



Rhodes School
for the **Performing Arts**

**RSPA
EMERGENCY
OPERATIONS
PLAN**



THE RHODES SCHOOL –

The Rhodes School for the Performing Arts (RSPA) is a fine arts magnet school of distinction. We operate according to a state charter with an emphasis on the performing arts and academic excellence. We expand the educational choice of families with children Pre-K through 8th grade while providing increased opportunities for students.

Founded on the principles of Scholarship, Leadership and Citizenship, we now celebrate our 10th year in education. Our mission is “To develop critical thinkers who have the character to lead.” Excellence in the studio, practice room, auditorium, and classroom will help put our children on a path towards fulfilling their potential in all walks of life.

The administrative offices are located at 13334 Wallisville Rd., Houston, Texas 77049. The Humble campus is located at 600 Charles St., Humble, Texas 77338. This campus serves 340 students with 41 staff members. The Emergency Operations Plan (EOP) and its supporting documents provide a framework that outlines the intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees. The EOP ‘s goal is to protect all individuals from serious injury, property loss and loss of life. The planning process is supported by collaboration, training, and exercising. This plan is designed to allow for integration with local, state, and federal emergency management and continuity of operations plans. The EOP and related documents are reviewed at least annually by the RSPA School Safety and Security Committee, as set forth in Chapter 37.108 and 37.109 of the Texas Education Code and updated as appropriate.

Our Superintendent, Ashley Miller, is responsible for approving and ensuring the promulgation of this plan.

DocuSigned by:
Ashley Miller

Ashley Miller, Superintendent

APPROVAL & IMPLEMENTATION

BASIC PLAN

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

Approved:  DocuSigned by:
Ashley Miller
9270EED0F66B468... Date: 10/12/2022

Concurred:  DocuSigned by:
Brandon Miller
46709015B25F446... Date: 10/12/2022

RECORD OF CHANGES

BASIC PLAN

RECORD OF CHANGES

The record of changes captures changes, updates, reviews, and revisions made to this plan, as well as verifies the plan has been reviewed every twelve months in accordance with Education Code 37.108(c-2) (2).

Change Number	Date of Change	Name	Summary of Change
1	7/23/2022	C.Campbell	ICS
2	8/10/2022	J.Clifton	Local Agencies
3.	9/23/2022	B.Miller	Active Threat

RECORD OF DISTRIBUTION

Updated or revised plans must be distributed district wide.

**Plan will be distributed if approved by Texas School Safety Center*

Title and Name of Person Receiving the Plan	Agency (school office, government agency, or private-sector entity)	Date of Delivery	Number of Copies Delivered
<i>Humble Police Department Chief Ken Theis</i>	<i>Humble Police Dept</i>	<i>10/12/2022</i>	<i>1</i>
<i>Humble Fire Marshal Chief J. Nykaza</i>	<i>Humble Fire Department</i>	<i>10/12/2022</i>	<i>1</i>



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District Safety and Security Committee	

PURPOSE

The purpose of the Emergency Operations Plan (EOP) is to provide the foundation for emergency preparedness, response and recovery. Our goal is to protect our stakeholders from serious injury, property loss or loss of life in the event of an actual or potential major disaster. As much as possible, we want to ensure the safety of students, staff and visitors by solid planning, educating and training on what to do before, during, and after an incident and by outlining the responsibilities and duties of the district administrators, staff, substitute teachers, students, response agencies, and the community. This plan has been customized to meet the specific and unique needs, capabilities, and circumstances found on each campus and is a living document.

The plan addresses all phases of emergency management - mitigation, prevention, preparedness, response, and recovery. Staff training and required drills are addressed. The EOP addresses operational considerations and steps designed to mitigate the impacts of hazards that the district faces.

RSPA will review and update the plan and supporting documents following major incidents, as well as annually. Revisions will enhance the district's ability to support all phases of emergency management.

A. Scope

This plan is applicable to the campus and at school events. It ensures that individuals with disabilities and those with access and functional needs are assisted. This plan includes a hazard analysis, which identifies specific hazards and addresses those in the basic plan and annexes.

B. Goal

The goal of this plan is to identify campus-centered emergency management practices, relationships, responsibilities, and general considerations for facilities, campuses, and departments to integrate emergency management into their emergency plans in order to minimize injuries, the loss of life and damage to property.

LEGAL AUTHORITY

A. State

1. Texas Education Code, Chapter 37:
 - i. Education Code 37.108(a) states that a district shall adopt and implement a multi-hazard emergency operations plan for use in the district's facilities. The plan must address mitigation, prevention, preparedness, response, and recovery.
 - ii. Education Code 37.108(c-2) states that a document relating to a district's multi-hazard emergency operations plan is subject to disclosure if the document enables a person to:
 1. Verify that the district has established a plan and determine the agencies involved in the development of the plan and the agencies coordinating with the district to respond to an emergency, including the Department of State Health Services, local emergency services agencies, law enforcement agencies, health departments, and fire departments. See the district's Open Records Policy Appendix.
 - iii. Education Code 37.108(c-2)(7) verify that the district has completed a safety and security audit under Subsection (b) and determine the date the audit was conducted, the person conducting the audit, and the date the district presented the results of the audit to the district's board of trustees. See the district's Open Records Policy Appendix.
2. Texas Education Code, Chapter 38
3. Texas Government Code, Chapter 418

B. Federal

1. Robert T. Stafford Disaster Relief and Emergency Assistance Act
2. Homeland Security Presidential Directive 5: Management of Domestic Incidents

3. Presidential Policy Directive 8: National Preparedness

SITUATION AND ASSUMPTIONS

A. Situation

To provide an effective response to an emergency or incident, this plan may be activated in part or in whole, as necessary, by the Superintendent, authorizing officials and/or the designee.

The intent of this plan is to minimize or mitigate the effects of natural, technological, and human-caused hazards that may affect the campus. The Humble campus is located in the City of Humble at 6000 Charles St., Humble Texas, 77338. It is in Harris County and served by Region 4 Educational Services Center. The campus serves 340 students and has 41 staff members. The building is one story and includes a cafeteria and gym. The campus is located near a strip shopping center. The strip center includes a plasma donation location and a railway operated by Union Pacific.. In addition, there is a chemical facility near the campus.

1. Individuals with Disabilities or Access and Functional Needs

The current enrollment of students with disabilities and/or access and functional needs is "0". There are currently no students or staff requiring additional assistance. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc. The campus plans for providing equal safety in an emergency for those with disabilities and individuals with access and functional needs in accordance with Education Code 37.108(f)(4) can be found throughout the plan and supporting documents.

2. Campus Facilities

A map of the campus is included in the Appendix.

Name of Facility	Address	Number of Employees
Administration Building	13334 Wallisville Houston, 77049 Texas	17

Humble Campus	600 Charles St. Humble, Texas 77338	41

Rhodes School for the Performing Arts - Humble	600 Charles St. Humble, Texas 77338	Number of Employees: 41
Number of buildings on property: 1	Number of Students - 340	
Presence of adequate communication equipment / cell phone coverage?	YES	
Geographical Issue: Nearby Bayou		
Which EMS provider services your campus/facility?	Humble Fire Dept.	
Is there an extended response for EMS services?	No	
Which Fire / HazMat services your campus/facility?	Humble Fire Dept.	
Is there an extended response for Fire / HazMat Services?	No	
Which Law Enforcement services your campus/facility?	Humble Police Dept.	
Is there an extended response for Law Enforcement?	Harris County Constables	
Are there any Chemical Plants that may impact the campus/facility?	YES	
Are there any Pipelines that may impact the campus/facility?	No	

Are there any Power Plants (nuclear, ethanol, etc.) that may impact the campus/facility?	No	
Are there Railroad Tracks within 1000 yards of the campus/facility fence line?	Yes	
Other		
Other		
Elementary Staffing	19	
Administrators -	7	
Cafeteria Staff -	3	
Custodial Staff -	6	
Instructional Assistants	0	
Law Enforcement / SROs	0	
Substitute Teachers	0	
Support Staff	0	
Teachers	6	
Other		
Other		
Individuals with Disabilities or Access and Functional Needs	Number - 0	
Blindness or Visual Disabilities	0	
Cognitive or Emotional Disabilities		
Deafness or Hearing Loss	0	
Limited English Proficiency		
Medically Fragile Health (including asthma and severe allergies)	0	
Mobility / Physical Disabilities (permanent or temporary)	0	
Unaccompanied Minors	0	
Other		
The campus enrollment of students with disabilities and / or access and functional needs is 0. The campus staff requiring additional assistance - 0.		

Copy this table and attach this information to each corresponding campus map.

3. Campus Hazard Summary

The hazards listed in the table below have the potential for disrupting the district's operations. These identified hazards have been assessed by risk and likelihood and ranked accordingly. Each hazard will be addressed.

Hazard Analysis Worksheet

Hazard	Probability	Severity of Impact	Warning Time	Duration of Incident	Risk Priority
Train Derailment	<input type="checkbox"/> (4) Highly Likely <input checked="" type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input checked="" type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Fire	<input type="checkbox"/> (4) Highly Likely <input checked="" type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input checked="" type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Flooding	<input checked="" type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input checked="" type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input checked="" type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Tornado	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input checked="" type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input checked="" type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Chemical Release/Spill	<input type="checkbox"/> (4) Highly Likely <input checked="" type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input checked="" type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Active Threat	<input type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input checked="" type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input checked="" type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Medical Event	<input checked="" type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input checked="" type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input checked="" type="checkbox"/> (1) <3 hours	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
Hurricane	<input type="checkbox"/> (4) Highly Likely <input checked="" type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input checked="" type="checkbox"/> (4) Catastrophic <input type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input checked="" type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input checked="" type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Pandemic	<input checked="" type="checkbox"/> (4) Highly Likely <input type="checkbox"/> (3) Likely <input type="checkbox"/> (2) Possible <input type="checkbox"/> (1) Unlikely	<input type="checkbox"/> (4) Catastrophic <input checked="" type="checkbox"/> (3) Critical <input type="checkbox"/> (2) Limited <input type="checkbox"/> (1) Negligible	<input type="checkbox"/> (4) Minimal <input type="checkbox"/> (3) 6-12 hours <input checked="" type="checkbox"/> (2) 12-24 hours <input type="checkbox"/> (1) >24 hours	<input type="checkbox"/> (4) >12 hours <input type="checkbox"/> (3) 6-12 hours <input type="checkbox"/> (2) 3-6 hours <input type="checkbox"/> (1) <3 hours	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

B. Assumptions

1. The strategic-level Multi-Hazard Emergency Operations Plan (EOP) is a framework that provides guidance and structure to support the campus's educational mission within a safe and secure environment.

2. As every incident is different, no single document can outline a specific chronology for response and recovery. Therefore, this plan is intended to reduce the effects of natural, technological, or human-caused incidents affecting infrastructure, safety, security, and health.

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

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

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

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

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

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

9. Students, staff, and visitors with disabilities and others with access and functional needs will be included in all phases of the district emergency management program and supported in the response and recovery operations.

10. Proper mitigation and prevention actions, such as creating a positive school climate, maintaining fire and health protocols, and conducting safety and security audits, may help prevent or reduce incident-related losses.

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

12. Personnel and equipment may be limited, so some routine functions and activities that do not contribute to the emergency response may be suspended and/or redirected to accomplish emergency tasks.

13. Personnel with special assignments, training, or capabilities may be asked to perform tasks other than their daily duties.

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

15. Faculty and staff are empowered to assess the seriousness of incidents and respond accordingly.

16. The district regularly schedules training for faculty and staff.

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

18. During or after an incident, many of the products and services used to meet the daily needs of the campus, departments, and/or facilities may not be available. Alternate sources for products and services may be utilized.

19. This plan is intended to provide guidance but does not imply performance guarantees. The campus may deviate from the plan as necessary.

CONCEPT OF OPERATIONS

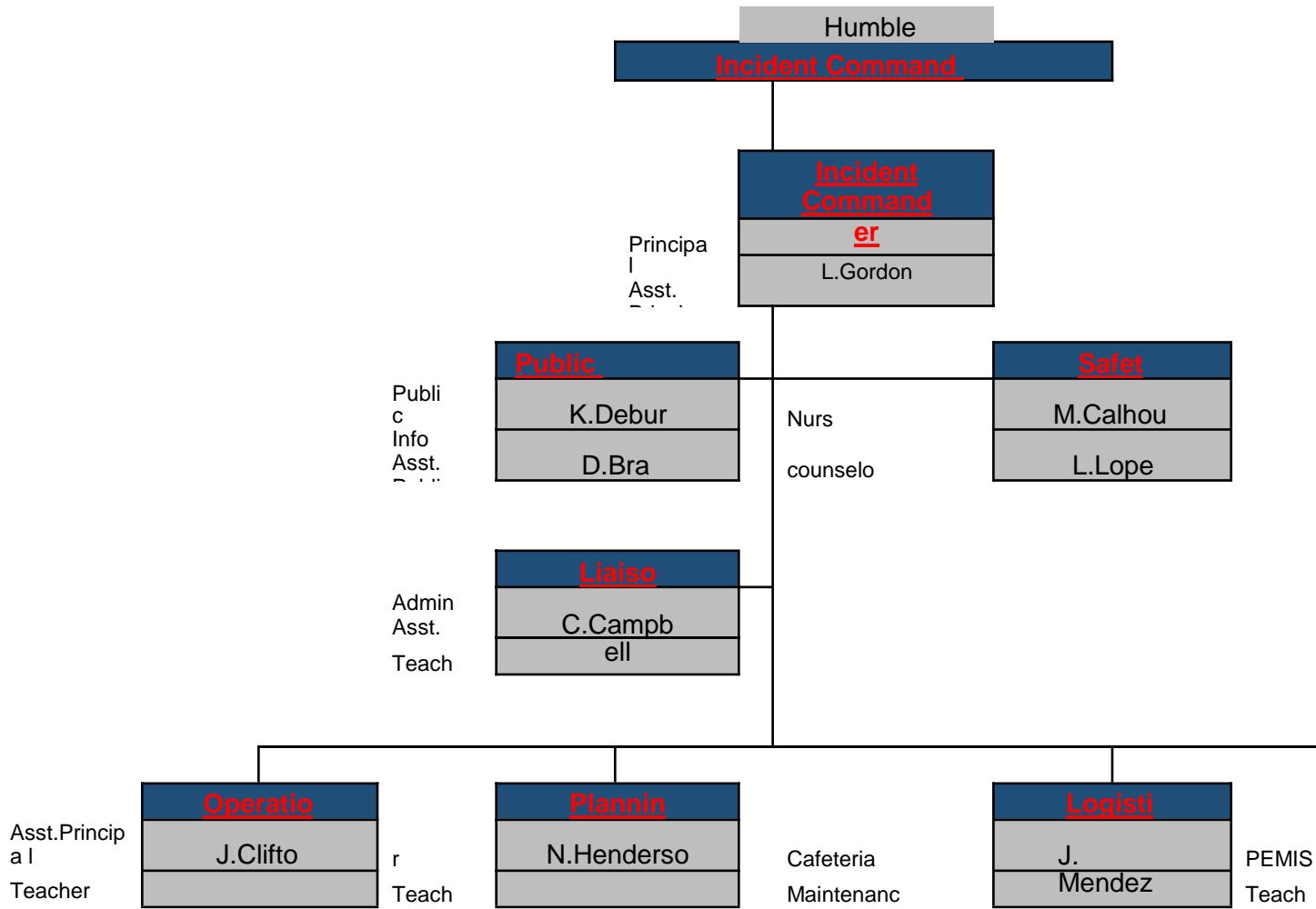
The same personnel and resources used for day-to-day operations will transition to response operations. As needed, personnel, equipment and supplies that would typically be required for routine operations will be redirected to accomplish assigned roles and responsibilities to address the emergency.

The Superintendent, Ashley Miller, is responsible for overall emergency management planning and has designated an individual to serve as the emergency management coordinator and individuals to support the district emergency management program.

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on **April 2023**.

The organization has formally adopted the National Incident Management System (NIMS), in accordance with the President's Homeland Security Directive

5 (HSPD-5), Texas Governor's Executive Orders, and the National Response Framework (NRF). RSPA has also adopted the Standard Response Protocol Extended Version (SRP-X) from the I Love U Guys Foundation. SRP utilizes 5 key response actions – Lockdown, Secure, Evacuate, Shelter and Hold.



Actions by Phases of Emergency Management

In compliance with Education 37.108(a), the following actions have been undertaken.

1. Mitigation Actions

- Stop the Bleed Training (pending)

2. Prevention Actions

- Functional threat assessment team
- Sanitation measures including hand wash stations, Plexiglas shields

3. Preparedness

- Campus safety teams
- Staff training including Active Threat, Blood-borne pathogens, Child Abuse, CPR-First Aid, Stop the Bleed
- Annual staff development on response protocol
- Monthly drills
- Annual active threat exercise with law enforcement
- Evacuation plans
- Virtual learning capabilities
- Classroom Go Kits
- Automated External Defibrillators
- Fire Extinguishers
- Generators

4. Response

- Adoption of Standard Response Protocol Extended Version
- Activation of EOP
- Radios to facilitate emergency communication
- Evacuation Planning
- Identification of alternative reunification sites

5.Recovery

- Providing crisis counseling/psychological first aid
- Repairing and/or preparing building for instruction
- Ensuring functioning of all utilities
- Planning for alternative facilities

- A. D. Physical and Psychological Safety This subsection addresses broad concepts of physical and psychological safety for students, faculty, staff, sub-teacher(s) and others in the community, while referencing relevant mandates.

The physical safety of students, faculty, staff, sub-teacher(s) and others in the community during an incident is addressed throughout every annex.

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

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

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

- A. This section provides an overview of organizational functions, as well as the roles and responsibilities, of district administration, faculty and staff, students, parents, first responders, and emergency management. It describes the expected actions of those impacted or responding to a district emergency.

Staff are expected to take charge and manage the incident until it is resolved, or response partners arrive to manage the emergency. Primary responsibility for an emergency function generally is assigned to an individual who has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills. The campus will use the Incident Command System (ICS).

All personnel assigned responsibilities in this plan are trained on NIMS concepts, procedures, and protocols.

District Administrators and Executive Staff	Function / Responsibilities	Phase(s) (Mitigation, Prevention, Preparedness, Response, Recovery)
Safety and Security Committee	a. Participate on behalf of the district in developing and implementing emergency plans. b. Provide the district with campus, facilities, or support services information required in connection with a safety and security audit report. c. Provide recommendations for training and resources.	Preparedness Preparedness
Superintendent	a. Develop, implement, and promote a multi-hazard district-centered emergency program where the planning process embraces each emergency management phase.	All Phases Mitigation, Prevention, Preparedness

	<p>b. Communicate to the district's School Safety and Security Committee the objectives and priorities for the district's emergency management program.</p> <p>c. Advise school board members of emergency situations and provide periodic reports as needed.</p> <p>d. Provide response direction</p>	Response
Business Services	<p>a. Monitor purchases and increase procurement card allotment to help with emergency repairs.</p> <p>b. Monitor timekeeping requirements, make-up time, leave/absences and disability during crisis</p>	<p>Response</p> <p>Mitigation, Preparedness</p>
Nutrition	<p>a. Request Maintenance to check all generators to ensure they are working properly.</p> <p>b. Cancel or re-schedule deliveries scheduled during school closure.</p> <p>c. Director will identify, procure and allocate resources efficiently.</p>	<p>Mitigation, Prevention, Preparedness</p> <p>Mitigation, Prevention, Preparedness, Response</p> <p>Recovery</p>
Human Resources	<p>a. Account for employees not able to return to work</p> <p>b. Fill vacancies with substitutes or new hires</p>	<p>Recovery</p> <p>Recovery</p>

Transportation	<ul style="list-style-type: none"> a. Recall bus drivers b. Alter bus routes c. Obtain staging area d. Address fuel needs 	<p>Response</p> <p>Response</p> <p>Preparedness</p> <p>Preparedness</p>
Counselors	<ul style="list-style-type: none"> a. Take steps to ensure the safety of students, staff, and others. b. Assist with the reunification of students with parents/guardians. c. Coordinate mental health service 	<p>All phases</p> <p>Recovery</p> <p>Recovery</p>
Nurses	<ul style="list-style-type: none"> a. Administer first aid or emergency treatment as needed. b. Supervise administration of first aid by those trained to provide it. c. Liaison with public health regarding communicable diseases d. Monitor student and staff health 	<p>All phases</p> <p>All phases</p> <p>All phases</p> <p>All phases</p>
Teachers	<ul style="list-style-type: none"> a. Supervise students. b. Remain with students until directed otherwise. c. Take attendance when class relocates. 	<p>All phases</p> <p>All phases</p> <p>Response</p>

Principals	<p>a. Take steps to ensure overall safety of students and staff.</p> <p>b. Responsible for the emergency management program on their campus.</p> <p>c. Ensure development of campus site-specific plans.</p>	<p>All phases</p> <p>All phases</p> <p>Preparedness</p>
Response Agencies		
District Law Enforcement/SRO	<p>a. Coordinate law enforcement activities.</p> <p>b. Provide traffic control.</p>	<p>Response</p> <p>Response, Recovery</p>
Public Health	a. Coordinate with RSPA during an infectious disease outbreak.	Response, Recovery
Fire/EMS	Provide essential service	Response, Recovery

ASSIGNED RESPONSIBILITIES

A. Principal/Building Administrator

The principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the principal still retains the overall responsibility for the safety & security of scholars and staff. However, delegating the authority to manage the incident allows the principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

1. Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.

2. Take steps deemed necessary to ensure the safety & security of all scholars, staff, and other individuals.
3. Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in this document.
4. Arrange for transfer of scholars, staff, and other individuals when safety is threatened by a disaster.
5. Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
6. Keep the principal and other officials informed of the situation.

C. Teacher/Sub-teacher(s)

Teachers/Sub-teacher(s) shall be responsible for the supervision of scholars and shall remain with scholars until directed otherwise. Responsibilities include:

1. Supervise scholars under their charge.
2. Take steps to ensure the safety of scholars, staff, and other individuals in the implementation of incident management protocols.
3. Direct scholars in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
4. Give appropriate action command during an incident.
5. Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
6. Report missing scholars to the Incident Commander or designee.
7. Execute assignments as directed by the Incident Commander or EOT supervisor.
8. Obtain first aid services for injured scholars from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
9. Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

D. Paraprofessionals

Responsibilities include assisting teachers as directed.

E. Counselors & Psychologists

Counselors & psychologists provide assistance with the overall direction of the incident management procedures at the site. Responsibilities may include:

1. Take steps to ensure the safety of scholars, staff, and other individuals in the implementation of incident management protocols.
2. Direct scholars in their charge according to established incident management protocols.
3. Render first aid if necessary.
4. Assist in the transfer of scholars, staff, and other individuals when their safety is threatened by a disaster.
5. Execute assignments as directed by the Incident Commander or EOT supervisor.

F. **School Nurses/Health**

assistants Responsibilities include:

1. Administer first aid or emergency treatment as needed.
2. Supervise administration of first aid by those trained to provide it.
3. Organize first aid and medical supplies.

G. **Custodians/Maintenance Personnel**

Responsibilities include:

1. Survey and report building damage to the Incident Commander or Operations Section Chief.
2. Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
3. Provide damage control as needed.
4. Assist in the conservation, use, and disbursement of supplies and equipment.
5. Keep Incident Commander or designee informed of the condition of school.

H. **School Secretary/Office Staff**

Responsibilities include:

1. Answer phones and assist in receiving and providing consistent information to callers.
2. Provide for the safety of essential school records and documents.
3. Execute assignments as directed by the Incident Commander or EOT supervisor.
4. Provide assistance to the principal and Policy/Coordination Group.
5. Monitor radio emergency broadcasts.
6. Assist with health incidents as needed, acting as messengers, etc.

I. Food Service/Cafeteria Workers

Responsibilities include:

1. Use, prepare, and serve food and water on a rationed basis whenever the feeding of scholars and staff becomes necessary during an incident.
2. Execute assignments as directed by the Incident Commander or EOT supervisor.

J. Bus Drivers

Responsibilities include:

1. Supervise the care of scholars if disaster occurs while scholars are in the bus.
2. Transfer scholars to new locations when directed.
3. Execute assignments as directed by the Incident Commander or EOT supervisor.
4. Transport individuals in need of medical attention.

K. Other Staff (i.e., Substitute Teachers)

Responsibilities include reporting to the Incident Commander or EOT supervisor if requested or activated.

L. Scholars

Responsibilities include:

1. Cooperate during emergency drills and exercises, and during an incident.
2. Learn to be responsible for themselves and others in an incident.
3. Understand the importance of not being a bystander by reporting situations of concern.
4. Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
5. Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

1. Encourage and support school safety, violence prevention, and incident preparedness programs within the school.
2. Participate in volunteer service projects for promoting school incident preparedness.
3. Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
4. Practice incident management preparedness in the home to reinforce school training and ensure family safety.
5. Understanding their roles during a school emergency.

I. DISABILITIES

Each person has different skills and abilities. This reality calls for specific provisions for individuals with disabilities in the event of an emergency.

- A. All staff members should study and remain aware of the features of each building they are in, including stairways, exits, and phone locations. At times, assistance from others may be needed. Individuals with disabilities may seek assistance (escorts) from others in their class or work area if emergency evacuation becomes necessary. Faculty members who have scholars with disabilities in their classes should discuss emergency evacuation procedures with these scholars ahead of time.

If a scholar with a disability is injured, the teacher should remain with the scholar while help is being called. The teacher should instruct another scholar to call the front office for help using the telephone or walkie-talkie, if the teacher cannot do so. If either is not available, the teacher should send a scholar to the front office to bring back help. It is extremely important that the individual not be moved unnecessarily and improperly because it could possibly cause further physical injury. If there is imminent danger and evacuation cannot be delayed, persons with disability should be carried or helped from the building in the best and fastest manner possible. The individual is the best authority on how to be carried or helped from the building. Professional emergency personnel should assist in the evacuation, if time permits.

- B. Most people with vision limitations will be familiar with their immediate area at a given time. In the event of an emergency, tell the individual how and where to exit. Have the person take your elbow and escort them. As you walk, tell the person where you are and advise them of any obstacles. When you reach safety, orient the person to where they are and ask if any further assistance is needed.

- C. Since a person with impaired hearing may not perceive audio emergency alarms, alternative warning techniques are required. Two methods of warning are:
 - 1. Write a note advising them of the emergency and the nearest evacuation route.
 - 2. Turn the light switch on and off to gain attention, and then indicate through gestures or in writing what is happening and what to do. It may be prudent to escort the person with a hearing impairment as you leave the building.
- D. If a person remains in an area other than a designated area of rescue, then she/he must inform EOT or Emergency Responders of their location.
- E. RSPA employees are not expected to endanger their own lives to assist with the evacuation of an employee, scholar or visitor. However, if an employee assists a person with a mobility impairment to a designated area, or is informed of a person with a mobility impairment remaining in a designated area, he/she must immediately inform the EOT or responding emergency personnel of the location of the person. Emergency personnel will evacuate the mobility impaired person as necessary.

B. RSPA will use its own resources and equipment to respond to incidents until response agencies arrive. If RSPA resources prove to be inadequate during an incident, the district will request assistance from local emergency services, other agencies, and the community in accordance with existing agreements and contracts. Such assistance includes equipment, supplies, facilities and personnel. All agreements are entered into by authorized district officials and in writing when applicable. All pre-negotiated agreements and contracts are to remain on file in the Business Office.

C. RSPA School Safety and Security Committee

In accordance with Education Code 37.109, RSPA has a School Safety and Security Committee. This committee consists of 14 staff. This committee will be supplemented by local first responders. The committee participates in the development of the emergency operations plan and provides recommendations regarding updating the plan.

DIRECTION AND CONTROL – This section addresses how a district will manage an incident by using NIMS and ICS.

- a. **General Information** This subsection states the district will use NIMS and ICS when responding to and managing an incident. Previous sections of this Basic Plan described why this is important.

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

The first ICS trained individual to arrive at the incident will serve as the incident Commander (IC) until relieved by a more qualified individual. The IC will establish an incident Command post (ICP), assign individual to fill positions in order to effectively respond to the incident, direct the on-scene response from the ICP, and provide an assessment of the situation to officials and respond bringing with them their own IC. As a result, the district IC, and all other agency ICs, come together under a unified command (UC) in order to make collaborative decision and coordinated an effective response. If the first IC is a district employee, that individual will be prepared to become a member of the UC and represent the district. IF a district establishes a place (example: library, conference room) where district personnel and response agencies come together to collaborate and respond to an incident, then this location becomes known as the ICP.

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

- b. **Chain of Command** This subsection identifies district individuals responsible for making decisions during an incident.

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

1. First individual responsible for making decisions- Superintend

2. Individual responsible if the first person is not available-Deputy Superintend
 3. Additional individual if the prior two are not available- Business Manager
- C. Coordinator with Response Agencies This subsection identifies the mandated agencies, according to Texas Education Code 37.108(a)(5) and (c-2)(1), that districts must coordinate with in the event of an incident.

In accordance with Texas Education Code 37.108, The Rhodes School for Performing Arts has measures in place to ensure coordination with the following agencies during an incident. When possible these agencies will also be included in district drills, exercises, trainings, and after-action reviews. For each of the agencies below, use specific information such as “San Marcos Fire Department” or “Hays County Office of Emergency Management.

1. Harris County Health Department
2. Harris County HAZMAT
3. Harris County Sheriff Office
4. Harris County Fire Department.

ADMINISTRATION AND SUPPORT This section addresses the three general administrative actions the district will take to support the response and recovery phase: following established financial policies, completing required reports, and recordkeeping.

- A. Purchasing- This subsection states the district commitment, as a tax-exempt entity, to follow established financial policies involving an incident.
1. The Rhodes School Business Department follows established policy while:
 - a) Overseeing all financial activities during an incident including purchasing resources.
 - b) Arranging contacts for services.
 - c) Tracking incident cost
 - d) Timekeeping for personnel
 - e) Verifying compliance with applicable laws and policies for financial coding.
 - f) Submitting forms for reimbursement
 - g) Preserving all incident-related documentation.
 2. The Rhodes School 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

B. Reporting Since the district has made a commitment to adopt and implement NIMS and ICS this subsection states the district's commitment to complete specific reports. The main point in this subsection is that the district needs to document what happens during an incident so it can submit documentation upon request.

1. Situational Reports

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

2. Federal Emergency Management (FEMA) Incident Command System (ICS) Forms TO be used ICS form 213 is the form responding agencies will most likely use to communicate their needs to districts and that they will expect districts to use to communicate district needs to them. ICS Form 214 is the form that can be used by every individual to keep track of important activities during an incident.

a. ICS Form 213, General Message, will be used immediately as needed.

b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.

c. The FEMA forms can be downloaded using this link: <https://training.fema.gov/emiweb/is/icsresource/icsforms/>

C. Recordkeeping

1. The following records will be kept during an incident and retained in the manner described in point three below for as long as the district's legal department recommends:

a. Records related to purchases (mentioned above in the Purchasing paragraph).

b. Activation and deactivation of incident policies, procedures, and resources.

c. Major commitments of resources or requests for additional resources through formal agreements.

d. Significant changes in the incident situation.

2. Records can be easily damaged during an incident. Efforts will be made to protect them in order to resume daily operations. These records include but are not limited to: legal documents, student files, and faculty and staff files.

3. Essential records will be protected and are maintained in collaboration with the Superintendent or deputy superintendent and District Department Name. These records will be stored and kept in accordance with legal requirements for document retention.

DEVELOPMENT AND MAINTENANCE

- A.** The Superintendent is responsible for approving and promulgating this plan.

The EOP Planning Team will oversee and coordinate with appropriate agencies to conduct the review and update of the district's EOP. Substantive changes between the annual review periods, such as changes in roles or responsibilities, will prompt notification to stakeholders. Minor edits such as grammar or spelling changes require no notification to stakeholders. If updates of the EOP involve substantive changes, the EOP team will generate a draft document for distribution to relevant stakeholders for review and comment. After the review and comment period by stakeholders, the updated plan becomes effective upon completion of all signatures.

- B.** The approved EOP will be disseminated following these steps:

- The EOP will be reviewed and validated by appropriate individuals and agencies, including the School Safety and Security Committee.
- Annually the EOP will be disseminated to appropriate individuals and agencies.
- The planning team will obtain plan approval from appropriate individuals and agencies.
- The EOP will be distributed to appropriate individuals and agencies.
- The Record of Distribution table will be used to track who has received the EOP.

- C.** Each update and change to the EOP will be tracked using the Record of Changes table. The record of changes will include:

- The change numbers.
- The date of the change.
- The name of the person or the agency who made the change.
- A summary of the change.

- D.** The EOP will be reviewed annually by the district's EOP planning team, response agencies, and others having roles and responsibilities in the EOP. The Superintendent will establish a schedule for annual review of the EOP, in accordance with Education Code 37.108(c-2) (8). The District Review/Audit Records Appendix will contain a certification statement showing improvement based on deficiencies identified during an incident, during trainings, during exercises; or when hazards, resources, or capabilities have been changed. This statement will include the date the recommended changes were reported to the district's board of trustees, as well as the information reflecting the district's board of trustees' recommendations for improvement.
- E.** In addition to the annual review of the district's EOP listed above, the district will also implement a safety and security audit of all district facilities to be completed at least once every three years in compliance with Education Code 37.108(a)(6). A certification statement providing the date the audit was complete, who conducted the audit and the date the results of the audit were submitted to the district's board of trustees is also included on the District Review/Audit Records Appendix.

School and Safety and Security Committee

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

<u>AGENCY</u>	<u>NAME</u>	<u>TITLE</u>
City or County's Office of Emergency Management		
Local Police Department or Sheriff		
District Police Department		
President of the Board of Trustee	Mr. Russell	Board President
A member of the Board of Trustee	Chrishelle Palay	Board Member
Superintendent	Ashley Miller	Superintendent
Designee of the Superintendent	Dianna Hewitt	Deputy Superintendent
Parents or Guardians of Enrolled Students		

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

In accordance with Texas Education Code 37.109, except as otherwise provided in this Code, the School Safety and Security Committee shall meet at least three times during each calendar year, with an interval of at least two months between each meeting. The table below includes data concerning the previous year’s meetings.

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS HELD DURING THE 2022-2023 ACADEMIC YEAR	
Meeting Date	Meeting Time
Fall 2021	Did not meet
Spring 2022	9:00AM
Summer 2022	9:00AM
Fall 2022	6:00PM
Spring 2023	9:00AM

Safety and Security Audits (more information found in Section 5.0, Committees Table, included in responsibilities for the School Safety and Security Committee)

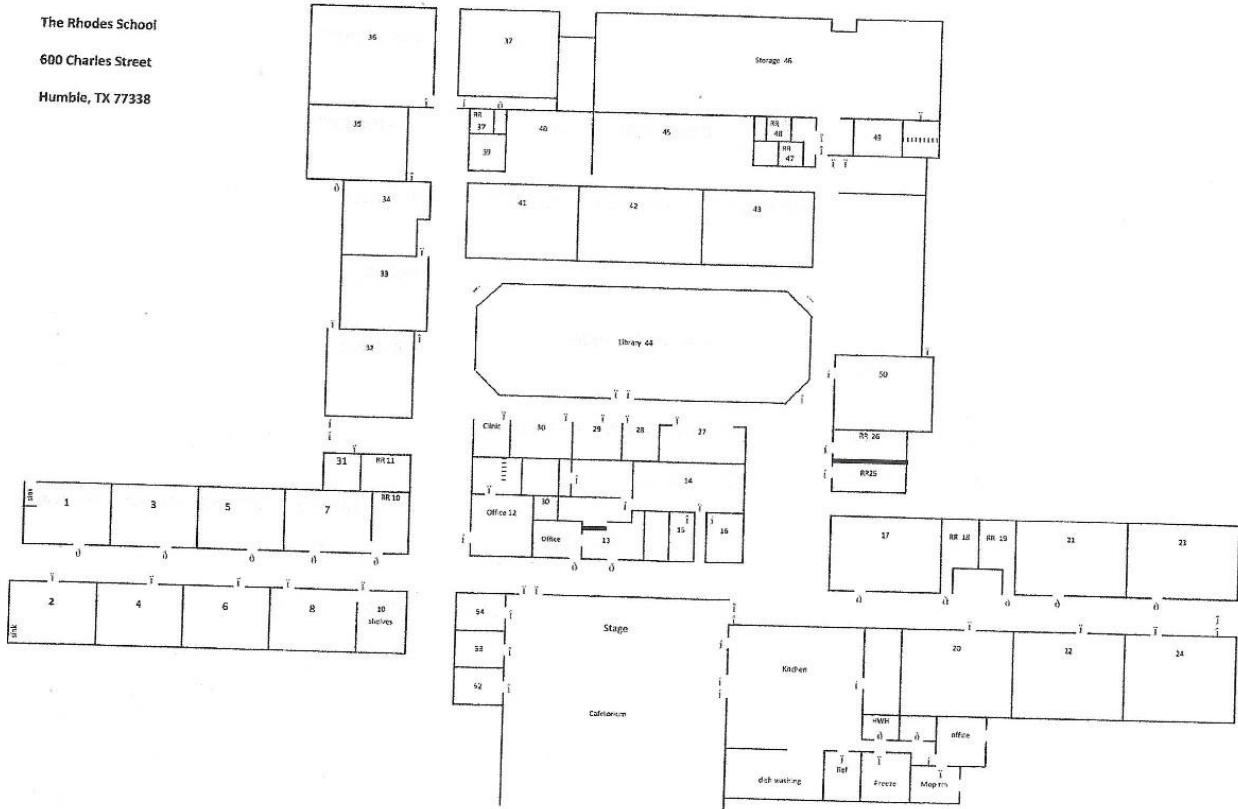
A safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108. A Safety and Security Audit Report has been submitted to the board of trustees.

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
Enter Date	Enter Name	Enter Date
March 3, 2023	Assistant Principal	April 11, 2023

LIST OF APPENDICES

MAP

Humble Campus



RESPONSE PROCEDURES

II. RESPONDING TO EMERGENCIES

Each emergency requires a different response. In bomb treat, hazardous material spill or tornado emergencies, employees may be sheltered in place. At other times, building evacuation may be the appropriate action. The following is information to summon emergency personnel and/or evacuate the building:

A. To summon assistance, telephone extension 2001. The front office will alert the Emergency Operations Team, and they will telephone **911** to report an accident or life-threatening situation.

FIRE, AMBULANCE (EOT member only)

.....911

CAMPUS OPERATOR R.E.L.

non-emergency... 1000

CAMPUS OPERATOR Tidwell

non-emergency... 101

PHYSICAL PLANT/OPERATIONS (Utilities, Building Services, etc)... 6700

B. Fire Procedures: To evacuate the buildings upon seeing smoke/fire or hearing the fire alarm (other types of evacuation are covered elsewhere in this document):

1. Verbally warn employees in the immediate area, (such as, yelling "FIRE" if pull station is not available) and activate alarm upon discovery of smoke or fire. The signal for a building wide evacuation will be the sound of the fire alarm. All employees are required to evacuate the building, unless otherwise assigned or authorized to remain by the emergency agency in charge.
2. Evacuate the building using the 'Primary Evacuation Route' on the floor plan by the door of the room in which you and your scholars are. If the primary route is obstructed by fire or debris, do not attempt to exit the building using that route. Instead, use the 'Secondary Evacuation Route'.
3. If upstairs, use the stairways. When out, move away from building to prearrange assembly area for head counts. You should be as far away from the building as it is high. Leave walks and drives open for fire and emergency responders.
4. If necessary, for a safe & orderly evacuation, activate fire extinguishers or fire hose. This is to be done only if the individual is trained and assigned to do so, or the individual is in a life-or-death situation. If

using an extinguisher, be sure to follow the instructions provided on the side of it.

5. Be sure to notify:
 - a. Firefighters if you suspect someone may be trapped inside the building.
 - b. Immediate supervisor and proper agencies for any needed services.

C. Shelter-in-place

The 'Shelter-In-Place' plan protects scholars and staff in the event of potential exposure to a dangerous chemical that could be released through:

1. An industrial accident
2. A chemical spill
3. A break in a natural gas pipeline
4. Materials transported through our community
5. A terrorist attack

The 'Shelter-In-Place' plan has proven to be a safer approach than evacuating scholars into a potentially contaminated outdoor environment. Generally, the duration of these situations would last minutes or hours, not days. Should one of these situations occur during the school day, we would be directed by the administration team or other public health and safety officials to bring all scholars and staff members into predetermined areas. The following actions should occur upon activating a 'Shelter-in-Place':

1. Direct any scholars and/or staff who are outside of the building to come inside orderly & quickly.
2. All heating, ventilation, and air conditioning systems would be shut down.
3. All doors and windows are to be closed and secured.
4. Scholars and staff are to remain in their classrooms, unless otherwise directed.
5. On the advice of local emergency personnel, no one would be allowed in or out of the building until the authorities give the all-clear signal. As a result, parents will not have access to their children.

D. Tornado or Severe Thunderstorm Procedures

In the event of a tornado or severe weather warning, the following procedures should be put into effect.

1. Look on news websites to get weather advisories & updates. If electricity and/or web connectivity is compromised, listen for the latest advisories on commercial and/or weather radio (i.e., 790 AM).
 - a. Tornado or Thunderstorm Watch: Weather conditions are favorable for the possible development of tornadoes or severe thunderstorms. We will continue normal activities but have someone monitor the situation and notify others if conditions begin to deteriorate. If conditions continue to deteriorate, the Administrative Team will decide if it is necessary to do an emergency shutdown of the school, which means that parents will be called to get their children immediately before weather conditions make it impossible for people to go home safely. If that occurs, all teachers will be responsible for contacting a parent/guardian.
 - b. Tornado or Thunderstorm Warning: If a tornado or thunderstorm is occurring or sighted in the area, the Emergency Operations Team (EOT) leaders will make a school-wide announcement to initiate 'Shelter-in-Place' procedure. All personnel are to assist in moving scholars to the meeting locations. The EOT will check the building to make sure that everyone has heard the announcement. They will perform a final check in their area and then proceed to the meeting locations.
2. If necessary, initiate an emergency shutdown procedure.
3. After the tornado passes, wait for the EOT leader to issue the 'all clear' order. At that time, restore calm and check for injuries.
4. The EOT leader will call 911 to summon assistance for an injured person. Report injuries and damage to administrative assistant via 101.

E. Flood

1. Be ready to evacuate as directed by the EOT members.
2. If time permits, move vital material and equipment to higher ground.
3. If conditions continue to deteriorate and time permits, the administrative team will decide if it is necessary to do an emergency shutdown of the school. In this case, all teachers will be responsible for contacting a parent/guardian to pick up the scholar(s) immediately.

F. Criminal Activity/Hostile Intruder

1. If you observe a crime in progress, behavior which you suspect is criminal or hostile behavior call 101 to notify the EOT leader. Report as much as possible including:
 - a. Criminal activity in which the person(s) is (are) engaged
 - b. Person's description
 1. Height
 2. Weight
 3. Sex
 4. Clothing
 5. Weapons
 - c. Location
 - d. Direction of travel
 - e. Vehicle
 1. Color
 2. Year
 3. Make
 4. Model
 5. License
2. DO NOT APPROACH OR ATTEMPT TO APPREHEND THE PERSON(S) INVOLVED.
3. Stay in your area with your door(s) locked.

G. Safety Guidelines for Possession of Arms, Armed Subjects, Active Shooters Situation

An active shooter is a person who appears to be actively engaged in killing or attempting to kill people in a populated area; in most cases, shooters use firearm(s), and there is no pattern or method to their selection of victims. These situations are dynamic and evolve rapidly, demanding immediate deployment of law enforcement to stop the shooting and mitigate harm to innocent victims.

1. If you find a weapon in a scholar's backpack or bag, remain calm and immediately take possession of the bag WITHOUT exposing the weapon. Be sure to keep a watchful eye on the scholar, but try not to agitate him/her. Alert administration to come to where you are by phone (ext. 101) or through another person (preferably another teacher). If you are sending a scholar to inform an administrator, do not inform that scholar why he/she is to get an administrator, if they do not already know. Just tell the scholar that an administrator needs to come quickly to where you are because it is urgent. Stay in the vicinity

of the scholar who brought the weapon and watch him/her vigilantly until an administrator arrives.

2. If you find out the weapon is on the scholar's person, please contact an administrator immediately via classroom phone. If they do not answer, call the school secretary. If the secretary cannot be reached, calmly send a scholar to get an administrator with a message that there is an urgent situation in your classroom.
 - a. If the weapon is not exposed, remain calm and keep your eyes on the movements of the scholar. If the scholar does not appear agitated, try not to bring attention to him/her. Wait for an administrator to arrive & intercede. When he/she arrives, covertly inform them of the situation. The administrator should instruct you to call the school secretary to issue a 'Lockdown' order over the PA system. Once the administrator engages the scholar, begin removing your scholars to go into the closest classroom. The administrator is to use the instructions below in 2.b. to try and secure the weapon from the scholar. Once your scholars and you are in the classroom, call the secretary and have them issue a 'lockdown' order to the entire campus. Remain in 'lockdown' status until you are explicitly told that it has been lifted.
 - b. If the weapon is exposed, remain calm and speak calmly to the scholar. Direct the scholars to calmly walk out of the classroom to the nearest classroom and instruct them to inform the teacher in that classroom to call the secretary because a scholar has a weapon, so that the secretary can call 911 and issue a 'lockdown' order to the entire campus. Continue to engage the scholar in conversation, remain calm and positive and encourage them to give you their weapon. Do not move suddenly toward the scholar, nor should you try to wrest the weapon away from him/her. When an administrator and/or law enforcement arrives, allow them to take control of the situation and follow their instructions. The campus will remain in 'lockdown' status until all are explicitly told that it has been lifted.
3. If an active shooter is outside your building, proceed to a room that can be locked, close and lock all windows and doors, and turn off all the lights; if possible, get everyone down on the floor and ensure that no one is visible from outside the room (teacher is to keep the scholars as calm as possible). One person in the room should call the

administrative assistant at extension 2001. The administrative assistant will call 911 immediately and will inform the EOT. Remain in place until the police or campus administrator known to you gives the "all clear". Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

4. If an active shooter/threat is in the same building you are, determine if the room you are in can be locked and, if so, follow the same procedure described in the previous paragraph. If your room can not be locked, determine if there is a nearby location that can be reached safely and securely. Or, if you can, safely exit the building. If you decide to move from your current location, be sure to follow the instructions outlined below.
5. If an active shooter/threat enters your office or classroom, try to remain calm. Dial 911, if possible, and alert police to the shooter's location. If unable to call 911 because of phone restrictions, call the administrative assistant at extension 2001. If you cannot speak, leave the line open so the administrative assistant can listen to what's taking place. He/she will be able to determine without anyone speaking the location needing assistance. If there is absolutely no opportunity for escape or hiding, it might be possible to negotiate with the shooter; attempting to overpower the shooter with force should be considered the last resort after all other options have been exhausted. If the shooter leaves the area, proceed immediately to a safer place and do not touch anything that was in the vicinity of the shooter.
6. What to expect from responding officers: police officers responding to an active shooter are trained to proceed immediately to the area in which shots were last heard; their purpose is to stop the shooting as quickly as possible. The first responding officers will normally be in teams of four (4); they may be dressed in regular patrol uniforms, or they may be wearing external bulletproof vests, Kevlar helmets, and other tactical equipment. The officers may be armed with rifles, shotguns, or handguns, and might be using pepper spray or tear gas to control the situation. Regardless of how they appear, remain calm, do as the officers tell you, and do not be afraid of them. Put down any bags or packages you may be carrying and keep your hands visible at all times; if you know where the shooter is, tell the officers. The first officers to arrive will not stop to aid injured people; rescue teams

composed of other officers and emergency medical personnel will follow the first officers into secured areas to treat and remove injured persons. Keep in mind that even once you have escaped to a safer location, the entire area is still a crime scene; police will usually not let anyone leave until the situation is fully under control and all witnesses have been identified and questioned. Until you are released, remain at whatever assembly point authorities designate.

H. Train Derailment

If a train is derailed within 1,000 yards of the school, we will rely on local law enforcement or other emergency personnel to guide our direction, if they are on the scene. If not, we will take the necessary actions to ensure everyone's safety. If we decide or are instructed to remain in the building, we will utilize our 'Shelter-in-Place' procedures. If we decide or are instructed to evacuate, we will use our 'Fire Evacuation' or 'Obstructed Evacuation' procedures, depending on the location of the derailment.

III. EVACUATION ROUTES & MEETING PLACES

- A. A map of evacuation routes will be displayed in each room/classroom. Each map will show the way to a primary exit, depending on where employees are located in the building, and a secondary exit, in case the primary exit is obstructed. It will be the responsibility of the teacher to inform the scholars of these routes.
- B. Meeting Places will be established to account for each class.
 - 1. Primary meeting place: **please see map hanging in the room.**
 - 2. **Secondary meeting place: please see map.**
 - 3. Inclement weather meeting place: **school cafeteria, east and west hallway.**
- C. Establish a procedure to account for all employees in departments and/or floors.
 - 1. Teachers should have a copy of their class roster on hand if they should ever have to leave their classroom in an emergency.

2. Teachers should call roll and report if any scholar is missing to the EOT.
- D. Establish a procedure for reporting to the EOT and emergency personnel any missing, trapped or injured occupants.
1. One member of the EOT will be in each designated meeting area and should be informed immediately if a scholar or adult is not accounted for.
 2. The EOT member will contact the EOT leader, using walkies, and the other members of the EOT and the EOT leader will return to the building, if the situation permits.
 3. If the situation does not permit, the leader will correspond with the emergency personnel.

IV. MEDICAL EMERGENCIES

Emergency Medical Services (EMS) personnel or those individuals who are trained by the American Red Cross will provide first aid. Until rescue personnel arrive, administer first aid in the building or, in the event of a complete evacuation, at a designated safe assembly area outside. If you do not know how to administer CPR, please ensure that you send a staff member or scholar to get a staff member who can administer it while you stay with the person in distress. **There is one person on each grade level trained in First aid and CPR. A list of all individuals trained in First Aid and CPR is listed below.**

- A. Call administrative assistant at **extension 101** if injury is life-threatening. Provide information on the nature of the medical emergency.
- B. Do not move the victim unless absolutely necessary.
- C. If you have to perform CPR, begin immediately and then instruct someone to call the administrative assistant at extension 2001 or send someone to the office immediately.
- D. The First Aid Kit and the AED is in the cafeteria near the double door exit. If the kit or AED system is needed, please inform the front desk immediately.

V. PROCEDURE FOR EMERGENCY SHUTDOWN OF OPERATIONS

An emergency shutdown of the campus can be ordered by the superintendent (or designee), local law enforcement, or local fire department. The principal can give the order if, and only if, the superintendent (or designee) is not available and a decision must be made immediately.

- A. In the event that the superintendent (or designee) or principal has ordered an emergency shutdown, teachers will be responsible for contacting a parent/guardian to pick up the scholar(s) immediately.
- B. All teachers, fine arts teachers, and paraprofessional will assist in the dismissal of scholars.
- C. Support staff will prepare the buildings for emergency shutdown.
- D. The superintendent (or designee) or principal will dismiss employee's contingent on the number of scholars remaining on school grounds.

VI. NEWS INFORMATION

The superintendent (or designee) will release Information to the news media.

DRILL SCHEDULE

Drill Schedule		
Secure Lockout (1)	September 3, 2021	
Lockdown	September 10, 2021 January 14, 2022	
Evacuate	October 8, 2021	
Shelter-in- Place (Hazmat)	October 29, 2021	
Shelter for Severe Weather	November 5, 2021	
Fire Evacuation	2 nd week of each calendar month	

Emergency Operations Team

M. Calhoun- principal	J.Breed- C & I
L.Winslow- assoc principal	D. Trower- Teacher
Ms.Henson-Administrative Assistant	K. Bennett- Lead Teacher
S. Frazier- Nurse	M.Bonton- Custodian
T.Ward (Sped)	
A.Hutchinson- (P.E)	
E. Akers- C & I	

SCHOOL SAFETY AND SECURITY COMMITTEE

M. Calhoun- principal	J.Breed- C & I
L.Winslow- assoc principal	D. Trower- Teacher
Ms.Henson-Administrative Assistant	K. Bennett- Lead Teacher
S. Frazier- Nurse	M.Bonton- Custodian

T.Ward (Sped)	Brandon Miller- Operation Director
A.Hutchinson- (P.E)	Curtis Sanders -Facilities Coordinator
E. Akers- C & I	J.Mendez- Lead Cook