators and instructors who are employed to deliver instruction and training in the Allied Health Programs.

ESSENTIAL DUTIES AND RESPONSIBILITIES include but are not limited to the following.

- Responsible for leadership, planning, implementation, and evaluation of non-credit health related programs including, but not limited to: Activity Director, Certified Nurse Assistant, Clinical Medical Assistant, Dental Assistant, Medication Aide, Non-Certified Radiological Technician, Pharmacy Technology, Phlebotomy, and Veterinarian Assistant.
- Recruit, employ, and retain adequate numbers of part-time and full-time instructors as well as program coordinators who meet the required educational and experiential criteria for teaching in programs assigned to the Director.
- Develop Allied Health programs' schedule, coordinate operation of program, and assign work assignments and responsibilities to instructors and staff.
- Prepare and approve curriculum in collaboration with discipline-specific instructors, advisory committees, and the Dean of CEWD to ensure programs meet national accreditation and state approved standards, if applicable.
- In collaboration with the Dean of CEWD, prepare, manage, and maintain oversight of the budget for health programs.
- Preparation and oversight of program reports for the institution and accrediting agency, when appropriate.
- Serve as liaison, college representative, and/or presenter for external organizations, institutions, and professional groups.
- Represent the College in a positive manner by establishing working partnerships with hospital educators and trainers of ancillary personnel to assess training priorities and long-range training needs.
- Recommend new programs or changes in existing programs based on analysis of local, state, and national trends.
- Schedule, plan, and maintain Advisory Committee membership, meetings, and minutes, as applicable.
- Support and maintain an inclusive learning environment where diverse perspectives are recognized and respected.
- Strive to achieve and maintain cultural diversity in staff and student populations.
- Provide program instruction when appropriate.

- Maintain availability to students, instructors, and staff.
- Assist in the resolution of student concerns related to Allied Health Programs.
- Provide periodic updates to the Dean of CEWD on status of instructional programs and projects.
- Assist instructors and program coordinators in identifying and meeting professional goals.
- assign instructors as needed.
- Attend institutional meetings as required.
- Other duties as assigned.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform the essential duties and responsibilities listed above. The qualifications listed below are representative of the education, experience, knowledge, skills, and/or abilities required.

EDUCATION

- Minimum of Associate degree in an Allied Health or related field from a regionally accredited institution.
- Must hold a license to practice in an Allied Health field.
- Bachelor's Degree in an Allied Health related field from a regionally accredited institution preferred.

EXPERIENCE

- Minimum of three (3) years of work experience in a health-related program.
- Teaching experience in a higher education institution preferred.
- Minimum of two (2) years of experience in managing a health-related program preferred.
- Supervisory experience preferred.

KNOWLEDGE, SKILLS, AND ABILITIES

- Requires knowledge of health-related occupations and the educational training needs for these occupations.
- Must have an awareness of and an ability to research state trends/issues, accreditation standards, and licensing/certification requirements in occupations related to health programs.
- Must exhibit positive human relation skills and possess proficiency in verbal and written communication.

WORK ENVIRONMENT

The incumbent typically works in an office environment and uses a computer, telephone and other office equipment as needed to perform duties. The noise level in the work environment is typical of that of an office. Incumbent may encounter frequent interruptions throughout the workday.

PHYSICAL DEMANDS

The employee is regularly required to sit, talk, or hear; frequently required to use repetitive hand motion, handle or feel, and to stand, walk, reach, bend or lift up to twenty (20) pounds.

This job description in no way states or implies that these are the only duties to be performed by the employee occupying this position. Employees will be required to follow any other job-related instructions and to perform any other job-related duties requested by their supervisor.

This job description may be revised upon development of other duties and changes in responsibilities.

X

EMPLOYEE PRINTED NAME

X

SUPERVISORS PRINTED NAME

X

EMPLOYEE SIGNATURE AND DATE

X

SUPERVISOR SIGNATURE AND DATE


Sign and return to HR for placement into employee personnel file.



Your College  **Right Now**

Dr. Robert J. Exley, Ph.D
President

MEMORANDUM NO: 121-2021

TO: Board of Regents
FROM: Robert J. Exley, PhD 
DATE: August 5, 2021
SUBJECT: 2018-2021 Junior College Safety and Security Audit

Enclosed you will find a copy of Alvin Community College's response to the required 2018-2021 Junior College Audit Report Questions.

RJE:tg

2018-2021 Junior College Audit Report Questions

Instructions: Using information collected during your district facility safety and security audit, please answer the following questions as they pertain to the current audit cycle.

Section 1

Contact Information and District Demographics

1. First name of person reporting audit data

Charlie

2. Last name of person reporting audit data

Lootens

3. Title of person reporting audit data

Administrative Sergeant

4. Direct email address for person reporting

clootens@alvincollege.edu

5. Direct phone number for person reporting (xxx-xxx-xxxx)

281-756-3702

6a. Are you the college president?

- Yes
- No

** (If Yes, skip to #7. If No, answer #6b-d.) **

6b. Who is your college president?

Dr. Robert Exley

6c. Direct e-mail for college president

rexley@alvincollege.edu

6d. Direct phone number for college president (xxx-xxx-xxxx)

281-756-3598

7. College district cumulative enrollment (Enter as whole number, no commas.)

7822

8. In which counties does your district have campuses? (Separate the list of counties with commas.)

Brazoria County

9. Number of district campuses (Numbers only please.)

1

10. How many instructional facilities are present in your district? (Numbers only please.)

18

11. How many non-instructional facilities are present in your district? (Numbers only please.)

2

Section 2

Safety and Security Audit

12. Does the college district have a committee or working group to consider safety and security related issues and recommended improvements for the college district?

- Yes
- No

13a. Has a safety and security audit been completed for some or all facilities in your district?

- Yes
- No

Reference: TEC §37.108(b)

** (If Yes, answer #13b and #13c. If No, skip to #20a) **

13b. How many instructional facilities were audited? Please provide the number completed. (Numbers only please.)

Note: Number should not be greater than __. That is the answer you provided in question #10.

18

13c. How many non-instructional facilities were audited? Please provide the number completed. (Numbers only please.)

Note: Number should not be greater than __. That is the answer you provided in question #11.

2

14. Have the safety and security audit results of your college district's campuses been reported or scheduled to be reported to the college district's Board of Trustees?

- They have been reported.
- They are scheduled to be reported at an upcoming board meeting.

(Please enter date as mm/dd/yyyy) 08/12/2021

- No, they have not been reported and they have not been scheduled to be reported. Reference:

TEC §37.108(c)

15. Has the district safety and security audit been signed by your college president?

- Yes
- No

Reference: TEC §37.108(c)(2)

16. Who conducted your college district's safety and security audit? (Check all that apply.)

- District employees
- Insurance provider or risk pool
- Local first responders (not district employees)
- Other (please specify): _____

17. Which of the following entity's audit procedures did your college district utilize to conduct your safety and security audit? (Check all that apply.)

- Texas School Safety Center
- Locally developed with input from the district
- Locally developed with input from first responders
- Locally developed with input from emergency management
- Insurance provider or risk pool
- Education Service Center (please specify the region): _____
- Other (please specify): _____

Reference: TEC §37.108(b)

18. Which of the following elements were reviewed during your college district's safety and security audit? (Check all that apply.)

- Interior of facilities
- Exterior of facilities
- Surrounding environment
- Campus climate
- Data and documents
- Multi-Hazard Emergency Operations Plan
- Other (please specify): _____
- None of these elements

19. What tools did you use to complete your junior college district safety and security audit? (Check all that apply.)

- TxSSC Higher Ed Safety and Security Audit Toolkit

- Education Service Center audit checklist
- Private contractor audit checklist
- Junior College District internal audit checklist
- Other (please specify): _____

Section 3

Emergency Management/Planning

20a. Has your college district adopted a Multi-Hazard Emergency Operations Plan?

- Yes
- No

Reference: TEC §37.108(a)

** (If Yes, answer #20b-k. If No, skip to #21a.) **

20b. Do satellite locations of the college district have campus-specific emergency response plans?

- Yes, 2018 & 2019
- No, 2020 & 2021

20c. Is your college district's Multi-Hazard Emergency Operations Plan reviewed at least annually?

- Yes
- No

Reference: TEC §37.108(c-2)(2)

** (If Yes, answer #20d. If No, skip to #20e.) **

20d. Is your college district's Multi-Hazard Emergency Operations Plan updated as needed based on findings from your annual review?

- Yes
- No

20e. Does your college district's Multi-Hazard Emergency Operations Plan address the following five phases of emergency management?

<u>Prevention</u>	Yes	No
<u>Mitigation</u>	Yes	No
<u>Preparedness</u>	Yes	No

<u>Response</u>	Yes	No
<u>Recovery</u>	Yes	No

Reference: TEC §37.108(a)

20f. Does your college district's Multi-Hazard Emergency Operations Plan include provisions for those with disabilities and/or access and functional needs?

- Yes
- No

20g. Does your district have the following plans/provisions in place?

<u>Continuity of Operations Plan (COOP)</u>	Yes	No
<u>Cybersecurity</u>	Yes	No
Communicable Disease	Yes	No
<u>Evacuation / Reunification</u>	Yes	No
Special events (e.g., events, graduation)	Yes	No
Active threat	Yes	No

20h. Does your district's Multi-Hazard Emergency Operations Plan provide training in responding to an emergency for district employees?

- Yes
- No

Reference: TEC §37.108(a)(1)

20i. Does your district's Multi-Hazard Emergency Operations Plan provide measures to ensure district employees have classroom access to a telephone, a cellular telephone or another electronic communication device allowing for immediate contact with: (Check all that apply.)

- District emergency services/agencies
- Law enforcement agencies
- Health departments
- Fire departments
- No, none of these

Reference: TEC §37.108(a)(2)

20j. Does your district's Multi-Hazard Emergency Operations Plan provide measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency?

- Yes
- No

Reference: TEC §37.108(a)(3)

20k. Which of the following entities were involved in the development of the Multi-Hazard Emergency Operations Plan for your college district? (Check all that apply.)

- Department of State Health Services (DSHS)
- Local emergency management agencies
- Regional emergency management agencies
- State emergency management agencies
- Junior college district police department
- Local law enforcement agencies
- Regional law enforcement agencies
- Local health departments
- Regional health departments
- Fire departments
- Emergency Medical Services (EMS)
- Other university or college
- Volunteer organizations
- School districts (K-12 dual attendance)
- Other (please specify) _____
- None of these entities were involved

Reference: TEC §37.108(a)(5)

20l. Does your district multi-hazard emergency operations plan mandate the following types of drills? (Check all that apply.)

- Fire Evacuation Drills
- Evacuation Drills (non-fire)
- Lockdown Drills
- Secure (Lockout) Drills
- Shelter for Weather
- Shelter-in-Place for Hazmat
- Hold
- Reunification
- None of these

21a. Has your college district conducted a hazard analysis or similar assessment to identify and prioritize unique hazards?

- Yes
- No

** (If Yes, answer #21b. If No, skip to #22a.) **

21b. Who did your college district collaborate with in conducting your hazard analysis? (Check all that apply.)

- Local/county emergency management
- Local first responders (Police/Fire/EMS)
- State agency
- Private consultant
- Other (please specify): _____
- No collaboration took place

22a. Have all district instructional facilities conducted the following drills within the last year? (Check all that apply.)

- Fire Evacuation Drills
- Evacuation Drills (non-fire)
- Lockdown Drills
- Secure (Lockout) Drills
- Shelter for Weather
- Shelter-in-Place for Hazmat
- Hold
- Reunification
- None of these-Due to campus wide major construction

22b. Have all district non-instructional facilities conducted the following drills within the last year? (Check all that apply.)

- Fire Evacuation Drills
- Evacuation Drills (non-fire)
- Lockdown Drills
- Secure (Lockout) Drills
- Shelter for Weather

- Shelter-in-Place for Hazmat
- Hold
- Reunification
- None of these-Due to campus wide major construction

23. Does your college district provide/include emergency response training at least annually to the following groups? (Check all that apply.)

- Administrators
- Full-time faculty
- Part-time or adjunct faculty
- Staff
- Students
- Volunteers
- Emergency responders
- Contractors
- None of these

Reference: TEC §37.108(a)(1)

24. Does your college district conduct after-action reviews following each: (Check all that apply.)

- Drill
- Exercise
- Actual emergency
- Special event
- None of these

25a. Which of the following agreements does your college district have in place pertaining to safety and security? (Check all that apply.)

- Memoranda of Understanding (MOU)
- Mutual Aid Agreements (MAA)
- Interlocal Agreements (ILA)
- Other (please specify): _____
- No agreements are in place

Reference: TEC §37.2121(d)(1)(2)(3)

**** (If any agreement is selected above, answer #25b. If "No agreements are in place," skip to #26a.) ****

25b. With whom has your district entered into Memorandum of Understanding, Mutual Aid Agreements, Interlocal Agreements, and/or similar agreements? (Check all that apply.)

- Department of State Health Services (DSHS)
- Local and/or regional public health department
- Local emergency management
- Law enforcement
- Fire department
- Emergency Medical Services (EMS)
- Neighboring district
- Off-campus evacuation sites/reunification sites
- Volunteer organizations
- Behavioral health providers (e.g., Local mental health authorities, private practitioners, etc.)
- Other (please specify): _____

Reference: TEC §37.2121(d)(1)(2)(3)

26a. Has your district identified key personnel who are responsible for specific emergency functions?

- Yes
- No

**** (If Yes, answer #26b-c. If No, skip to #27.) ****

26b. Have key personnel, responsible for specific emergency functions, been trained in the National Incident Management System (NIMS)?

- Yes
- No

26c. Have key personnel, responsible for specific emergency functions, been trained in the Incident Command System (ICS)?

- Yes
- No

27. Which of the following modes of mass notification does your junior college district use to communicate information to students, staff, and faculty? (Check all that apply.)

- Text message
- Email
- Reverse 911 call or text message

- Classroom notification boards
- Signage boards around campus (outside of classrooms)
- Social media
- Junior college website
- Other (please specify): _____
- The junior college does not have a mass communication system

28. Are all mass notification systems tested at least annually?

- Yes 10
- No

Section 4

Additional Safety and Security Information

29a. Which of the following sources of safety personnel does your college district utilize? (Check all that apply.)

- College district police department
- Local or county peace officers
- State Police/Game Warden
- District security personnel (employees)
- Private security officer (contracted)
- Other (please specify): _____
- None

** (If "College district police department" is selected above, answer #29b, then skip to #30a.) **

** (If "District security personnel" is selected above, skip to #29c, then proceed to #30a.) ** **

(All other options above, skip to #30a.) **

29b. How many peace officers are employed by the college district police department? (Numbers only please.)

10

29c. How many district security personnel are employed by the college district police department? (Numbers only please.)

0

30a. Has your college district designated an individual in an Emergency Management Coordinator role?

- Yes

- No

**** (If Yes, answer #30b. If No, skip to #31a.) ****

30b. Is this position full-time or part-time (in addition to other duties)?

- Full Time
- Part Time

31a. Does your junior college district have safety and security procedures in place for minors attending programs on campus?

- Yes
- No

**** (If Yes, answer #31b. If No, skip to #32a.) ****

31b. Do these procedures address the following: (Check all that apply.)

- Fire drills for classrooms with minors in attendance
- Parent-student reunification for minors in the event of an emergency
- Registered sex offenders in proximity to classes attended by minors
- None of these

32a. Does your junior college district have a behavioral threat assessment process that includes identifying concerning or prohibited behaviors and prescribes interventions?

- Yes
- No

**** (If Yes, answer #32b-e. If No, skip to #33a.) ****

32b. Does your junior college district's behavioral threat assessment team work with a larger system of support, such as counseling and mental health providers?

- Yes
- No

32c. Does your junior college district behavioral threat assessment team include members of the following areas of expertise: (Check all that apply.)

- Counseling
- Behavior management
- Mental health/substance use
- Classroom instruction

- Special education
- School administration
- School safety/security
- Emergency management
- Law enforcement
- None of these

32d. How many members of the behavioral threat assessment team have completed behavioral threat assessment training?

- None
- Less than 25%
- 25% or more but less than 50%
- 50% or more but less than 75%
- 75% or more but less than 100%
- 100%

32e. Which behavioral threat assessment training model was the behavioral threat assessment team trained in? (Check all that apply.)

- Texas School Safety Center
- SIGMA Threat Management Services (aside from TxSSC)
- Salem-Keizer Student Threat Assessment System
- Dewey Cornell Comprehensive School Threat Assessment Guidelines
- Dewey Cornell Virginia Student Threat Assessment Guidelines
- Other (please specify): NaBITAs _____

33a. Does your district use some form of an anonymous reporting system for behavioral threat assessment?

- Yes
- No

**** (If Yes, answer #33b. If No, skip to #34.) ****

33b. Please specify the name of the anonymous reporting system for behavioral threat assessment: A.C.T.-Assessment & Care Team

34. Does your junior college district have a suicide prevention plan?

- Yes
- No

35. In your opinion, do you agree or disagree that safety and security has improved in your college district since the last audit cycle (2015-2018)?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

36a. During the past three-year audit cycle, has your college district utilized any resources developed by the Texas School Safety Center to support safety and security programs, plans, or practices? (Check all that apply.)

- In-person training
- Conferences
- Online tools
- Videos
- Publications
- No TxSSC resources were utilized.

**** (If "No TxSSC resources were utilized" is selected, end survey. If any other option above is selected, answer #36b.) ****

36b. Do you agree or disagree that these resources have been useful to your district in improving or supporting safety and security efforts?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Section 5

Glossary

The following definitions will assist in answering the audit report questions. The terms are defined within the context of conducting and reporting of a district facility safety and security audit.

After-Action Review: A structured review or debrief process that analyzes what happened, why it happened, and lessons learned, or best practices identified, in a forum that includes participants and responsible program managers. It should also include a provision for making corrective actions as indicated from the review of actions taken.

Audit Procedures: Processes and steps used during a safety and security audit to aid in the identification of conditions and/or procedures that need improvement to create and maintain safe and secure campuses and facilities.

Behavioral Threat Assessment: A proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.

Behavioral Threat Assessment Team: A multidisciplinary and multiagency team established by the district board of trustees to assess harmful, threatening, or violent behavior as defined in TEC Sec 37.115. (TxSSC note: Junior College Districts are not required to adhere to TEC 37.115 but the team makeup is a best practice).

Campus: Any location that is owned, leased, or controlled by a school or junior college district that supports educational, administrative, or support services. Campuses may include but are not limited to all instructional locations, off-campus educational units, higher education teaching sites, and non-instructional facilities. A campus may include all of the structures at a location including but not limited to instructional facilities and noninstructional facilities.

Campus Climate: Refers to the quality and character of campus life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.

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

Current Audit Cycle: The three-year period during which a safety and security audit is required (TEC §37.108(b)) to be conducted in the district.

Cybersecurity: Measures taken to protect a computer or computer system against unauthorized access or attack.

Data and Documents: Climate or safety survey results, discipline reports, and/or other documentation that can inform staff of trends affecting the safety and security of the campus.

Drill: A set of procedures that test a single, specific operation or function. Drill examples include evacuating for a fire or locking down from an internal threat. An action designed to test, maintain, and evaluate skills in a particular operation or component of an emergency response plan.

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

Emergency Management Coordinator: An individual in a district role whose duties include responsibilities associated with coordinating, communicating, and monitoring emergency management development and operations. Roles may vary based on district needs and organizational structure.

Evacuation: A response action schools take to quickly move students and staff from one place to another. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include a bomb threat or internal gas leak.

Exercise: An exercise is an instrument to train for, assess, practice, and improve performance in mitigation/prevention, preparedness, response, and recovery in a risk-free environment.

Exterior of Facilities: The outside area of a district facility that is owned, leased, or considered property of the district.

Facilities: See definitions for Instructional Facilities and Non-Instructional Facilities.

Fire Evacuation Drills: A method of practicing how a building would be vacated in the event of a fire. The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible.

Hazard Analysis: An analysis of the unique hazard picture for the college district, including human-caused, natural, and technological hazards. The overall district hazard analysis should include common and unique hazards of each facility.

Hold: A response action schools take when hallways need to be cleared. Subsequent bells and any/all scheduled class changes are disregarded. Movement throughout building is stopped until an all-clear signal is given.

Incident Command System (ICS): A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

Instructional Facilities: Buildings and/or structures owned, leased, or used by a district occupied and/or utilized by students, employees, and/or district contract service providers where academic instruction occurs on a regular basis.

Interior of Facilities: The inner or indoor locations within a campus or district facility.

Interlocal Agreement: An interlocal agreement is used when a district is performing for or receiving a service from a local government entity, such as a city, county, or education service center (ESC).

Key Personnel: Personnel that have been identified with a role in emergency preparedness, incident management, response, continuity, and/or recovery.

Lockdown Drills: A response action schools take to secure 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.

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

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

Multi-Hazard Emergency Operations Plan: A district-level strategic plan containing guidance on district roles, responsibilities, and direction and control considerations. It also includes a hazard assessment developed in partnership with local stakeholders and first responder organizations that outlines an all-hazard comprehensive program in support of prevention, mitigation, preparedness, response, and recovery.

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

National Incident Management System (NIMS): A system mandated by HSPD-5 that provides a consistent nationwide approach for federal, state, local, and tribal governments; the private sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

Non-Instructional Facilities: Buildings and/or structures owned, leased, or used by a district occupied and/or utilized by students, employees, and/or district contract service providers. Non-instructional facilities include but are not limited to, a bus barn, maintenance building, stadium, tax office, and administration building.

Off-campus Evacuation Sites/Reunification Sites: Locations, usually pre-identified, where individuals may be moved after an incident and before being reunited with their parent or guardian.

Peace Officers: Those individuals listed under [Article 2.12 of the Texas Code of Criminal Procedure, Chapter 2. General Duties of Officers.](#)

Preparedness: A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response.

Prevention: Actions to avoid an incident or to intervene to stop an incident from occurring.

Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities.

Response: Activities that address the short-term, direct effects of an incident.

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

Safety and Security Audit: An ongoing process with the aim of identifying hazards, threats, and vulnerabilities that might pose a danger to life or property and/or may interfere with a safe, secure and healthy environment that is conducive to teaching and learning.

Secure (Lockout) Drills: A response action schools take to secure the perimeter of school buildings and grounds during incidents that pose a threat or hazard outside of the school building. Lockout uses the security of the physical facility to act as protection to deny entry.

Security Personnel: Individuals providing security services and NOT qualified as a peace officer defined under Article 2.12 of the Texas Code of Criminal Procedure, Chapter 2. General Duties of Officers.

Shelter-in-Place for Hazmat: A response action schools take to quickly move students, staff, and visitors indoors, perhaps for an extended period of time, because it is safer inside the building than outside. Stakeholders may be required to move to rooms without windows or to rooms that can be sealed. Shelter-in-Place for Hazmat examples include train derailment with chemical release or smoke from a nearby fire.

Shelter for Weather: A response action schools take to quickly move students, staff, and visitors indoors, perhaps 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 vs. warning), stakeholders may be required to move to rooms without windows on the lowest floor possible, or to a weather shelter.

Surrounding Environment: For the purpose of the college district's safety and security audit it is important to note factors, hazards, or environmental concerns near a facility or campus that may illustrate a need for certain protective actions. These factors may include crime, proximity to high traffic areas, industrial activity, or other concerns.

References

These references are excerpts directly from the Texas Education Code to aid in understanding the legal mandates, which support the questions in this tool.

TEC §37.108(a): "Each school district or public junior college district shall adopt and implement a multihazard emergency operations plan for use in the district's facilities. The plan must address mitigation, preparedness, response, and recovery as defined by the commissioner of education or commissioner of higher education in conjunction with the governor's office of homeland security. "

TEC §37.108(a)(1): "The plan must provide for district employee training in responding to an emergency, including substitute teachers."

TEC §37.108(a)(2): "The plan must provide for... 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."

TEC §37.108(a)(3): "The plan must provide for... measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency."

TEC §37.108(a)(5): "The plan must provide for...measures to ensure coordination with the Department of State Health Services and local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency."

TEC §37.108(b): "At least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. To the extent possible, a district shall follow safety and security audit procedures developed by the Texas School Safety Center or a person included in the registry established by the Texas School Safety Center."

TEC §37.108(c): "A school district or public junior college district shall report the results of the safety and security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center."

TEC §37.108(c)(2): "A school district or public junior college district shall report the results of the safety and security audit conducted under Subsection (b) to the district's board of trustees and, in the manner required by the Texas School Safety Center, to the Texas School Safety Center. The report provided to the Texas School Safety Center under this subsection must be signed by:

(2) for a public junior college district, the president of the junior college district."

TEC §37.108(c-2)(2): "verify that the district's plan was reviewed within the last 12 months and determine the specific review dates"

TEC §37.2121(d)(1)(2)(3): "Each school district that enters into a memorandum of understanding or mutual aid agreement addressing issues that affect school safety and security shall, at the center's request, provide the following information to the center:

- (1) the name of each entity with which the school district has entered into a memorandum of understanding or mutual aid agreement,
- (2) the effective date of each memorandum or agreement; and
- (3) a summary of each memorandum or agreement."

	Budgeted 2020-21	AUGUST 2021	Funded Vacancies
Administrative	11	10	1
Professional	74	63	11
Faculty	113	107	6
Technical Support, Clerical & Maintenance (TSCM)	116	107	9
Total Full-Time (FT) Employees	314	287	27

Resignation/Termination Report

	Name	Position / Department	Last Day Worked	Reason
1	Pernell "Joey" Breaux	Campus Police Officer	8/1/2021	Resignation
2	Jessica Thompson Falla	QEP Coordinator	8/6/2021	Resignation
3	Cherlyn Crawford	Administrative Assistant / Student Activities	8/20/2021	Resignation
4	Robin Dahms	Events Coordinator	8/29/2021	Resignation
5	Daniel Abrego	Computer Programmer	8/13/2021	End of Grant Funding
6	Sarah Bouse	Director, TDCJ Programs	8/31/2021	Retirement
7	Larry Huffman	Instructor / TDCJ Drafting & Design Engineering Technology	8/31/2021	Retirement
8	Melinda Wallace	Instructor / Vocational Nursing	8/31/2021	Retirement
9	Karen White-Goyzueta	Director, CEWD	8/31/2021	Resignation

10. **Consent Agenda**
 - A. **Minutes**

**ALVIN COMMUNITY COLLEGE
REGULAR MEETING OF JULY 22, 2021
OFFICIAL MINUTES**

The Board of Regents of Alvin Community College met in a regular session on the 22nd day of July at 6:00 p.m. in the Nolan Ryan Center, with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chairman
Jody Droege	Vice-Chair
Jim Crumm	Regent
Kam Marvel	Regent
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Andy Tacquard	Regent
Robert J. Exley	President, Alvin Community College
Wendy Del Bello	Alvin Community College
Jade Borne	Alvin Community College
Cindy Griffith	Alvin Community College
Karl Stager	Alvin Community College

Rick Morris
Tammy Giffrow
Gayland Capps
Jeff Parks
Kyle Marasckin

Anita Exley
John Matula
John Tompkins
Nadia Nazarenko
Stacy Ebert

Alyssa Bullock
George Tacquard
Hameedah Majeed

Call to Order

The meeting was called to order by Chair Sanchez at 6:00 p.m.

Certification of Posting of Notice

Certification of the posting of the notice as listed in the agenda was acknowledged. Dr. Exley certified that a notice of the meeting was posted in accordance with Title 5, Chapter 551, Texas Government Code.

Executive Session

- *For the purpose of a private consultation with its attorney when seeking the advice of its attorney, in accordance with Tex. Gov't Code Section 551.071; Deliberate individual employee salaries as determined through the compensation study, in accordance with Tex. Gov't Code Section 551.074.*

The meeting was called back into session by Chair Sanchez at 7:00 p.m.

- **Pledge**
- **Invocation**
Invocation by Mr. Marvel.

Citizen Inquiries

There were no citizen inquires.

Board Comments

Chair Sanchez stated that it was awesome that ACC was recognized as Business of the Month by the Pearland Chamber of Commerce, recognized the loss of the wife of Bart DeWitt, former Regent and the loss of Mac Barrow, former Regent, thanked Vice Chair Droege for her help in keeping the Regents on task for various occasions.

President's Report

Dr. Exley reported the following: Fall 2021 enrollment increasing daily and thanked Student Services for the great job they are doing along with everyone that supports Student Services, an update on current construction projects and thanked all staff working on getting things moving forward with the projects, ongoing virtual interviews, recognition of ACC as Business of the Month, recognized ACC baseball player, Owen Holt, for signing with the Cincinnati Reds, the "Students teaching Doctors" event in the Sleep Study Program, and finally that ACC received a Texas Talent Connection Grant for recently incarcerated students. This report was for information only.

Approval of Consent Agenda

Dr. Exley requested that item number 7, Approval of Personnel Replacement for Mathematics Faculty, be removed at this time from the consent agenda. Chair Sanchez said she would entertain a motion to approve the consent agenda with the removal of the Personnel Action for Mathematics Faculty and that would include the approval of the Minutes Regular Board Meeting of June 24, 2021, Minutes of the Board Workshop of July 12, 2021, Board of Regents Meeting Schedule for 2021-2022, approval of Personnel Action Replacement for Faculty/Program Director, Law Enforcement Academy, Drafting & Design Engineering Technology Faculty, and Director, Distant Education. A motion to approve the consent agenda was made by Mr. Starkey. Seconded by Mr. Marvel. Motion passed unanimously.

Consider Approval of "Restatement" of Alvin Community College Money Purchase Plan (Part-time Employee Retirement)

Motion to approve the "restatement" of the Alvin Community College Money Purchase Plan as presented by Merkley, Newman & McLaws, Inc. and authorizes Dr. Exley, President for Employer and Karl Stager, Vice President Administrative Services as Trustee, to sign the attached documents related to the Money Purchase Plan on behalf of Alvin Community College was made by Vice Chair Droege. Seconded by Mr. Marvel. Motion passed unanimously.

Financial Reports Ending June 2021

Mr. Tacquard made the motion to approve the financials June 2021. Seconded by Vice Chair Droege. Motion passed unanimously.

Adjournment

There being no further business before the Board, the meeting was adjourned at 7:19 p.m.

**ALVIN COMMUNITY COLLEGE
BOARD WORKSHOP OF AUGUST 2, 2021
OFFICIAL MINUTES**

The Board of Regents of Alvin Community College met virtually in a Board Workshop on the 2nd day of August 2021 in the Nolan Ryan Center, with the following members, administrative personnel, and guests present:

'Bel Sanchez	Chair
Jody Droege	Vice-Chair
Patty Hertenberger	Secretary
Jim Crumm	Regent
Darren Shelton	Regent
Jake Starkey	Regent
Roger Stuksa	Regent
Andy Tacquard	Regent
Robert J. Exley	President, Alvin Community College
Jade Borne	Alvin Community College
Wendy Del Bello	Alvin Community College
Karen Edwards	Alvin Community College
Cindy Griffith	Alvin Community College
Karl Stager	Alvin Community College

Tammy Giffrow
Rick Morris
Nicki Harrington
Kyle Marasckin

Call to Order

Chair Sanchez called the meeting to order at 12:10 p.m.

Certification of Posting of Notice

Certification of the posting of the notice as listed in the agenda was acknowledged. Dr. Exley certified that a notice of the meeting was posted in accordance with Title 5, Chapter 551, Texas Government Code.

Citizen Inquiries

There were no citizen inquiries.

Discussion with ELT regarding the Strategic Plan

Dr. Nicki Harrington led the discussion pertaining to the wrap up of the current Strategic Plan and the Executive Leadership Team presented the key accomplishments of the six goals of the 2016-2021 Strategic Plan. Dr. Harrington talked about the steps for the planning of the 2022-2027 Strategic Plan in this gap year, that the discovery phase began in April 2021 with the hiring of the new President and went through the timeline for the completion and roll out of the plan beginning in 2022.

President's and Board of Regents Goal Setting Session

Dr. Nicki Harrington conducted the discussion in setting Dr. Exley's goals for 2021-22 as related to the 2021-22 transition year of the Strategic Plan. The Board discussed seven President goal topics and asked Dr. Harrington to draft language representative of each goal. The Board also reviewed their role and upcoming goals for the 2021-2022 year. The President's and Board's goals will be brought before the Board for vote at the August 12, 2021 Board meeting.

Budget Scenarios and Tax Evaluation Discussion

Mr. Stager talked about the budget and various revenue stream scenarios and stated that the tax rate information will be received this week. The Regents will determine tax rate hearing action at the August 12, 2021 Board meeting.

Adjournment

The meeting was adjourned at 4:04 p.m.

Dr. Patty Hertenberger, Secretary

'Bel Sanchez, Chair

B. Consider Approval of President's Goals for 2021-2022



Your College  **Right Now**

Dr. Robert J. Exley, Ph.D
President

MEMORANDUM NO: 113-2021

TO: Board of Regents
FROM: Robert J. Exley, PhD *RJE*
DATE: August 5, 2021
SUBJECT: President's Goals for 2021-2022

The Board of Regents met on Monday August 2, 2021 at the Nolan Ryan Center for a workshop led by Dr. Nicki Harrington to review the strategic plan and discuss presidential goal setting for the 2021-2022 year. Goals were identified that directly relate to the presidential transition year and the strategic plan and have measurable outcomes.

It is recommended that the Board approve the seven transition year goals established for the president for the 2021-2022 year.

RJE:tg

C. **Consider Approval of Board of Regents' Goals for 2021-2022**

D. **Consider Approval of Fiscal Year 2021-22 Cooperative Purchasing Programs**

E. **Consider Approval of Annual Purchasing Requests for Fiscal Year 2021-22**

F. **Consider Approval of Personnel Action (Replacement): Director, Child Lab School**

G. **Consider Approval of Personnel Action (Replacement): Vice President, Human Resources**

11. **President's Report**
12. **AGCM Construction Update Report**

13. **Consider Adoption of the 2021-2022 Fiscal Year Budget**

14. **Consider Approval of a Tax Rate for the 2021-2022 Fiscal Year**

15. **Consider Approval of 2018 Maintenance Bond CSP 20-02 Contract – Additional Contractor Contingency**

16. **Consider Approval of Investment Strategy**

17. Financial Report

18. **Adjournment**