SAMPLE

CHARTER SCHOOL
Basic Emergency Operations Plan (EOP)

NOTICE: This EOP contains **SAMPLE** content related to emergency operations**.** It is important that all School emergency planning documents and procedures be customized by the Charter School and/or Campus to meet their specific hazards and unique needs. This document should be used as an example only. It is intended to demonstrate the language, structure, and content of an EOP for reference purposes and as a job aid. Planning notes are identified in **RED TEXT or RED SHAPES** and should be removed prior to approval and distribution.

<<SCHOOL LOGO>>

Compass Rose Public Schools

MULTI-HAZARD EMERGENCY OPERATIONS PLAN

20___–20___ School Year

SECURITY STATEMENT

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains sensitive, confidential, but unclassified, information that may be exempt from public release under the Freedom of Information Act (5 USC 552) and/or the Texas Public Information Act (Chapter 552, Government Code). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with Compass Rose Public Schools, State of Texas and/or Department of Homeland Security policy relating to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior approval from the CEO or their duly authorized designee. Copying, dissemination, or distribution of these documents, attachments or graphics to unauthorized user is prohibited.

[PLANNER NOTE: The statement included above is a sample. It should not be construed as legal advice.]

PROMULGATION STATEMENT

Compass Rose Public Schools (the "School") and its stakeholders expect that schools are safe havens for education. However, Compass Rose Public Schools cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility and all staff must be prepared to efficiently and effectively respond to an incident. Through its emergency management program, Compass Rose Public Schools endeavors to ensure that the School continues to provide a safe, orderly environment for students, staff, visitors, and support the community. The School's emergency management program is comprehensive, all-hazard in nature and embraces state and federal standards as well as proven practices.

This plan is known as the Compass Rose Public Schools Multi-Hazard Emergency Operations Plan (EOP). **The plan and its supporting documents provide a framework that outline the School's intended approach to managing emergencies and disasters of all types and should be regarded as guidelines rather than performance guarantees.** The School's planning process is supported by collaboration, training and exercise. This plan is designed to allow for integration with local, regional, state and federal emergency management and continuity of operations plans. The School EOP and related documents are reviewed at least annually by the School's School Safety and Security Committee, as set forth in Chapter 37.109 of the Texas Education Code. It shall be updated at least every three years as required by Chapter 37 of the Texas Education Code audit process or as School policy changes dictate.

The CEO is responsible for approving, ensuring promulgation, and implementation of this plan, which supersedes and rescinds all previous School emergency plans. In the event that any portion of this Plan or support documents are held invalid by judicial or administrative review, such ruling shall not affect the validity of the rest of the Plan. The CEO may designate, in writing, an individual who assumes the role of School emergency management coordinator (EMC) and is authorized to develop and distribute plan changes and updates. However, comprehensive or major revisions will be signed by the CEO.

CEO	<<Emergency Management Coordinator>>
Compass Rose Public Schools	Compass Rose Public Schools
Date Signed: _____	Date Signed: _____

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BASIC PLAN: PREFACE

The Compass Rose Public Schools Multi-Hazard Emergency Operations Plan ("MEOP") is adopted and implemented in accordance with Section 37.108 of the Texas Education Code, made applicable to open-enrollment charter schools pursuant to Section 12.104(b)(3)(T).

This MEOP was developed in collaboration with School and Community Stakeholders as part of an ongoing process designed to ensure that the School can manage any incident efficiently and effectively. This plan is designed to align with local, regional, state and federal plans, including guidance from the Texas Division of Emergency Management, Texas Education Agency, Federal Emergency Management Agency, and U.S. Department of Education. It is based on guidance including various Gubernatorial Executive Orders, Homeland Security Presidential Directives, CPG 101 and the National Incident Management System. Additionally, local and regional emergency management plans provided guidance for the deployment of local and regional emergency resources, mutual aid resources and response using incident command, and were adapted integrate with school emergency preparedness.

Therefore, the plan summarizes the School's intended response for school incidents and special event planning. It provides resource summaries and guidance for requesting assistance through appropriate channels. It recognizes that the School's emergency operations may be supported by local emergency management resources.

A detailed list of references and acknowledgements is contained in Appendix 1 at the end of this document. Members of the planning team are identified in Appendix 2.

Record of Changes

Change #	Date of Change	Change Entered By	Change Notes	Location/Section of Change
Example	XX/XX/XXXX	John Doe	Updated Hazard Assessment	Section XX.X
1.				
2.				
3.				
4.				
5.				
6.				
7.				
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9.				
10.				
11.				
12.				
13.				
14.				

Overview and Purpose

This plan embraces school-centered emergency management strategic and operational processes before, during and after an emergency. It helps outline the responsibilities and duties of Compass Rose Public Schools and its employees. Developing, maintaining and exercising the plan empowers employees to act quickly and knowledgably.

In addition, the plan educates staff, faculty, students and other key stakeholders about their roles and responsibilities before, during and after an incident. It also provides parents and other members of the community with assurances that the School has established guidelines and guidance to respond to incidents or hazards in an effective and efficient way.

Guidelines for dealing with existing and potential student and school incidents are identified in the plan. It addresses the process for developing and maintaining capabilities for a whole-community approach both pre- and post- incident. As a strategic plan, it addresses capabilities needed for prevention, protection, response, recovery and mitigation activities and addresses processes for identifying and meeting training needs based upon expectations created herein. The process and schedule for developing, conducting and evaluating drills and exercises, and for correcting identified deficiencies are addressed. The plan and attachments also address operational considerations and infrastructure activities designed to mitigate the impacts of hazards that the School faces.

Compass Rose Public Schools will review and update the plan and support documents in a way that is consistent with the Texas Unified School Safety and Security Standards. Revisions will enhance the School's ability to support all phases of emergency management and homeland security mission areas.

Goal

The goal of this plan is to identify school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the School and guidance for departments and campuses to integrate emergency management into their emergency plans and processes in order to sustain educational and support missions.

Audience

This MEOP is intended for the "Compass Rose Public Schools community," which refers to the students, faculty, staff, emergency responders and community members and other stakeholders who regularly interact with the School.

Scope

At all times, a safe and secure learning environment remains a priority for the School and its stakeholders. This MEOP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized guidelines and procedures; and specific hazard vulnerabilities and responses/recovery.

The School's plan operates within the framework of Compass Rose Public Schools' governing body policy. This plan is applicable to all School sites—campuses, administration and support facilities. It ensures that specific concerns of population segments, including children and individuals with access and functional needs, are addressed.

This MEOP is based on an all-hazard approach to emergency management. It addresses general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents. This MEOP provides a standardized format consistent with that of local and state standards and with the requirements of Chapters 37 and 38 of the Texas Education Code, among others, and may be considered a support or functional annex that complements state and local emergency plans.

Support Documents

The attachments to this plan serve as support documents and may contain private or secure information vital to a safe and secure school environment. They include operational and tactical tools and job aids designed to provide incident specific and action-oriented guidance as well as processes to test, review and sustain operations.

Maintained under separate cover are tactical Standard Operating Guidelines (SOGs) that represent approved methods for accomplishing a task or set of tasks. They are prepared and maintained by the sections and departments that know their operations, requirements and best practices. SOGs provide a greater degree of detail than are contained in Emergency Operations Plans and support documents. They also may contain private or secure information and will be used as a part of regular drills, exercises and review.

Situation and Assumptions

Situation

This MEOP is a strategic framework that includes guidance and structures to support the School's educational mission within a safe and secure environment. It is supported by a series of operational and tactical planning tools and documents. The objective of this plan is to minimize or mitigate the effects of natural, accidental or malicious incidents affecting infrastructure, safety, security and health. This plan is applicable to all School sites – including campuses and support facilities.

Compass Rose Public Schools is a diverse open-enrollment charter school district that covers <<##>> square miles and is located within <<County Name(s)>>, <<City Name(s)>>, and has <<##>> non-campus facilities including <<Facility Name>>, <<Facility Name>>, and <<Facility Name>>. The School has <<##>> campuses that include: <<Campus Name>>, <<Campus Name>>, and <<Campus Name>>.

The maximum enrollment for Compass Rose Public Schools is <<##>>. The maximum number of employees of Compass Rose Public Schools is <<##>>. The School includes individuals with disabilities, others with access and functional needs, or individuals with limited English proficiency. It also is recognized that schools serve as *in loco parentis*, the legal doctrine under which an individual assumes parental obligations and responsibilities including those related to safeguarding children.

The School will be exposed and subjected to the hazards described in Appendix 3 to this plan as well as other hazards inherent to school settings. With each hazard, the School bears unique responsibilities for student safety accountability, whether or not school is in session. Hazard and risk levels may vary from site to site and differ to some degree from the overall School analysis. This is to be expected because of the variations of geography and demographics from one end of the School to the other. Additionally, the School, like most school systems, is part of the whole community and therefore may be called upon, or need to call upon, partner jurisdictions, entities and organizations in support of emergency or disaster response. As such, the School is prepared to work with local jurisdictions, and volunteer, state and federal organizations, to both access and share resources during an emergency. This may include, but is not limited to, facilities, personnel, vehicles, equipment, food and supplies.

Planning Assumptions

This MEOP assumes:

- The strategic-level MEOP is a framework that provides guidance and structures to support the School's educational mission within a safe and secure environment. 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, accidental or malicious incidents affecting infrastructure, safety, security and health.

- The School 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.

- 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.

- 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 school affected cannot, and should not, wait for direction from School administration or local response agencies.

- 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 school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- In some cases, external resources may be covered by mutual aid agreement will be provided when requested. On occasion, however, they may not be available. Therefore, following a major or catastrophic incident, the School 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.

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

- Students, staff and visitors with disabilities and others access and functional needs have the right to be included in all phases of the School emergency management program and supported in the response and recovery operations.

- Proper prevention and mitigation actions, such as creating a positive school environment, maintaining fire and health protocols, and conducting inspections, will prevent or reduce incident- related losses.

- 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.

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

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

- Faculty and staff are empowered to assess the seriousness of incidents and respond. The School regularly schedules training for faculty and staff.

- Non-School personnel who support the School, through written agreement or as identified in plans or guidelines are vetted through the School and authorized to work on its behalf. They may include representatives of local community, volunteer or faith-based organizations, as outlined Appendix 4 of this plan.

The plan is intended to provide guidance but does not imply performance guarantees. The School may deviate from the plan if certain assumptions prove not to be true during operations.

It is the policy of Compass Rose Public Schools that no guarantee is implied by this plan for an exact incident management. As personnel and resources may be overwhelmed, the School will endeavor to make every reasonable effort to manage the situation with the resources, capabilities and information available at the time.

Concept of Operations

This MEOP neither replaces the responsibility of each campus and department within the School to develop and test emergency processes, nor does it usurp traditional classroom management. Rather, it establishes delegation of authority, division of responsibilities and chains of command; strategic & operational guidance; interface with local and state partners; processes for emergency planning, auditing, training, drilling and exercising; operational sustainability and continuity of operations. The CEO is responsible for overall emergency managing planning for the School and may designate an individual to serve as <<School emergency management coordinator/other>> to support a strong school-centered emergency management program for the School. The CEO also may identify individuals whose responsibility it is to support emergency management programs and emergency response.

The School has 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). Additional information about the School's NIMS implementation is contained in Annex A: Direction and Control. In addition, the School takes a

comprehensive, all-hazard approach to emergency management; it will endeavor to review and update its plan and support documents through activities that enhance the School's ability to prepare for, respond to and recover from emergency incidents of all kinds:

- Preparedness: Activities undertaken by the School to ensure that all stakeholders can respond in a rapid, coordinated and effective manner to an emergency in order to help save lives and minimize damage. Preparedness includes planning to respond when an emergency or disaster occurs and working to increase resources available to respond effectively. The School also supports local, regional and statewide emergency preparedness and response activities.

- Response: Activities accomplished by the School during or immediately following an incident or disaster in order to provide efficient and effective emergency assistance to those affected. Response efforts also are designed to reduce the likelihood of secondary loss or damage and to expedite recovery operations, including swift and appropriate resumption of educational services.

- Recovery: Both short-term and long-term activities undertaken by the School to restore educational and business operations following an incident, it includes processes intended to help faculty, staff, students and the community deal with the physical and psychological effects of a disaster or major incident. It supports and aligns with the School continuity of operations and education program. The School also will endeavor to coordinate its assessment of damage to School property with its local jurisdictions and subdivisions to facilitate state and federal disaster assistance.

Stakeholders

While there is no reason to believe that any School campus or facility is in imminent danger from natural, accidental or malicious hazards, all stakeholders must be aware of what to do and how to protect themselves and students in an emergency. It is important for parents, caregivers and the community at large to understand the School's expectations of the safety and well-being of students and the community. Managing these expectations is vital to overall community resilience.

It is imperative to involve the whole School and campus community in school planning, and to integrate the resources necessary to allow for people with disabilities and others with access and functional needs or with limited English proficiency to maintain their safety, independence and dignity during an emergency incident. The School's intent is to ensure that people with disabilities and others with access and functional needs are considered in School and campus emergency management processes and guidance. The School recognizes the Americans with Disabilities Act and the Individuals with Disabilities Education Act as cornerstones of integration for people with disabilities.

Interoperability

The School uses the National Incident Management System (NIMS) to integrate response activities with internal and external partners using a set of standardized organizational structures that improves interoperability, including a commonality of terms and standards for efficient and effective management of an emergency or disaster. Neither the School, nor any of its campuses will use code words as part of emergency operations. NIMS provides the School with a set of principles that affords a systematic, proactive approach to work seamlessly with all stakeholders to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity. NIMS provides the School with a consistent approach to the effective management of situations involving natural, human caused or terrorism events.

The School is responsible for organizing, training and equipping its campuses and staff for emergencies. Cities and counties are responsible for emergency management programs in their communities; and it is incumbent upon both local officials and the School to build a collaborative process to support these missions.

Readiness Levels

Many emergencies follow a recognizable build-up period during which actions can be taken to gradually increase Readiness. Compass Rose Public Schools will use a readiness system that mirrors the readiness levels of <<City or County Name>>'s emergency management in order to ensure a consistent and efficient emergency response. General readiness levels are detailed in Appendix 5 of this plan. More specific actions are part of departmental and campus Standard Operating Guidelines (SOGs).

Explanation of Terms

The unique relationship between educational systems and emergency management requires an understanding of terminology specific to both and a recognition that certain terms carry significantly different meanings between disciplines. For the purposes of this document:

- Compass Rose Public Schools also may be referred to as <<School Short Name/Abbreviation>> or as the School.

- Accountability/Safety Accountability, unless otherwise specified, refers to safety and security such as measures to ensure the well-being of all students and staff.

- Staging Areas meets the definitions set forth in the National Incident Management System for the management of personnel and resources.

Emergency Authorities

Both Texas statutes and executive orders of the Governor provide local government with certain emergency powers. Those authorities include:

Emergency Declaration: In the event of an emergency that overwhelms local and mutual aid resources or should an imminent threat of such an event exist, the chief elected official (mayor /county judge) may ask the Governor to issue an emergency declaration for the entire jurisdiction, including Compass Rose Public Schools' geographic boundary, and take action to control the situation.

Disaster Declaration: When an emergency has caused severe damage, injury or loss of life or appears likely to do so, the Mayor/County Judge may, by executive order or proclamation, declare a local disaster, which could include all or part of Compass Rose Public Schools' geographic boundary.

School Emergency Declaration: When an emergency poses an undue threat or causes severe damage, injury or loss of life, or appears capable of doing so, the CEO, in collaboration with the governing body, may declare a School emergency and implement appropriate emergency procedures, up to and including curtailment or suspension of educational and school-based activities.

Authority for Evacuations: State law, under specific conditions authorizes the Governor or local officials to issue mandatory evacuation orders. School officials have evacuation authority only as it relates to school property and student safety accountability.

Resource Management

Various private and public-sector entities and volunteer organizations respond routinely and/or provide critical services to Compass Rose Public Schools. A list of service providers, providers and contract information is maintained by the <<Position or Department>>. Additionally, the School relies upon Mutual Aid Agreements, Memorandums of Understanding (MOU) or similar agreements to supplement emergency management programs and support activities. Agreements and contracts involving the School are authorized by the officially designated administrator of each involved entity or organization and shall identify the School officials authorized to request assistance pursuant to those documents and include appropriate cost accounting details. Agreements involving the School may involve private and public entities, other jurisdictions including school districts and non-profit organizations.

Organization and Assignment of Responsibilities

The School recognizes its role in and dependence upon the whole community to ensure that schools are safe, secure learning environments for students and staff and therefore takes a whole community approach in addressing risks that might impact the School. Therefore, the School endeavors to integrate and synchronize within its planning strategies preparedness, response and recovery efforts among stakeholder, inclusive of the multiple jurisdictions, governmental entities and special districts that are part of the School's geographic boundary as well as with any neighboring school districts.

The School embraces the National Incident Management System (NIMS) and its Incident Command System (ICS) to ensure that those involved in incident response/recovery understand their roles and have the tools they need to be effective. In all emergency incidents the School retains responsibility for student care and safety. Additional tasking details including organizational charts and ICS implementation can be found in Annex A: Direction and Control.

When an incident expands to the extent that other responding agencies and organizations become involved, the School will be part of the resulting Unified Command structure and in the event that large or multiple incidents are occurring where all or part of the School is affected be part of Area Command as well.

Organization

For most emergency functions, successful operations require a coordinated effort among a number of departments, campuses, services, facilities and groups as well as a good working relationship with first responder and local emergency management officials.

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. (When more than one person holds a specific title, assignments are based upon areas of authority and/or expertise). The individual having primary responsibility for an emergency function also is responsible for contributing to the preparation and maintenance of the portions of the plan that address their roles. The principal of each campus has primary responsibility for preparedness, response and recovery functions for their respective locations.

To facilitate a coordinated effort, essential employees within the School are assigned primary responsibility for planning and coordinating specific emergency functions. Many of these individuals also are part of the School Safety and Security Committee.

Assignment of Responsibilities

In most cases, within the ==Incident Command System (ICS)== structure, the School has established primary responsibility for its emergency functions to the individual or department that has similar functional responsibilities under normal operations and/or possesses the most appropriate knowledge and skills.

Executive Group

- Provide strategic guidance for emergency response, recovery and continuity of operations. Serve as the primary source of information to the general public and the news media.

- Serve as the conduit through which additional resources are requested or provided, including implementation of mutual aid agreements and similar cooperative working agreements.

- The Executive Group includes the CEO, key members of the executive or leadership staff and other individuals designated by the Superintendent.

Support Group

- Assume roles within the incident command structure and assign personnel to both the incident scene and/or to the School Emergency Operations Center (EOC) (described below), staging and/or coordination areas.

- Help sustain emergency response and recovery at the scene or as part of staging and logistical support

- Support accountability and reunification efforts for campuses and other School facilities.

School Staff

CEO:

- Develop, implement and promote a multi-hazard school-centered emergency management program where the planning process embraces each emergency management phase.

- Communicate to the School Safety and Security Committee the objectives and priorities for a School emergency management program.

- Advise members of the governing body of emergency situations and provide periodic reports as needed.

- Monitor situations; provide direction related to closing the School or a campus; seek mutual aid or other outside assistance; initiate requests for assistance from other jurisdictions at all levels of government; and authorize extraneous expenditures and use of resources using ICS.

- Upon activation of School EOC, serve as the EOC lead or assign a representative to do so.

- Ensure, without compromising the confidentiality of the plan, that the public is informed about School efforts related to all phases of emergency management.

- Authorize actions designed to effectively and efficiently manage an emergency and mitigate potential liabilities, losses and execute appropriate mutual aid agreements and similar documents.

- Maintain documentation of administrative and legal activities. Assist in the gathering of information for situation or status reports and other recovery documentation.

- <<Additional Task>>

- <<Additional Task>>

- <<Additional Task>>

School Emergency Management Coordinator (EMC):

- Serve as the emergency management lead for the School.

- Ensure that departments and agencies participate in emergency planning, training and drills/exercises.

- Ensure that the School and campus emergency management programs include strategic, operational and tactical components.

- Oversee a viable emergency management program including audit reporting, plan maintenance, personnel, equipment, facility and resource needs; assigning program tasks to departments and agencies, as appropriate.

- <<Additional Task>>

- <<Additional Task>>

- <<Additional Task>>

Campus Principals/Facility Managers:

- Bear the responsibility for the emergency management program on their respective campus or facility.

- Ensure development of campus emergency plans that contain operational and tactical guidance consistent with the School's MEOP.

- Ensure completion of drills and exercises needed to ensure plan maintenance and as identified by best practices and incident or event after-action reviews.

- Ensure that campuses where summer school, extracurricular and contract activities are conducted have emergency guidelines in place that have been reviewed and tested through training, drills, and exercises.

- <<Additional Task>>

- <<Additional Task>>

- <<Additional Task>>

Law Enforcement/Security:

- Support for School strategic, operational and tactical planning before, during and after incidents.

- <<Additional Task>>

- <<Additional Task>>

Transportation:

- Support for School strategic, operational and tactical planning before, during and after incidents.

- <<Additional Task>>

- <<Additional Task>>

- <<Additional Task>>

Food Services:

- Support for School strategic, operational and tactical planning before, during and after incidents.

- <<Additional Task>>
- <<Additional Task>>

Student Health:

- Support for School strategic, operational and tactical planning before, during and after incidents.
- <<Additional Task>>
- <<Additional Task>>

School Counselors and Social Workers:

- Support for School strategic, operational and tactical planning before, during and after incidents.
- <<Additional Task>>
- <<Additional Task>>

<<Other>>:

- Support for School strategic, operational and tactical planning before, during and after incidents.
- <<Additional Task>>
- <<Additional Task>>
- <<Additional Task>>

All School Administrators will:

- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training and exercise requirements.

- Develop training and conduct drills designed to strengthen the emergency management plan.
- <<Additional Task>>
- <<Additional Task>>

All Campus Administrators will:

- Identify a chain of command for emergency incidents and order of succession to ensure operational redundancy for an effective response and to maintain primary functions.
- Establish a redundant notification system to alert employees regarding emergency situations and expectations that includes emergency tasking and details of operational closings or delays.
- Remain current on planning, training and exercise requirements.
- Develop training and conduct drills designed to strengthen the emergency management plan.
- <<Additional Task>>
- <<Additional Task>>

Campus/Facility Staff will:

- Be empowered to take protective action for the safety of students and staff.
- Take on appropriate support roles as qualified and authorized.
- Help ensure student, faculty and staff accountability and safety.
- Relay emergency information and report concerns.
- Support emergency shelter and mass care operations.
- Support School outreach efforts to educate themselves, students and the community about ongoing School preparedness efforts.
- Participate in planning, training and exercising to become familiar with School emergency operations plans.
- Help ensure that facilities are maintained, clean, safe and orderly.

- Support damage assessment and emergency protective measures.

- Additional Support

School personnel not assigned a specific function in this plan may be called upon to support emergency operations at either the campus or School levels. Volunteer agencies that traditionally coordinate efforts with Compass Rose Public Schools and/or local government may be called upon to assist.

Common Responsibilities:

- Be empowered to take protective action for the safety of students and staff.

- Maintain internal emergency plans and SOGs including ongoing review, training and practice.

- Maintain situational awareness to maintain a safe and secure School.

- Support people with disabilities and others with access and functional needs in preparedness activities and during response.

- Notify the Superintendent when a department, facility or campus cannot carry out roles as described in the planning documents, or when changing circumstances or drill results necessitate plan re-evaluation.

- Provide regular status reports on department, facility or campus resources, activities and emergency conditions about which School administration and/or law enforcement should be aware.

- Maintain accurate records of the costs associated with responding to emergency situations, including but not limited to personnel (regular and overtime), equipment, supplies, and services, in order to support disaster recovery reimbursement.

Substitute Teachers

<<Policy for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a school employee during an emergency.>>

Direction and Control

During emergency operations, the School administration retains administrative and policy control over their students, employees and resources. The CEO is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Each campus and department in the School is responsible for having operational plans to support emergency incidents. Direction, Control, and Coordination is specifically addressed in Annex A (Direction and Control) to this plan.

Emergency Operations

Most Compass Rose Public Schools departments, campuses and staff have emergency functions in addition to normal day-to-day duties. The School uses the Incident Command System (ICS) in managing emergencies. Many responsibilities are inherent to an individual's primary job. During emergency situations, normal organizational arrangements may be modified to facilitate emergency operations.

School:

- Command and control of School Operations
- Student and staff accountability and reunification
- Parent notification and emergency public information
- Resource management

City/County in support of the School:

- Conduit to support School requests for assistance as well as requests from other entities for School resources
- Support emergency warning and notification, including public information
- Provide emergency response for life safety and protection
- Support resource and information sharing
- Support shelter and other emergency protective measures
- Provide disaster recovery coordination

Volunteer Organizations and Other School Partners:

- If additional or unique resources are needed and available through existing local agreements and partnerships, the School will seek the additional support as outlined through the respective agreement.

State, Tribal, Federal, & Other Support:

- If additional or special resources are needed, the School will work through the appropriate city/county EOC to request or provide assistance.

Emergency Communications

The School uses <<list communications assets (*i.e.* radios, cellular phones, phone tree, etc.); note that classroom access to such devices for teacher and substitutes is required>> to ensure emergency communications. During emergency incidents, all non-emergency communication will be restricted on these devices. In addition, the School may use email, text messages, runners carrying hard-copy messages and/or <<other forms of communication used, if applicable>> to ensure emergency communications. All emergency communication using such mediums will be predicated with an "Emergency Communications" tag. Non-emergency communication will be given lesser priority and misuse of the Emergency Communications message tag may be subject to disciplinary actions if necessary. The School will coordinate emergency communication with local police, fire and emergency medical services via <<primary method for communication with emergency response agencies>>.

Emergency Alert and Warning

- The School uses Internet Web Sites <<website URL>> and <<emergency notification system>> notification service to inform the public.

- During emergencies, the School will work closely with local news media and use social and electronic media (such as Facebook, Twitter, websites, etc.) to provide clear and direct emergency information and updates.

- Emergency information will come from the CEO's office, or their designee, using ICS principles and include updates about the incident, areas affected, impact/potential impact upon the School, measures the School takes to ensure the safety and well-being of students and where/when to find more information.

- Television, School and local websites and radio will support warning and emergency information and the School coordinates response with local emergency management offices.

- The School will work with its local jurisdictional and governmental entity partners to incorporate other public warning and alert systems, including emergency notifications systems, to provide additional emergency information to its constituents.

School Emergency Operations Center (EOC)

- The School Emergency Operations Center (School EOC) is a pre-designated location where key decision makers gather to support incident management. This includes support of campus operations and the management of state and local resource requests.

- The purpose of the School EOC is to coordinate command decisions, resources and public information on a strategic level and to serve as an area command post when the School is faced with multiple incidents.

- The School EOC may be activated for any incident or event that occurs in or where the imminent threat exists that an incident will occur. This includes incidents where different emergency objectives are conducted at geographically separate locations within the School or where there is no single hazard impact site (such as a severe winter storm or area-wide utility outage).

Activation Considerations include, but are not limited to:

- Resources are required beyond School capabilities and those of the immediate first responder network.

- The emergency is of extended duration.

- Major policy decisions and/or other executive group support are anticipated.

- The incident has indications of expanding or intensifying.

- The Superintendent or their designee anticipates a request from local, regional, state or federal officials for School resources to support an incident or event.

- A threat becomes more likely and all or part of the School is or could be affected and additional readiness is required.

- The hazard becomes more localized so that specific impact site(s) are identified that directly or indirectly affect School properties, resources or operational integrity, including bus routes and the conduct of classes.

Activation of the School's EOC is discussed in detail in Annex A: Direction and Control.

Parent Notification

<<Provisions for providing immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a significant threat to the health or safety of students, including identification of the individual with responsibility for overseeing the notification.>>

Technology and Infrastructure

<<Describe measures to ensure charter school communications technology and infrastructure are adequate to allow for communication during an emergency.>>

Command Post(s)

The Incident Command Post usually is established at or near an incident or emergency scene and the Incident Commander is responsible for directing the emergency response and managing the resources at the incident scene. Incident Command Posts and the utilization of the National Incident Management System are discussed in detail in Annex A: Direction and Control.

Unified Command

The School recognizes that some incidents may reach a level where command and control rests with other responding organizations. When this happens, the School will continue its support of the incident and retain its operational responsibilities toward students, staff and School resources. The School recognizes that when criminal activity is involved, law enforcement likely will assume the command function and when fire or hazardous materials incidents are involved, that function likely will rest with the fire department.

In incidents where someone other than a School employee assumes command, the School will ensure that it provides ongoing operational and tactical support through Unified Command and/or Area Command, depending upon the incident scope and duration.

Joint Operations and Area Command

The School also may elect to support the local EOC to ensure unity of effort and when School resources are requested for emergency support outside of the School. When this occurs, the School EOC usually will remain operational as well.

Requesting Assistance

If School resources are insufficient to deal with an emergency, the School may request, through appropriate channels, assistance from first responders, other Schools or jurisdictions, organized

volunteer groups and/or State and Federal resources. The request process is set forth in Appendix 6 of this plan.

All resource requests must be coordinated through the Superintendent or their designee. External agencies and organizations providing assistance are expected to coordinate with school leadership.

Administration and Support

An incident of any kind requires documentation such as reports, logs, safety accountability, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. The extent of documentation is contingent upon the size and scope of the incident.

Documentation

It is the responsibility of each campus, facility or School department to compile, maintain and submit documentation and reports in a timely fashion and to assist with preparation of documentation needed to ensure compliance with records management and open records. All original notes and records are legal documents that should be preserved.

The School will maintain an incident log and collect documentation for any incident. Individual departments, facilities and campuses will maintain logs of decisions, timelines, logistical deployment and other actions related to their areas of responsibility and accountability.

In addition, after each emergency incident, disaster response, drill or exercise, the School will ensure that After Action Reviews (AAR) are conducted and the results captured in a written format that may include a Corrective Action Plan (CAP) designed to ensure that plans, guidance and policies are up to date and reflective of the requirements of the School to ensure a safe and secure learning environment. Documents to support this process are discussed in Appendix 7 of this plan.

Vital Record Preservation

To continue normal School operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts

- Financial accountability

- Student accountability

- Other documents deemed vital to School operations

- If records are damaged during an emergency, the School may seek professional assistance to preserve and restore them.

Policies: Formal policies that support the School's MEOP and the planning process are maintained under separate cover and available from <<Position/Title or website URL>>.

Agreements

The School recognizes that during an emergency additional resources not reflected within existing agreements may be needed by the School and/or requested of the School. In these cases, the School may enter into agreements that initially may be verbal. Execution of agreements will be managed by individuals identified within the Executive Group, and as described in the Organization and Assignment of Responsibilities section of this plan. It is understood that verbal emergency agreements enabled by this plan will be reduced to writing by the School as soon as possible and always within 30-days of the request. Implementation of agreements, either to access school resources or to supplement the School's emergency response, shall be coordinated through the Executive Group.

External agencies and organizations working with the School in the management of resources and support are expected to work through School Executive Group and appropriate state channels for requesting assistance as well.

A list of existing agreements, including their authorization and expiration or review dates, is contained in Appendix 4 to this plan along with guidance regarding the channels for requesting assistance. Each agreement is executed by individuals empowered to do so on behalf of their organization and reviewed annually, with renewals executed as applicable and approved by the Superintendent or their designee and in accordance with School policy.

Maintenance and Changes

The CEO is responsible for approving and ensuring promulgation and implementation of this plan.

Distribution

The CEO shall determine the distribution of the plan and its support documents.

Plan copies, in both electronic and hard copy, shall be distributed to individuals, departments, campuses, facilities and organizations tasked in this document.

Copies also are made available to the School EOC and other key partners, as appropriate.

Some individuals may receive only portions of this plan or its job aids.

Appendix 8 identifies the distribution of the MEOP and its components.

Review

The CEO or designee is responsible for ensuring the development, implementation and revision of this plan in conjunction with internal stakeholders as well as with local, state, regional and federal emergency management and Homeland Security partners and partner guidance.

Prior to the start of each school year, the School will complete a review of the MEOP and Campus Plans as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Audit

[**NOTE**: the Texas School Safety Center (TxSSC) Safety and Security Audit Toolkit has not yet been updated. The current three-year school district safety and security audit cycle began on September 1, 2017 and will end on August 31, 2020. School district safety and security audits required by TEC 37.108 must be completed during that cycle.

Audit implementation must follow procedures must follow procedures developed by the TxSSC to the extent possible. While the Toolkit has yet to be revised, audit procedure resources are available at https://txssc.txstate.edu/tools/k-12-toolkit/.

A charter school may begin their reporting of specified audit results to the TxSSC following the superintendent's/CEO's receipt of the link to the charter district's online District Audit Reporting

The entire School MEOP must undergo an audit at least once every three years as prescribed by Chapter 37 of the Texas Education Code.

Audit results will be reported to the Compass Rose Public Schools governing body. The audit report will be signed by the Compass Rose Public Schools governing body and the CEO, and provided to the Texas School Safety Center.

Training and Drills

Training

Emergency response training will be provided to new regular employees and substitute teachers at the time of hire.

Emergency response training will be provided to existing regular employees and substitute teachers at least once per school year as part of in-service.

Drills and Exercises

As identified in state law (TEC §37.1081), as well as in state and national best practices, every campus and key facility within the School shall schedule appropriate drills and exercises each school year and evaluate the effectiveness of each, including reports and after-action reports supported by Corrective Action Plans as needed. Drill and exercise guidance is contained in Appendix 9 of this plan. Additionally, training, exercise, and drill guidance is included in the functional and hazard-specific annexes associated with this plan.

Psychological Safety

<<Provisions for supporting the psychological safety of students, School personnel, and the community during the response and recovery phase following a disaster or emergency situation that:

A. are aligned with best practice-based programs and research-based practices recommended under Section 161.325, Health and Safety Code;

B. include strategies for ensuring any required professional development training for suicide prevention and grief-informed and trauma-informed care is provided to appropriate School personnel;

APPENDICES & ATTACHMENTS

Compass Rose Public Schools: Multi-Hazard Emergency Operations Plan appendices, attachments, job aids, guidance and other support documents and tools. <mark>Campus EOP, hazard-specific, and functional annexes are addressed under separate cover.</mark>

For Official Use Only

In accordance with School, State of Texas and/or Department of Homeland Security policy relating to FOUO information, these materials are not to be distributed or shared without written permission of the CEO or their authorized designee.

Appendix 1: References and Acknowledgements
Appendix 2: Planning Team Roster
Appendix 3: Identified Threats & Hazards
Appendix 4: Existing Agreements
Appendix 5: Readiness Levels
Appendix 6: Resource Request Process
Appendix 7: Record Keeping & Reports
Appendix 8: Distribution of EOP & Supporting Documentation
Appendix 9: Drill & Exercise Guidance
Appendix 10: Safety in Portable Instructional Buildings
Appendix 11: Glossary
Appendix 12: Unified School Safety & Security Standards
Appendix 13: Floor Plans and Site Plans

[Note: Train Derailment is required only if a campus is located within 1,000 yards of a railroad track, as measured from any point on the school's real property boundary line.]

APPENDIX 1: REFERENCES AND ACKNOWLEDGEMENTS

Acknowledgements

<<Acknowledgement>>

<<Acknowledgement>>

<<Acknowledgement>>

<<Acknowledgement>>

<<Acknowledgement>>

<<Acknowledgement>>

Federal

- Americans with Disabilities Act
- Education for Homeless Children and Youth Program Title VII-B of the McKinney-Vento Homeless Assistance Act (as amended by the No Child Left Behind Act of 2001 Non-Regulatory Guidance)
- Emergency Management and Assistance, 44 CFR
- Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) E-361, Multi-Hazard Emergency Planning for Schools, E-362, Multi-Hazard Emergency Planning for Schools, Train-the-Trainer, G-364, Multi-Hazard Emergency Planning for Schools
- Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) IS-100.SCa, Introduction to the Incident Command System for Schools
- Emergency Management Institute (EMI), Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS) IS-362A, Multi-Hazard Emergency Planning for Schools
- Emergency Planning and Community Right-to-Know Act, 42 USC Chapter 116
- Family Educational Rights and Privacy Act (FERPA), Title 34, Part 99 CFR
- Federal Emergency Management Agency (FEMA), Continuity Guidance Circular (CGC) 1, July 2013
- Federal Emergency Management Agency (FEMA), Continuity Guidance Circular (CGC) 2, October 2013
- Federal Emergency Management Agency (FEMA), Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education and
- Federal Emergency Management Agency (FEMA), Guide for Developing High-Quality School Emergency Operations Plans
- Federal Emergency Management Agency (FEMA), Local Mitigation Planning Handbook, March 2013

- Federal Emergency Management Agency (FEMA), U.S. Department of Homeland Security (DHS), A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action 2011
- Health Insurance Portability and Accountability Act (HIPAA) of 1996, as amended. (42 U.S.C.)
- Homeland Security Act of 2002
- Homeland Security Exercise and Evaluation Program (HSEEP), Department of Homeland Security, April 2013
- Homeland Security Presidential Directive, HSPD-3, Homeland Security Advisory System
- Homeland Security Presidential Directive, HSPD-7, Critical Infrastructure Identification, Prioritization, and Protection
- Homeland Security Presidential Directive. HSPD-5, Management of Domestic Incidents
- Jeanne Clery Disclosure of Campus Security Policy and Campus Crime of 1990
- Statistics Ac Robert T. Stafford Disaster Relief and Emergency Assistance Act, (as amended), 42 U.S.C. 5121
- The Disaster Mitigation Act of 2000, PUBLIC LAW 106–390
- The National Disaster Recovery Framework, September 2011
- The National Incident Management System, December 2008
- The National Mitigation Framework, May 2013
- The National Preparedness Goal, September 2011
- The National Preparedness System, November 2011
- The National Prevention Framework, May 2013
- The National Response Framework (2nd Ed.), May 2013
- NFPA 1600: Standard on Disaster/Emergency Management and Business Continuity Programs
- U.S. Department of Education Grants to States for School Emergency Management Program CFDA 84.184Q
- U.S. Department of Education Guide to School Vulnerability Assessment: Key Principles for Safe Schools, 2008
- U.S. Department of Education NIMS Implementation for Schools and Institutions of Higher Education (IHEs)
- U.S. Department of Education, National Center for Education Statistics, Digest of Education Statistics, 2011.
- U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 101 (CPG 101): Developing and Maintaining Emergency Operations Plans, Version 2, 2010
- U.S. Department of Homeland Security (DHS), Comprehensive Preparedness Guide 201 (CPG 201): Threat and Hazard Identification, and Risk Assessment Guide National Infrastructure Protection Plan, Education Facilities Subsector, April 2012
- White House, Empowering Local Partners to Prevent Violent Extremism in The United States, 2012

State

- Administrative Code, Title 37, Part 1, Chapter 7 (Division of Emergency Management)
- Chapter 81 - Disease Control Act
- Executive Order of the Governor Relating to Emergency Management
- Executive Order of the Governor Relating to the National Incident Management System
- Executive Order of the Governor Relating to the Regional Unified Command Structure
- Government Code, Chapter 418 (Emergency Management)
- Government Code, Chapter 421 (Homeland Security)
- Government Code, Chapter 433 (State of Emergency)
- Government Code, Chapter 552 (Public Information)
- Government Code, Chapter 791 (Inter-Local Cooperation Contracts)
- HSC Chapter 121, Subchapter B, Section(s) 121.021-121.025 - Health Authorities
- Local Emergency Management Planning Guide (TDEM-10) Revision 4/ Emergency Management Planner's Guide The Planner's Toolkit 2014
- State of Texas Emergency Management Plan, May 2012
- Texas Community Right-to-Know Acts, Health and Safety Code, Chapters 505-507
- Texas Education Agency Government Code 61.1036 Section 3, F (F)
- Texas Education Code Chapter 26
- Texas Education Code Chapters 37
- Texas Education Code Chapters 38
- Texas Education Code Chapters 42
- Texas State Agency Continuity Planning Policy Guidance Letter (PDF)
- Texas Unified School Safety and Security Standards, Revised May 2014
- The Texas Homeland Security Strategic Plan, 2010-2015, Section 3.2.4 Objective 2.4: Enhance the Safety of Schools in Texas

Local

- <<Reference>>
- <<Reference>>
- <<Reference>>
- <<Reference>>

Relevant Texas School Organizations

Association of Texas Professional Educators (ATPE): ATPE exists to serve the needs of Texas public education and fights for our schools on the local, state and national levels.

Texas Association of Private and Parochial Schools (TAPPS): TAPPS exists to provide for private and parochial schools educational extracurricular academic, athletic, and fine arts contests, including health and safety guidance and training.

Texas Association of School Administrators (TASA): The mission of the Texas Association of School Administrators is to promote, provide, and develop leadership that champions educational excellence.

Texas Association of School Boards (TASB): The Texas Association of School Boards promotes educational excellence for Texas schoolchildren through advocacy, visionary leadership, and high-quality services to school districts. TASB represents the largest group of publicly elected officials in the state.

Texas Association of School Business Officials (TASBO): Texas Association of School Business Officials (TASBO) is dedicated to being the trusted resource for school finance and operations in Texas.

Texas Association of School Personnel Administrators (TASPA): The mission of TASPA is to engage and develop human resource professionals thereby enhancing HR services to school districts.

Texas Association of School Resource Officers (TASRO): An association for school based law enforcement officers, school administrators, and school safety personnel.

Texas Association of Secondary School Principals (TASSP): To offer Texas principals and assistant principals a forum to explore the best practices in school administration with the ultimate goal of helping facilitate student learning.

Texas Charter School Association (TCSA): The Texas Charter School Association's mission is to improve student achievement in Texas by advocating for and strengthening a diverse set of high-quality charter schools.

Texas Classroom Teachers Association (TCTA): TCTA passionately represents Texas teacher issues at the federal and state levels and is recognized as a key partner in legislation development and advocacy.

Texas Education Agency (TEA): The mission of the Texas Education Agency is to provide leadership, guidance and resources to help schools meet the educational needs of all students. This includes: enhancing school safety and supporting schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, and enhance school safety.

Texas Elementary Principals/Supervisors Association (TEPSA): Provides leadership training, networking opportunities, information and support for school leaders as we strive to improve the education of Texas school children and the working conditions of our members.

Texas Middle School Association (TMSA): We are a voluntary, nonprofit, statewide educational association that serves and represents Texas educators, administrators, children and parents... anyone who works with children ages 11-15.

Texas School District Police Chiefs Association   (TSDPCA): The Texas School District Police Chiefs Association promotes the standardization of school district policing on a statewide basis.

Texas State Teachers Association (TSTA): The Texas State Teachers Association will unite, organize and empower public education advocates to shape public education in Texas thus providing a quality public school for every child.

Texas School Safety Center at Texas State University (TxSSC): The Texas School Safety Center (TxSSC), in accordance with Texas Education Code Chapter 37 supports school safety initiatives and mandates including, but not limited to, emergency management planning, training and drill and exercise support. The TxSSC serves as the central location for the dissemination of safety and security information -- including research, training and technical assistance for all K-12 public schools and junior colleges in Texas.

University Interscholastic League (UIL): The University Interscholastic League exists to provide educational extracurricular academic, athletic, and fine arts contests, including programs to safeguard the health and welfare of students.

APPENDIX 2: PLANNING TEAM ROSTER

Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
School Emergency Management Coordinator				☐ Yes ☐ No
Superintendent/CEO				☐ Yes ☐ No
Campus A Representative				☐ Yes ☐ No
Campus B Representative				☐ Yes ☐ No
Campus C Representative				☐ Yes ☐ No
Finance				☐ Yes ☐ No
Information Technology				☐ Yes ☐ No
Facilities/Support Services				☐ Yes ☐ No
Food Services				☐ Yes
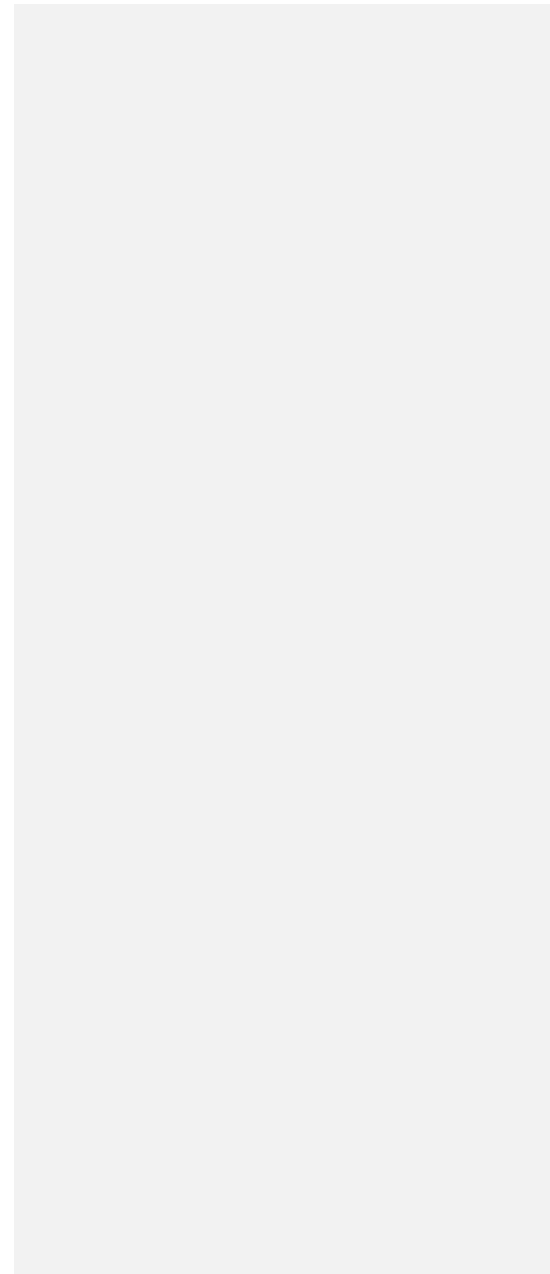
Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
				☐ No
Transportation				☐ Yes ☐ No
Athletics				☐ Yes ☐ No
School-Based Law Enforcement				☐ Yes ☐ No
School Governing Body				☐ Yes ☐ No
Local Emergency Management				☐ Yes ☐ No
County Emergency Management				☐ Yes ☐ No
Police Department				☐ Yes ☐ No
Sheriff's Office				☐ Yes ☐ No
Fire Department				☐ Yes ☐ No
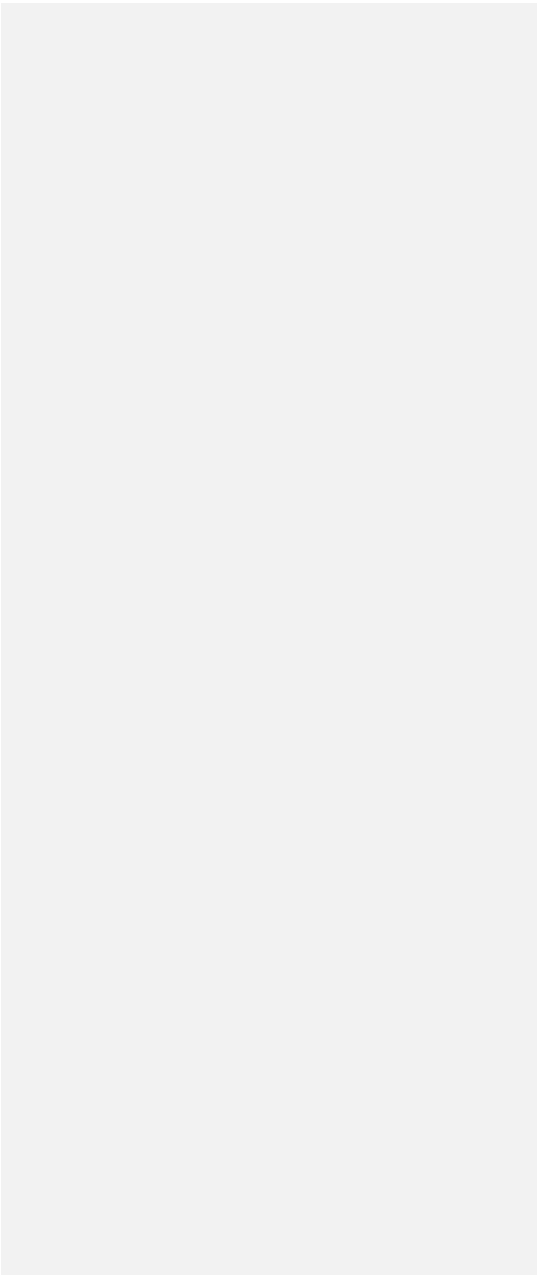
Name and Title	Work Phone	Cell Phone	Email Address	Text Messages?
Emergency Medical Services				☐ Yes ☐ No
Public Health Authority				☐ Yes ☐ No
City Public Works / County Road & Bridge				☐ Yes ☐ No
Parent Teacher Association/Organization				☐ Yes ☐ No
Mental Health Authority				☐ Yes ☐ No
TDEM District Coordinator				☐ Yes ☐ No
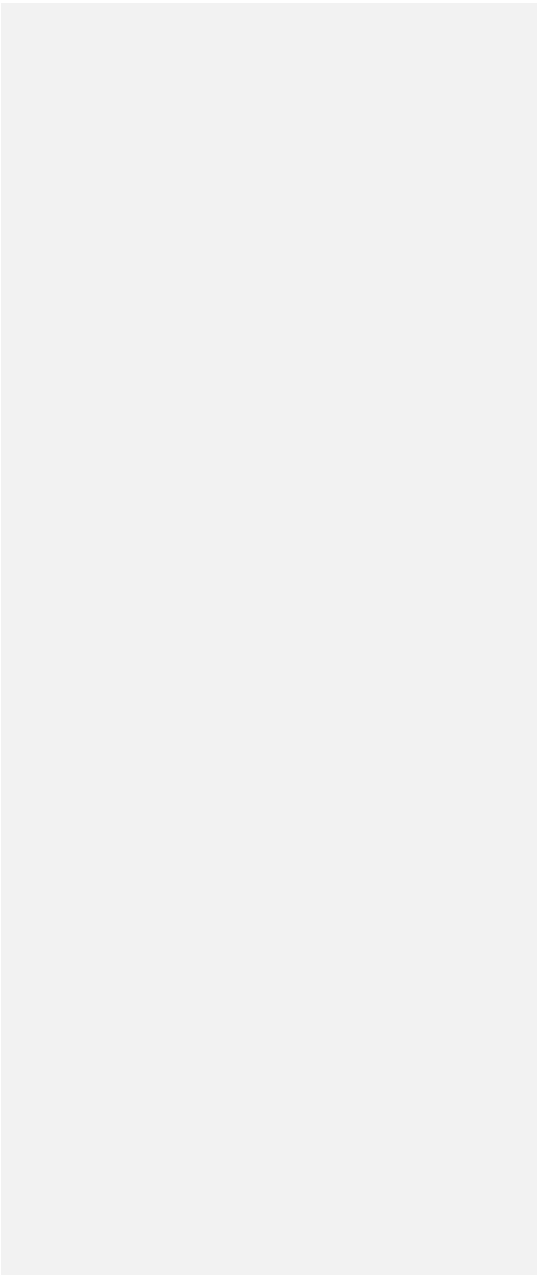
APPENDIX 2 ATTACHMENT A: SAFETY AND SECURITY COMMITTEE

As identified in this plan, Compass Rose Public Schools has a Safety and Security Committee to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep school campuses and School facilities safe and secure.

To facilitate a coordinated emergency management program, Committee members are assigned primary responsibility for planning and coordinating emergency functions in a manner that is consistent throughout the School. For some scenarios (i.e. Continuity of Operations, Health Emergencies, Mental Health Functions, Security Planning), safety subcommittees may be designated to include both School Safety Team members and select other staff.

Campus level safety and security teams will be established at each campus to carry out responsibilities specific to their campus. It is the responsibility of the team to develop, maintain and test campus emergency plans.

Safety and Security Committee

The CEO or their designee identifies School Safety and Security Committee members, convenes meetings and supports the school safety audit process. The School Committee meets at least twice a year and may be called upon to support emergency operations, facilitate special events and support after action reviews. The Committee will provide input into the campus planning and audit processes.

During the <<preceding year>> school year, the Safety and Security Committee met on the following date(s):

- <<date>>
- <<date>>

Committee Membership

The following individuals are designated as Safety and Security Committee members for Compass Rose Public Schools and agree to support School safety, security and emergency management functions.

In an emergency or when special event facilitation is required, they will support those operations, including activation of the School emergency notification process if needed. Emergency call down will occur in the order listed on the committee roster until one of the individuals responds. That

individual is responsible for verifying notification of all other individuals on the list. The School should retain and update the originally at least once per semester.

A similar list should be maintained by each campus and provided annually to the School emergency manager. A list of School Committee members is included Table 2-1.

Table 2-1: Safety and Security Committee Roster

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No
				☐ Yes ☐ No

Campus Safety Teams

Campus safety teams will be developed by the Principal of each campus to meet the unique needs of their schools, and, like the School committee, meet at least twice annually, support the school safety audit process, evaluate drills and exercises and support the overall planning, training, drill and exercise process. Details of the Campus Safety Team expectations are included in each campus plan.

Emergency Management Coordinator and Campus Coordinators

The CEO may designate an individual whose responsibility it is to oversee the School's emergency management program. If the superintendent does not so designate, the emergency management responsibilities remain with them. Likewise, each campus may designate an emergency management point of contact, whose responsibility it is to oversee the campus' emergency management and safety program and to ensure campus plan alignment with the School EOP. If the principal of a campus does not make such a designation, then the emergency management

responsibilities for the campus remain with them. The following forms are used to indicate the emergency management designation for the School and for each campus, respectively.
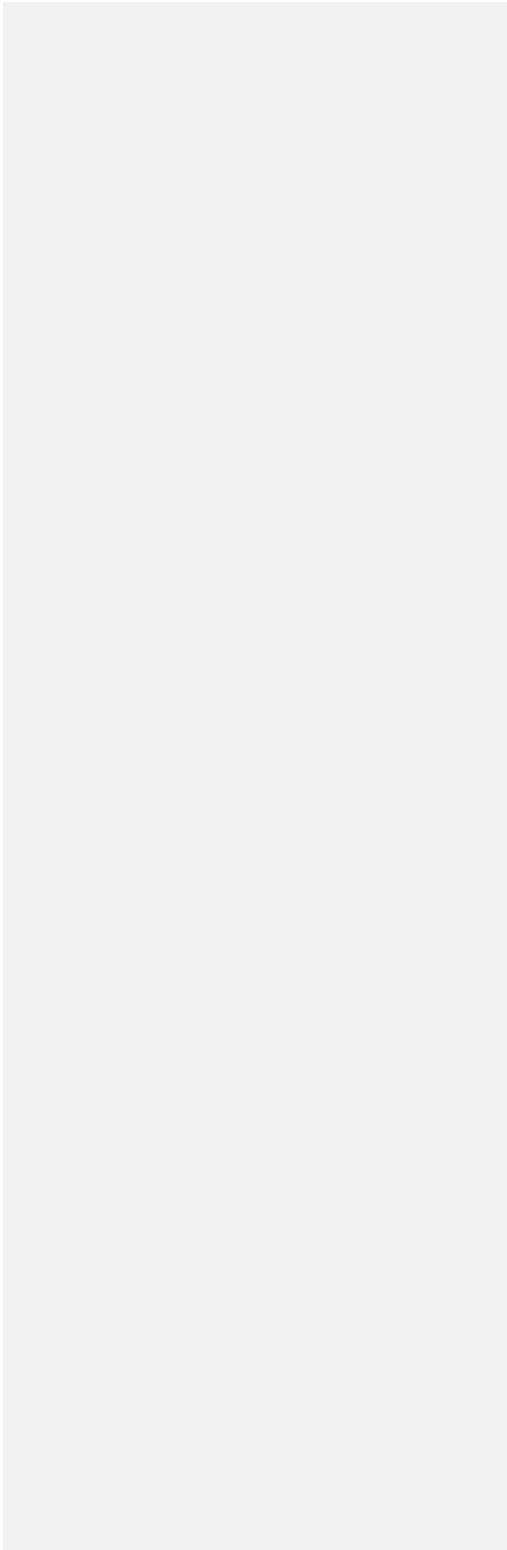
COMPASS ROSE PUBLIC SCHOOLS EMERGENCY MANAGEMENT COORDINATOR DESIGNATION

The following emergency management designation information will be used for emergency and safety related coordination, collaboration and correspondence from the School and local partner emergency response agencies.

To be completed by the CEO

☐	I HAVE NOT appointed a School Emergency Management Coordinator (EMC) and will <u>personally</u> direct the Compass Rose Public Schools emergency management program.
☐	I HAVE appointed/re-appointed a School Emergency Management Coordinator (EMC) identified below to conduct the School's emergency management program.

Effective Date:	This appointment is effective <mark><<date>></mark> and continues until <mark><<date>></mark>.
EMC Name:	
Mailing Address:	
Office Phone Number:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

☐	I HAVE appointed an Assistant EM Coordinator identified below.
☐	I HAVE NOT appointed an Assistant EM Coordinator and will personally serve Compass Rose Public Schools in that role.

Effective Date:	This appointment is effective <mark><<date>></mark> and continues until <mark><<date>></mark>.
Assistant EMC:	
Mailing Address:	
Office Phone Number:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

_____   _____

CEO Signature   **Date**

CAMPUS EMERGENCY MANAGEMENT DESIGNATION

The following emergency management designation information will be used for emergency and safety related coordination, collaboration and correspondence from the School and local partner emergency response agencies.

To be completed by the Campus Principal

Campus:	
Campus Main Phone Number:	
Campus Fax Number:	
☐ I HAVE NOT appointed an Emergency Management point of contact and will personally direct the emergency management program for this campus.	
☐ I HAVE appointed/re-appointed the Emergency Management Coordinator identified below to support the emergency management program for this campus.	
Effective: T This appointment is effective <<date>> and continues until <<date>>.	
EM Point of Contact Name:	
Mailing Address:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	
☐ I HAVE appointed an Assistant Emergency Management Point of Contact.	
☐ I HAVE NOT appointed an Assistant Emergency Management Point of Contact and will personally serve the campus in that role.	
Effective: This appointment is effective <<date>> and continues until <<date>>.	
EM Point of Contact Name:	
Mailing Address:	
Home Phone Number:	
Cell Phone Number:	
E-mail:	

Principal Signature   **Date**
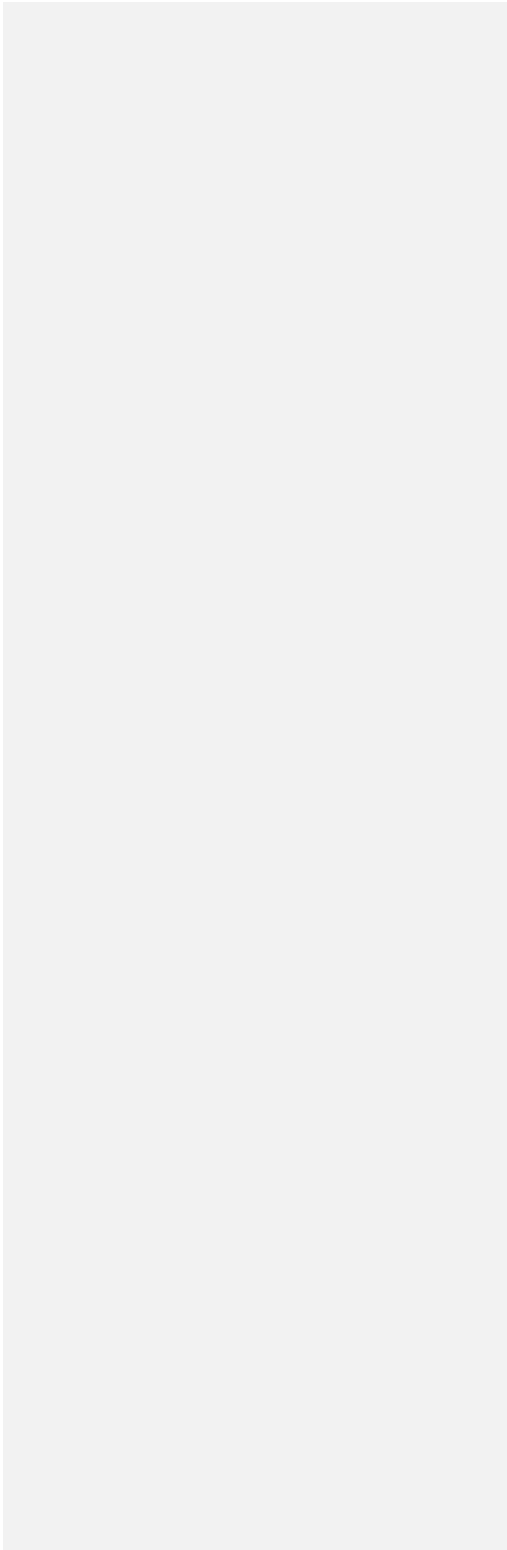
APPENDIX 3: HAZARD ANALYSIS

Overview

Compass Rose Public Schools is an important part of the whole community and plays a unique role in ensuring a safe, secure and healthy environment for students, faculty and staff as well as for the community. The School maintains resources that not only support its daily educational mission, but also may be viewed as an important resource when disaster strikes. The School, as the community in which it is located, is exposed many hazards that have the potential for disrupting the School and any or all of its operations.

A summary of potential hazards is outlined in Figure 1. Hazards are divided into three categories – natural, technological and security. The School has researched historical records and utilized subjective estimates to determine criticality, which is a measure of event probability and the School's ability to mitigate the harmful effects of an incident upon health, safety and property. In addition, the School conducts ongoing self-assessments to ensure that planning assumptions are relevant to the whole community.

Figure 1: Hazards Summary

	LIKELIHOOD OF OCCURRENCE	ESTIMATED IMPACT ON PUBLIC HEALTH & SAFETY	ESTIMATED IMPACT ON PROPERTY
HAZARD	*UNLIKELY/ OCCASIONAL/ LIKELY/HIGHLY LIKELY*	*LIMITED/MODERATE/ MAJOR*	*LIMITED/MODERATE/ MAJOR*
NATURAL			
DROUGHT			
EARTHQUAKE			
FLOODING			
HURRICANE			
TORNADO/HIGH WINDS			
WILDFIRE			
WINTER STORM			
SEVERE HEAT			
TECHNOLOGICAL			
DAM FAILURE			
CHEMICAL			
HAZMAT/LAB SPILL (FIXED SITE)			
HAZMAT/OIL SPILL (TRANSPORT)			
MAJOR STRUCTURAL FIRE			
NUCLEAR FACILITY INCIDENT			
WATER SYSTEM FAILURE			
PIPELINE LEAK/EXPLOSION			
TRAIN DERAILMENT			
POWER OUTAGE			
TRANSPORTATION ACCIDENT			
HUMAN CAUSED			
CIVIL DISORDER			
KIDNAPPING/ABDUCTION			
INTRUDER IN BUILDING			
SUICIDE			
WEAPON ON CAMPUS			
SEXUAL ASSAULT			

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APPENDIX 4: SCHOOL AGREEMENTS & CONTRACTS

<<Provide list of mutual aid agreements, memoranda of understanding, and contracts with vendors that are currently in place>>

Agreement Name: <<Name/Contract #>>

Parties Addressed in Agreement: <<List of Parties>>

Effective Date of Agreement: <<date>>

General Details of Agreement: <<details>>

APPENDIX 5: READINESS LEVELS

Compass Rose Public Schools will endeavor to ensure that resources are in place to safeguard the safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged. The Readiness Levels reflect District efforts to increase alert posture.

Level 4: Normal Conditions – Regular campus operations are unaffected.

- Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

- An incident command post may be established. Reverse Evacuation may be implemented but is not required.

- School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

Level 3: Increased Readiness -- Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to School operations, life and/or property. Evolving situations are monitored when protective measures are needed. Reverse Evacuation may be implemented, if conditions warrant or to enhance accountability in advance of other protective measures. Increased readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: A tropical weather system has developed that has the potential to impact the local area or to trigger inland shelter and emergency support operations. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, ensuring that parent notification procedures are in place and assessing resource availability. The Executive Team should consider potential impact upon normal school operations.

Tornado or Severe Weather Watch: The possibility for severe weather or tornado development exists. Readiness actions may include increased situation monitoring, ensuring that weather radios are activated and monitored at each campus, ensuring that parent notification procedures are in place, reminding staff about tornado safety measures, placing selected staff on alert and reminding transportation staff to curtail operations immediately if conditions worsen.

Flash Flood Watch: The possibility of severe or flash flooding is possible due to heavy rains occurring or expected to occur. Readiness actions may include increased situational monitoring,

transportation staff reconnaissance of known trouble spots, review of alternate bus routes, adjustment of school schedules to facilitate the safe release of students and preparedness of parent notification messages related to protective measures, school schedules, student release or bus routes change.

Wildfire Threat: Extreme wildfire threats can exist during dry or drought periods and when windy conditions exist. Readiness actions may include regular situation monitoring, a review of plans and resource status, determining staff availability, placing personnel on-call, notifying transportation about potential route impact, ensuring that parent notification procedures are in place and the Executive Team should consider potential impact upon normal school operations.

Violence Threat: Threats can be directed at the school or personnel therein or involve vicinity events such as a bank robbery or SWAT stand-off. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), ongoing coordination with Executive and Response Teams, preparation of appropriate and timely messages for parents and the community.

Mass Gathering: Mass gatherings events can occur either on or off school property (both planned and unplanned). Readiness actions include review of potential security, traffic, parking and health/safety impact upon school schedules and School facilities. In addition, School staff must work with local and regional partners to ensure that schools are part of the preparedness process. When the event is School sponsored, local and regional partners and first responders should be included in planning meetings.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus SOGs.

Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

Level 2: High Readiness -- Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or School. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by

either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events. High readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: A tropical weather system may impact the local area or to trigger inland shelter and emergency support operations within 72 hours. Readiness actions may include continuous situation monitoring, identifying worst-case decision points and potential resource requests, ensuring staff availability, providing parent notification and Executive Team trigger points for curtailing school operations and supporting evacuation/sheltering operations, as appropriate.

Tornado Warning: Tornado warnings are issued when a tornado has been sighted in the vicinity or is indicated by radar to be threatening the immediate area. Readiness includes taking immediate severe weather safety actions as outlined in School and Campus emergency plans and notifying transportation staff to curtail operations immediately. The School also will be ready to provide support to students, staff and the community in the wake of the storm.

Flash Flood Warning: When flash flooding occurs or is reported in the School immediate decisions are required related to school schedules and bus routes. Readiness actions include notifying transportation staff to curtail or adjust routes and to communicate hazardous areas encountered (this information also may be relayed to first responders) and making arrangements to retain at school all students and staff who safely cannot return to their homes.

Winter Storm Warning: When snow, sleet, freezing rain or other adverse weather conditions make traveling treacherous or disrupt utility service to campuses, the School must take immediate action to adjust or cancel school schedules. Readiness actions may include notifying parents and the community of temporary school closures and/or schedule adjustments, assigning key staff to assess campuses and facilities for damage, downed trees and wires, icy sidewalks and parking lots and other hazards that affect school infrastructure, coordinating with transportation and city/county public works for reconnaissance along bus routes.

Violence Threat: Threats are considered legitimate or vicinity events are not contained or pinpointed whereby schools and students are at risk. Readiness actions should include close coordination with law enforcement, implementation of Reverse Evacuation or Lockdown (as appropriate), considerations put in place for school schedules such as dismissal and outdoor activities, ongoing coordination with Executive and Response Teams, initial release of appropriate and timely messages for parents and the community.

Mass Gathering: Civil disorder with relatively large-scale localized violence or student walk outs are imminent, the School must be prepared to protect its students and infrastructure. Readiness actions may include increasing law enforcement and other first responder presence in and around School property, securing critical School infrastructure related to utilities and technology and initiating Reverse Evacuation with strict student release policies and practices in place

Declaration of Level 2 likely will require the initiation of high readiness activities within Department and Campus SOGs.

The School Emergency Operations Center may be activated with limited staffing.

Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of School and local authorities and report unusual activities or safety/ security concerns to their supervisors or command post immediately.

Level 1: Maximum Readiness -- Large-scale disruption of School operations occurs. Large-scale disruption of School operations occurs. An array of outside agencies and School departments are activated. School EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the School may request additional support from outside sources.

Incident Command is in place with coordination between School EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

Tropical Weather Threat: The impact of a tropical weather system is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the School EOC.

Tornado Warning: A tornado has been sighted within or near School boundaries. Readiness actions include taking immediate shelter, halting all School transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.

Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Lockdown or other precautionary measures. Considerations are in place for release from Lockdown, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.

Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus SOGs.

School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

APPENDIX 6: RESOURCE REQUEST PROCESS

Source and Use of Resources

Compass Rose Public Schools will use its resources for emergency response and request additional assistance, as needed, through mutual aid and similar agreements or contracts. When external agencies and organizations respond to an emergency within the School, they must conform to the guidance and direction provided by the School's incident commander and the superintendent or their designee.

The School will use its own resources in accordance with the National Incident Management System (NIMS), to respond to emergency situations, purchasing supplies and equipment if necessary and providing for the augmentation of personnel as needed. A list of primary support entities is included in the resource list that follows.

In the event resources are insufficient or inappropriate, the School will use the provisions of Chapter 418.102 of the Texas Government Code to seek additional support wherein the county will be the first channel through which requests for assistance are filtered. If additional resources are required, the School will:

- Summon resources pursuant to inter-local agreements, a list of which is included in Appendix 4.6 to this plan. It summarizes the agreements and identifies the officials authorized to implement those agreements.

- Summon contracted emergency service resources as identified through School purchasing practices and maintained in the School finance office.

- Proceed to request assistance, as needed, from recognized and vetted volunteer and community groups.

- Request assistance from industry or individuals that have resources needed to deal with the emergency situation.

APPENDIX 7: RECORDKEEPING AND REPORTS

Any major incident requires documentation such as reports, logs, student attendance (accountability) reports, damage assessment, assistance requests, resource use, expenditures, timekeeping and related notes, paperwork and forms generated as part of the incident. All original notes and records are legal documents that should be preserved. Reports should be provided in a timely fashion and in compliance with the Texas Public Information Act and in accordance with School policies and procedures. Each campus, facility or department in the School must compile, maintain and submit documentation and reports related to their areas of involvement in the incident. They also should support development situation reports, damage assessment documentation, student accountability information, after action reports and other documentation, as applicable.

Records management

Records will be managed according to federal and state law and in compliance with School policies and procedures.

The <<Chief Financial Officer>>[1] is responsible for the documentation process during EOC activation and for compiling final reports on behalf of the School following major events. When the EOC is not activated, the <<Chief Financial Officer>> or designee will be responsible for records management related to the incident or emergency.

During activation, the School EOC will maintain an incident log and oversee documentation for any major incident.

Individual departments, facilities and campuses will maintain a log of major decisions, time lines, logistical deployment and other actions related to their areas of responsibility and accountability.

All logs will be submitted to the School EOC for compilation into a master log, which the School may make available to the local Office of Emergency Management upon formal request in support of incident coordination and/or disaster recovery.

Reports

The School may use any or all of the following reports that may be subject to open record requests as part of the documentation process of its emergency operations.

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[1] Tasking must be consistent with that of the School and its staff assignments and responsibilities.

Activity Logs

Staff shall maintain accurate logs recording key activities, such as:

- Protective actions

- Student and staff accountability and reunification

- Significant changes in the emergency situation

- Resource requests or commitment of resources

- Activation or deactivation of emergency facilities

- Containment or termination of the incident

- Administrative Releases and Parent Notification[2]

In protracted incidents, the School may provide situational updates for parents, the public and the news media that include a brief event summary, protective measures and guidance related to educational and business continuity, such as school cancellations, delays or schedule changes.

Damage Assessments

- Indicate assistance or resource requirements and immediacy of the need

- Identify damage, loss and structure or facilities (such as playgrounds, gymnasiums or portable buildings) that are unsafe to use

- Damage reports should not contain any sensitive or restricted information, unless is designated as such

Situation Reports

May be prepared and distributed during emergencies or developing situations. This report is a public record document that provides an overview for School officials, emergency managers and responders, as well as the news media, support organizations and the general public.

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[2] Notification samples must be tailored to the practices and policies of the School and its communications director, or public information and outreach equivalent.

After Action Review (AAR)

As part of a post incident or exercise critique, the AAR should help document what occurred and provide a direction for system improvements. They AAR may include both written and verbal input from participants.

The CEO or designee is responsible for ensuring an AAR occurs at the conclusion of an emergency or exercise. School AARs may include input from both internal and external stakeholders

The AAR should be submitted for review and comment among participants before formal distribution.

Corrective Action Plan (CAP)

Where deficiencies are identified the School will create a corrective action plan to guide improvements including identification of the individual or department responsible for corrective actions and the deadlines for achieving that action.

Other Reports

Other reports and/or forms covering specific functions may be prescribed as required by law or at the direction of the Superintendent.

Recordkeeping

Documentation is essential to decision making, liability protections, reimbursement eligibility, administrative controls and safety accountability. Compass Rose Public Schools provides administrative controls necessary to manage the expenditure of funds to support emergency operations. This shall be done in accordance with the established local fiscal policies and standard cost accounting procedures. Therefore, all Compass Rose Public Schools departments and campuses maintain records summarizing the use of personnel, equipment and supplies during an emergency.

All Compass Rose Public Schools Mutual Aid Agreements, Memorandums of Understanding and other documents or contracts related to emergency operations include a cost responsibility clause. For major emergencies or disasters, all departments and agencies supporting the School and its emergency response are expected to maintain detailed of costs for emergency operations to include: personnel including overtime; equipment operations; costs for leased or rented equipment; costs for contract services to support emergency operations; costs for emergency protective measures and expenses associated with specialized supplies or temporary facilities. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal

government. The School maintains similar accounting when it supports resource requests from local, regional and state partners.

Preservation of Records

Vital Records

To continue normal School operations following an emergency or disaster, vital records must be protected. These include:

✔ Legal documents including plans and contracts

✔ Financial accountability

✔ Student accountability

Other documents deemed vital to School operations

If records are damaged during an emergency, Compass Rose Public Schools may seek professional assistance to preserve and restore them.

Providing Assistance

The School EOC will work with local emergency management to make requests for assistance. Requests will be coordinated through the County Office of Emergency Management.

The School may provide resources for shelter and mass care, transportation, staging, security, feeding and counseling. Many communities and/or schools have mutual aid agreements or similar documents in place with these groups to provide such services.

It is the School's responsibility to track all costs associated with such uses for possible reimbursement or restitution. The level of cost recovery may be contingent upon the situation, existing agreements and the nature of the incident.

The School EOC, working in conjunction with local emergency management offices, will coordinate requests for assistance to avoid confusion, duplication and delay.

APPENDIX 8: DISTRIBUTION OF PLAN

[PLANNING NOTE: Identify the personnel, departments, agencies, and community partners that will receive specific parts of the EOP and the quantity of documents that they will receive.]

RECIPIENT	PART(S) OF PLAN TO BE RECEIVED	QUANTITY NEEDED
CEO	All	1
School EMC	All	2
Campus Principal	All	1
Instructional Staff (Teacher)	All	1
ABC Bus Company (Vendor)	Evacuation Annex	1

RECORD OF DISTRIBUTION

Date of Delivery	Number of Copies Delivered	Delivery Method	Name, Title & Campus

APPENDIX 9: DRILL GUIDANCE

Overview

Drills are a first and important step in keeping schools safe and secure, they are filled with teachable moments and they are as important to schools as reading, writing and arithmetic.

Drills are a set of tools that campus and facility administrators can use to ensure that plans and procedures are tailored to the unique needs of students and staff and to the hazards to which the campus or facility is exposed. Drills are only as valuable as the willingness of campus administrators to seek feedback from staff and students and to share lessons learned. Lesson learned from drills should be shared - not only with the campus or facility and its stakeholders, but also with School administration, facilities and other campuses.

While drills are an important part of school safety and security, they are not a one-stop solution to preparedness. Lessons learned from drills are used to update plans and procedures. They also are used as the first step in the School's larger preparedness process including tabletop and functional exercises designed to improve coordination, clarify roles and responsibilities, improve individual performance and manage expectation.

Drill Purposes

A Multi-Hazard Emergency Operations Plan is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

The safety and security of Compass Rose Public Schools students and staff depends upon everyone knowing what to do when an actual incident occurs. Minutes or even seconds often can make a critical difference in saving lives. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Action plans derived from drills allow schools to translate lessons learned and best practices into specific corrective steps and measures to improve the safety and security of Compass Rose Public Schools' schools and facilities. In addition to these benefits, drills are mandated by Texas law.

Drills are intended to practice and refine a single emergency response, such as evacuating for fire or locking down from a threat, to strengthen skills and identify areas for improvement in practices,

procedures or plans. This is important in a school setting where considerations need to be made for class schedules, student needs, substitute teachers and student accountability.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed. A drill is not truly complete until it has been evaluated by School personnel who have documented both lessons learned and best practices.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the EOP need to be practiced in future drills. The School Safety and Security Committee ensures that all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Conducting Drills

[NOTE: To be updated upon promulgation of commissioner's rules. In the interim, the Texas School Safety Center has published Drill Recommendations and other resources, available here: https://txssc.txstate.edu/tools/tde-toolkit/drill-recs]

As set forth in state law (TEC §37.1081 and SB 1556), as well as in state and national best practices, every school year campuses shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency	Recommended Guidance
Evacuation* *(fire exit)*	One for each month with ten or more instructional days, including summer school months	• One announced drill within first 2 weeks of school • One obstruction/blocked primary route drill per semester • One drill under special circumstances (scheduled during lunch or class switching) • Vary day and time when scheduling throughout the year • Alternate use of PA system and actual pull stations around campus via coordination with local fire dept. • Once per year: Consider practicing for an off-site evacuation
Lockout	One per semester	Consider announcing each of these as "drills" to reduce anxiety/stress
Lockdown	One per semester	Consider announcing each of these as "drills" to reduce anxiety/stress
Shelter *(severe weather and hazmat)*	One per semester	Consider announcing each of these as "drills" to reduce anxiety/stress
Hold	One per semester	Consider announcing each of these as "drills" to reduce anxiety/stress

*Per State Fire Marshal's Office mandate, TEA Gov. Code 61.1036 Section 3, F

APPENDIX 10: SAFETY IN PORTABLE INSTRUCTIONAL BUILDINGS

[NOTE: refer to best practices adopted by Texas School Safety Center to develop provisions for ensuring the safety of students in portable buildings as appropriate: https://txssc.txstate.edu/featured/.]

APPENDIX 11: GLOSSARY

Glossary of Terms

Access and Functional Needs: Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.

After-Action Reviews: 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.

Comprehensive Multi-Hazard Exercise/Drill Program and Schedule: A plan developed by schools with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.

Continuity of Operations: Program guidance to continue school business, including instruction 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.

Corrective Action Plans: Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.

Disability: The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term "disability" has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).

Drill: An action designed to test and to maintain skills in a particular operation or component of an emergency response plan. Examples may include evacuation drill, lockdown drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

Educational Service Center (ESC): As a regional component of the Texas Education Agency, the ESCs may assist school boards of trustee in entering into agreements as defined by Section

61.003, for a cooperative shared services arrangement regarding administrative services, including transportation, food service, purchasing, and payroll functions.

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

Emergency Supplies: A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

Exercise: An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale**.**

Facility: Any school owned or leased building, works system or equipment with certain improved and maintained natural features.

Hazard: Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.

Hazard Analysis: A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.

Health Control Issues: Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.

Incident Command System: A system to coordinate emergency preparedness and incident management among various federal, state and local agencies. Enables facilities, equipment personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.

Independent School District (ISD): Created in accordance with Texas law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An ISD is governed by a board of trustees who, as a body corporate, oversees

the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.

Inter-Jurisdictional Agreement: A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

Inter-Local Agreement: A written agreement or contract made under the Government Code, Chapter 791 between local government entities.

Interoperability and Compatibility: A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

Interagency Collaboration: Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.

Local-Level Stakeholders: Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.

Memoranda of Understanding: A Memorandum of Understanding (MOU) or equivalent documents are 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 even is needed. Usually must be approved by the governing board or council of each agreeing agency/ jurisdiction**.**

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: A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and

property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.

Open-Enrollment Charter School: A Texas public school operated by a charter holder under an open-enrollment charter granted either by the State Board of Education (SBOE) or commissioner of education, whichever is applicable, pursuant to TEC, §12.101, identified with its own county district number.

Operational Plans: Processes included in School or campus level plans to provide roles and responsibilities, tasks, and actions required of the school and support organizations or agencies during a response; provides the framework for tactical planning.

Professional School Employee: A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district or charter school whose employment requires certification and the exercise of discretion.

Preserve Evidence: Practice of ensuring that potential evidence is preserved.

Public Information: Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.

Regional-Level Stakeholders: Includes the Councils of Governments (COGs) which are voluntary associations usually made up of local governmental entities formed under Texas law. Such organizations deal with the problems and planning needs that cross jurisdictional boundaries or require regional attention.

Resource Management: Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.

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

Risky Behaviors: Actions that have been identified as precursors to violent or criminal behavior.

Safety: A condition of being safe from undergoing or causing hurt, injury, or loss.

Safety and Security Audit/ Ongoing Self-Assessment: A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, emergency preparedness and access control.

School Climate: The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

School Safety and Security Committee: A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs. As an audit-specific function, provides the district with any campus, facility or support services information required in connection with a safety and security audit or another report to be submitted by the district to the Texas School Safety Center. Reviews each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility or support service.

Security: The quality or state of being secure as freedom from danger.

Staff: personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals , nurses, bus drivers, and school administrators.

State-Level Stakeholders: State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Texas Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.

Stakeholders: Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Strategic Plan: Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.

Systematic: Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.

Tactical Plan: Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.

Threat: An indication of possible violence, harm, or danger.

Warning Signs of Violence: Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

APPENDIX 12: TEXAS UNIFIED SCHOOL SAFETY AND SECURITY STANDARDS

Overview

This plan addresses emergency actions consistent with those set forth in the Texas Unified School Safety and Security Standards. The Texas Unified School Safety and Security Standards have helped guide the development of State, District and Campus level safety programs and emergency management programs since 2007. They were developed as a baseline tool for strategic planning and are maintained using input from district, local, regional, and state partners.

Compass Rose Public Schools demonstrates a commitment to safety and security through coordination of efforts and clear communication with local, regional, state and federal stakeholders in for school-centered emergency management phases that are consistent with the Texas Unified School Safety and Security Standards.

Phase 1.0	**Prevention/ Mitigation-** Coordinated actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.
1.1	The School should coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district (internal) local, state and regional partners.
1.2	The School should establish a functioning School safety and security committee with responsibilities that include ensuring compliance with local, state and federal mandates.
1.3	The School should regularly assess school climate and implement relevant scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.
1.4	The School should have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.
1.5	The School, as part of their emergency operations plan, should complete a hazard analysis of all School facilities, properties and their surrounding communities to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.

1.6	The School should utilize the results of the hazard analysis to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.
1.7	The School should train staff and use appropriate partners to systematically perform on going self-assessments/audits, to identify and address safety and security issues and report the results according to current Texas statute.
1.8	The School should develop and follow policies and/or procedures that govern access to each facility.
Phase 2.0	**Preparedness** – Coordinated actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.
2.1	The School should develop multi-hazard preparedness activities, plans, and practices consistent with the National Incident Management System (NIMS).
2.2	The School should integrate the needs of students, staff and visitors with disabilities and others with access and functional needs into all aspects of the district's comprehensive emergency management program including planning, training, and drilling.
2.3	The School multi-hazard emergency operations plan should include policies and/or procedures to address public health situations.
2.4	The School multi-hazard emergency operations plan should include current maps and floor plans that show evacuation options, utility shut-offs at all district facilities and properties.
2.5	The School multi-hazard emergency operations plan should include procedures for public information, notification, and communication with all stakeholders.
2.6	The School multi-hazard emergency operations plan should address processes for accounting for all persons, student reunification, and release.
2.7	The School should educate all stakeholders about their safety and emergency management practices.
2.8	The School multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program in compliance with local, state and federal mandates.
2.9	The School should adopt mutual-aid agreements, memoranda of understanding, inter-jurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.

2.10	The School should document, maintain, and replenish emergency supplies, go-kits and equipment.
2.11	The School should have an emergency management contact (e.g.., the superintendent or their designee) that is responsible for the emergency management program coordination and oversight.
2.12	The School should ensure that each facility has a designated emergency management program liaison.
Phase 3.0	**Response** – Coordinated actions taken to resolve an incident.
3.1	The School should assess each incident/event, then determine and activate a response.
3.2	The School should establish response guidance that empowers staff to initiate protective actions.
3.3	School personnel should initiate internal and/or external notification.
3.4	The School should use the Incident Command System (ICS).
3.5	The School should take action to preserve the scene following an incident or potential crime.
3.6	The School should initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
3.7	The School should monitor, document, reassess, and adjust its response, as necessary.
Phase 4.0	**Recovery** – Coordinated actions taken to restore the learning environment and support functions.
4.1	The School should adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.
4.2	The School should adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.
4.3	The School should adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.
4.4	The School should adopt and implement policies, plans, and/or procedures for after-action reviews and corrective action plans following an exercise/drill or incident.

APPENDIX 13: FLOOR AND SITE PLANS

<<Attach current floor plans and site plan>>
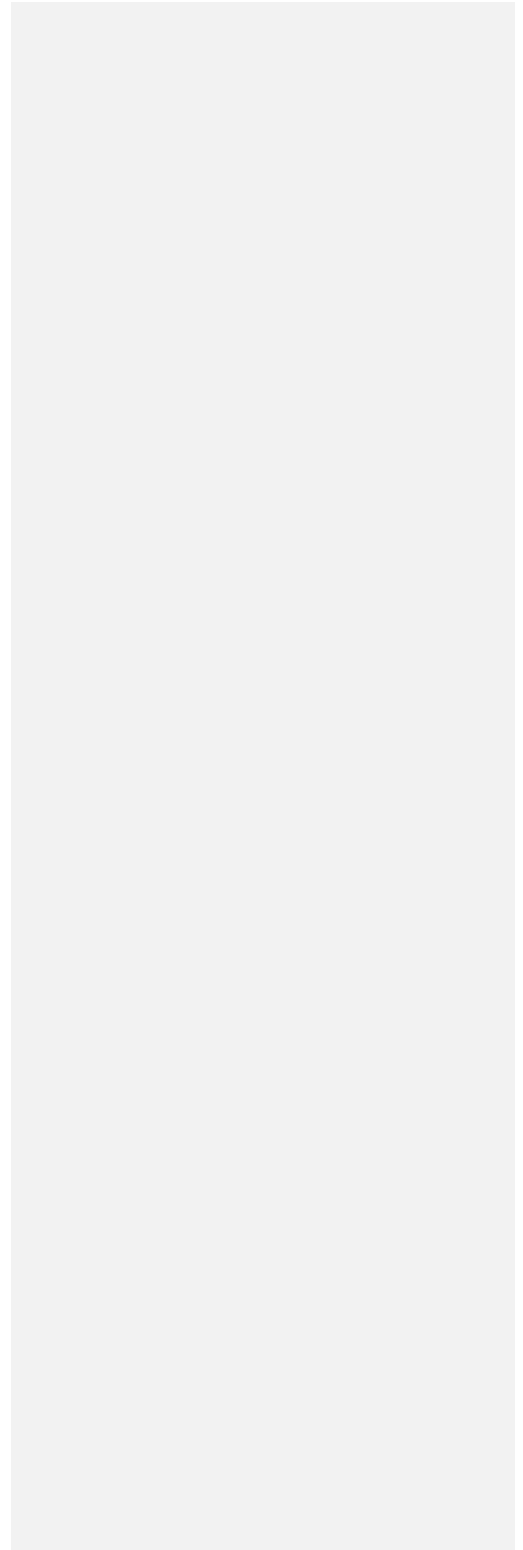
FUNCTIONAL ANNEXES

Functional annexes detail the goals, objectives, and courses of action of functions (e.g., evacuation, communications, recovery) that apply across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency. The School has developed the following Functional Annexes:

- Annex A: Direction and Control

- Annex B: Evacuation

- Annex C: Lockdown

- Annex D: Shelter-in-Place

- Annex E: Accounting for All Persons

- Annex F: Communications and Warning

- Annex G: Family Reunification

- Annex H: Continuity of Operations

- Annex I: Recovery

- Annex J: Public Health, Medical, and Mental Health

- Annex K: Security

NOTE: These are just suggested functional annexes. See https://txssc.txstate.edu/tools/hq-eop-toolkit/5-writing/annexes and https://rems.ed.gov/K12FuncAnnex.aspx for additional information

ANNEX A: DIRECTION AND CONTROL

See https://txssc.txstate.edu/tools/hq-eop-toolkit/5-writing/annexes for Annex template.

Annex should include a chain of command that designates the individual responsible for making final decisions during a disaster or emergency situation MEOP includes and identify other individuals responsible for final those decisions if the designated person is unavailable.\]

ANNEX B: EVACUATION

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds.

The planning team should consider the following when developing their goals, objectives, and courses of action:

- *How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.*

- *How to evacuate when the primary evacuation route is unusable.*

- *How to evacuate students who are not with a teacher or staff member.*

- *How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.*

Resources are available at https://rems.ed.gov/Resources_EM%20Functions_Evacuation.aspx.

ANNEX C: LOCKDOWN

This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *How to lock all exterior doors, and when it may or may not be safe to do so.*

- *How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.*

- *What to do when a threat materializes inside the school.*

- *When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).*

Resources are available at https://rems.ed.gov/Resources_EM_Functions_Lockdown.aspx.

ANNEX D: SHELTER-IN-PLACE

A Shelter-in-Place annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).*

- *How a shelter-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.*

- *How to move students when the primary route is unusable.*

- *How to locate and move students who are not with a teacher or staff member.*

- *Consider the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.*

ANNEX E: ACCOUNTING FOR ALL PERSONS

This annex focuses on developing courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *How staff will determine who is in attendance at the assembly area.*

- *What to do when a student, staff member, or guest cannot be located.*

- *How staff will report to the assembly supervisor.*

- *How and when students will be dismissed or released.*

Resources are available at
https://rems.ed.gov/Resources_EM_Functions_AccountingforAllPersons.aspx.

ANNEX F: COMMUNICATIONS AND WARNING

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).*

- *How to ensure relevant staff members can operate communications equipment.*

- *How the school will communicate with students, families, and the broader community before, during, and after an emergency.*

- *How to account for technology barriers faced by students, staff, parents, and guardians.*

- *How to effectively address language access barriers faced by students, staff, parents, and guardians.*

- *How the school will handle the media (e.g., district or school Public Information Officer [PIO]).*

- *How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).*

- *How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).*

Resources are available at https://rems.ed.gov/ResourcesAlertsCommAndWarnings.aspx.

ANNEX G: FAMILY REUNIFICATION

The Family Reunification annex details how students will be reunited with their families or guardians.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.*

- *How to verify that an adult is authorized to take custody of a student.*

- *How to facilitate communication between the parent check-in and the student assembly and reunion areas.*

- *How to ensure students do not leave on their own.*

- *How to protect the privacy of students and parents from the media.*

- *How to reduce confusion during the reunification process.*

- *How frequently families will be updated.*

- *How to account for technology barriers faced by students, staff, parents, and guardians.*

- *How to effectively address language access barriers faced by students, staff, parents, and guardians.*

Resources are available at https://rems.ed.gov/Resources_EM%20Functions_Reunification.aspx.

ANNEX H: CONTINUITY OF OPERATIONS ("COOP")

This annex describes how a school and district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *How the COOP annex will be designed so that it can be activated at any time and sustained for up to 30 days.*

- *How the COOP annex will set priorities for re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.*

- *How the COOP annex will ensure students receive applicable related services in the event of a prolonged closure.*

Resources are available at https://rems.ed.gov/Resources_EM%20Functions_COOP.aspx.

ANNEX I: RECOVERY

This annex describes how schools will recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

The planning team should consider the following when developing its goals, objectives, and courses of action:

Academic recovery

- *When the school should be closed and reopened, and who has the authority to do so.*

- *What temporary space(s) the school may use if school buildings cannot be immediately reopened.*

- *How to provide alternate educational programming in the event that students cannot physically reconvene.*

Physical recovery

- *How to document school assets, including physically accessible facilities, in case of damage.*

- *Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes.*

- *How the school will work with utility and insurance companies before an emergency to support a quicker recovery.*

Fiscal recovery

- *How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).*

- *How staff will receive timely and factual information regarding returning to work.*

- *What sources the school may access for emergency relief funding.*

Psychological and emotional recovery

- *Who will serve as the team leader.*

- *Where counseling and psychological first aid will be provided.*

- *How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.*

- *Who will provide trained counselors.*

- *How to address the immediate, short-, and long-term counseling needs of students, staff, and families.*

- *How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.*

- *How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future.*

- *How the Public Health, Medical and Mental Health annex will inform the actions and plans of the Recovery annex.*

ANNEX J: PUBLIC HEALTH, MEDICAL, AND MENTAL HEALTH

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives. Mental health needs after an emergency will be addressed in the Recovery annex.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *What the role of staff members is in providing first aid during an emergency.*

- *Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.*

- *Which staff have relevant training or experience, such as in first aid or CPR.*

- *How the school will secure a sufficient number of counselors in the event of an emergency.*

- *How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.*

- *How the school will support the needs of students identified by the threat assessment team.*

Resources are available at
https://rems.ed.gov/Resources_EM%20Functions_Public_Medical_Mental.aspx.

ANNEX K: SECURITY

This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

The planning team should consider the following when developing its goals, objectives, and courses of action:

- *How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.*

- *How to make sure the building is physically secure (including implementation of Crime Prevention Through Environmental Design [CPTED]).*

- *How to get students to and from school safely (including traffic control and pedestrian safety).*

- *How to keep prohibited items out of school.*

- *How to respond to threats identified by the behavioral threat assessment team.*

- *How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws. More information on FERPA and HIPAA can be found in "A Closer Look, Information Sharing".)*

Resources are available at https://rems.ed.gov/Resources_EM_Functions_Security.aspx.

HAZARD/THREAT-SPECIFIC ANNEXES

Hazard- and threat-specific annexes describe the courses of action unique to a particular threat or hazard. The School has developed the following Hazard/Threat-Specific Annexes based on the Hazard Analysis completed under Appendix 3, as well as state law requirements:

- Annex L: Natural Disaster

- Annex M: Active Shooter

- Annex N: Train Derailment *NOTE: if required*

- <<Other Annexes>>

- <<**NOTE**: must be updated to include any other dangerous scenario identified by the agency or the Texas School Safety Center when such scenarios are released>>

<<**NOTE**: the Natural Disaster and Train Derailment Annexes are based on existing templates from TxSSC. They can and should be altered to suit your School's needs. The TxSSC has not yet published an active shooter template.

Active Shooter Policy resources are available online:

- Department of Homeland Security, *Active Shooter: How to Respond*: https://www.dhs.gov/publication/active-shooter-how-to-respond

- FEMA, *Active Shooter Information Sheet*, https://www.fema.gov/media-library/assets/documents/162146.

- REMS, *Guide for Developing High-Quality School Emergency Operations Plans* (p. 56), https://rems.ed.gov/guidek12.aspx.>>

ANNEX L: NATURAL DISASTER

Annex Responsibility Assigned to:

<<Insert Position or Job Title>>

INTRODUCTION

Compass Rose Public Schools and its stakeholders expect that schools are safe and secure environments; however, schools cannot predict exactly when and where an incident is going to happen. Texas weather in particular is unpredictable, which means that every campus, each facility, and all staff must be prepared to respond appropriately when weather events occur or threaten. The School recognizes that the success of its natural disaster emergency plan is contingent upon collaboration with and support from local, regional, state, and federal partners as well as the news media.

PURPOSE

The purpose of this annex is to outline the means, organization, and process by which the School will provide appropriate preparedness for, response to, recovery from, and mitigation of the impact of natural disasters that can affect School and/or campus operations and facilities.

SCOPE

The School has identified the following natural disasters as most likely to affect its operations either directly or indirectly. They include:

- Thunderstorms/Hail/High Winds
- Tornadoes
- Hurricane Impact
- Winter Weather/Ice Storms
- Flooding/Flash Flooding
- Extreme Heat
- Severe Drought
- Wildfire

The School also recognizes that additional natural disaster, including severe weather, threats may be possible

SITUATION OVERVIEW

A natural disaster or potential natural disaster can have an impact on School operations up to and including the need for early dismissal, late opening, or cancellation of all or portions of School operations, including classes. It also could affect continuity of operations and continuity of credit

that include decisions associated with student accountability, student reunification, and the resumption of classes. Evacuation, transportation, and protection of critical facilities and operations also must be considered.

PLANNING ASSUMPTIONS

The School has identified employees who by virtue of their presence, specialized function, or necessary skills are essential to sustaining business, educational, or certain operational needs and who may be required to report for duty even when School schedules are altered or curtailed.

Essential Employees

> While not all employees may be required to report to work, those individuals identified as essential employees should expect to be called upon to support emergency operations. This includes but is not limited to: <<Staff from maintenance, grounds, custodial, transportation, food services, information technology, School and campus administration, and security and/or school-based law enforcement, if applicable>>. Since essential employee designation is dictated by the circumstances of an emergency, staff must understand that their status as an essential employee is subject to change depending on operational needs.

Other Employees

> School staff participate in training and drills to help them respond appropriately when severe weather events affect school operations. Also, the School uses various forms of communication to notify employees of natural disaster threats as well as for changes in school schedules, including closures and curtailments.

> When schedule changes occur, it is the responsibility of each employee to verify the changes with their supervisor or designee. School policy reflects human resources expectations related to schedule changes that affect hours worked.

CONCEPT OF OPERATIONS

When a natural disaster threatens or occurs, the School's primary concern is the safety and well being of students and staff, including those who are on field trips, assigned to non-campus or off site works areas, housed in portable buildings, and those on school buses.

During the initial stages of a severe weather event, <<Position/Title>> will be the liaison within the School, as well as with outside agencies and meteorologists, to monitor weather status and coordinate, as needed, operational requests and status updates. While the School may accept the advice and guidance of meteorologists, and of local, regional, and state officials, it is the responsibility of the CEO or their designee to take appropriate actions on behalf of the School.

To monitor the weather or other conditions, the School may activate the School Emergency Operations Center (EOC) as a location for operational decisions. If changing weather conditions warrant, the School may also be respresented at the <<City/County>> EOC, located at <<address, city>>. In some cases, the <<City/County>> EOC and the School EOC may both be operational. In instances where travel is restricted, such as for winter weather or flooding, the CEO or their designee may coordinate decisions via conference call or electronic meetings. This communication can be internal to the School or part of local, regional, and/or state coordination. Shared information may include, but is not limited to:

- Personal observations from checking facilities, campuses, neighborhoods, and bus routes;
- Texas Department of Transportation (TXDOT) and National Weather Service <<area>> Office reports of impending flooding, ice, or snow moving toward <<County Name>> County;
- National Weather Service or local meteorologist's reports;
- Input from neighboring school districts also affected by the threat;
- Awareness that public works, utility services, sanding crews, etc., are mobilized in anticipation of or response to changing weather conditions;
- The City and/or County Office of Emergency Management notifies the District of an impending activation of the EOC or any of its primary components.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

All School employees are encouraged to communicate to their immediate supervisor, any information they may have related to changing weather or other conditions that potentially could disrupt School operations, endanger students and staff, or disrupt transportation services. It is the responsibility of the supervisor to share information with the School EOC, Emergency Management Coordinator, and/or the CEO or their designee.

The <<School Emergency Management Coordinator/other>> will provide updates and make recommendations to the CEO and/or their designee to facilitate decisions related to mitigation strategies, protective measures, and schedule changes. They also will ensure that appropriate information is shared with each campus and is provided to the staff members tasked with disseminating public information.

School Support Services

- The <<Facilities/other>> staff is responsible for preparing facilities for approaching severe weather, for monitoring the status of facilities, for damage assessment after an event, and for reparations. This includes actions necessary to protect critical infrastructure including utilities, communications, and security systems.

- The <mark>\<\<Facilities/other\>\></mark> department will monitor facilities for electrical outages, alarms, water line breaks, and other possible failures and will ensure the integrity of each campus and School facility prior to opening those facilities for students, faculty, and staff use. Facilities will report power outages to the City/County EOC as well as to the appropriate utility responsible for the affected services.

- In cases where storm or other conditions cause power failures or rolling blackouts, the EOC will coordinate activities to support individuals or services where the interruption of power represents a life safety issue. Priority will be given to the school only if school is in session and priority within the School will be given to those facilities housing individuals with special needs and those serving younger children.

DIRECTION, CONTROL AND COORDINATION

Internal Coordination

When a natural disaster threatens, campuses will monitor changing conditions and be ready to take appropriate protective measures. They will work with the School administration for status updates. Campus preparedness measures may include:

- Reminding staff to be vigilant to changing weather or related conditions and to be ready to support emergency actions should they be needed;

- Moving students and staff from portable buildings to permanently constructed facilities if severe weather, flooding, or when extreme heat or cold become an issue;

- Adjusting dismissal schedules or release procedures to facilitate a safe and efficient release of students and staff; and

- Preparing to house students and staff beyond normal operating hours as an alternative to releasing them to unsafe conditions.

Employees cannot rely solely on news reports or social media messages to determine their schedule; they must verify it through one of the methods listed below.

External Coordination

- The City/County Office of Emergency Management is the lead governmental entity to assess, monitor, and communicate regarding a natural disaster situation. To the extent possible participating city, county, school, regional, and state agencies will be consulted prior to the issuance of emergency orders such as closures and evacuation. These operations may be conducted from that entity's EOC.

- For school needs, the School's liaison to the EOC will be responsible for input of School requests on behalf of the district. Campuses will work through the CEO or their designee and/or the School EOC for help and support.

- To the extent possible, and as supported by mutual aid and similar agreements, the School will support shelter, evacuation, and reunification efforts of the community. These agreements and expectations are outlined in the Functional Annexes.

- The City/County Office of Emergency Management, will coordinate governmental activities related to emergency severe weather operations. Coordination with schools includes, but is not limited to:

    o Ensuring operation of critical governmental functions such as public safety and infrastructure;
    o Assessing the impact of decisions related to closures, dismissals, and resumptions of activities;
    o Assessing road operations within its jurisdiction including the closing and opening of roads and communicating that information to the School;
    o Collecting and assessing data about weather, observed conditions, and damage reports, including information provided by the School;
    o Assessing impact of a natural disaster on overall operations; and
    o Coordinate the release of public information related to city and county operations and share information released by the School related to school closures, delays, and protective measures.

- The EOC will coordinate protective measures such as sandbagging, barricades and emergency support requests using the appropriate National Incident Management System (NIMS)/Incident Command System (ICS) protocols and documentation.

Public Information and Outreach

Information on the closing of schools or modifications in schedules will be released to the media through the School office of communications. Individual announcements by campuses, extracurricular activities, transportation, or Student Services will be coordinated through the School communications office prior to release. The following processes will be used to notify the public and school staff.

Public Notification

During a major natural disaster, the School will use the news media, the School's website home page, social media, and campus list-serves as the primary means of communicating public information such as closures, dismissals, cancellations, and resumption of classes to the community at large. The School will use mass notification systems for more directed communication with parents and staff. Emergency communication for staff members is addressed in the Functions and Responsibilities section of this Annex.

The School will support communications through the <<school information system>> in conjunction with local, regional, and state entity public information and communications staff. All major School operational announcements will be shared with the City/County EOC public information officer(s) to ensure message consistency and coordination. Neither the School nor the EOC will post information on the closings of individual or private schools, daycares, or other events not directly related to school functions or school-sponsored activities.

Staff Notification

The School will use various methods to notify employees of changes in school schedules, closures, curtailments, and other actions to include the following:

- Website Updates using both public and private portals.
- Social media, texting, and Twitter using only official School account.
- Mass Notification System (employee specific functions).
    o Each employee is responsible for ensuring that their information in the School's notification system is up to date.

School Email

Because not all email messages regarding the cancellation or delay of school are from authorized School sources, employee notification messages will carry a subject message that reads: "Compass Rose Public Schools Message Regarding Natural Disaster". The email message will include the name and title of the person within the School who authorized the message, usually the CEO. Each employee who has an email account with the School is responsible for checking their email to verify schedules.

Phone Tree

The School phone tree is organized by position in the School and by function including the time certain employees report to work. Notification is not necessarily completed by organizational seniority. This ensures that the people who report earliest to work each day have time to adjust their schedule or assignment in the event of evacuation, cancellation or delay of the school day. The School phone tree establishes the following notification priority:

- CEO and <<Executive Staff/Group>>.

- Essential Employees and Department Head or Supervisor of employees with reporting times of 6:30 a.m. or earlier.
- Primary contact for contract services for the School.
- Other department heads and supervisors.
- At the bottom of the phone tree are at least two individuals who are empowered to call a designated member of the executive staff to verify that the entire call down process is complete.
- While all employees are responsible for staying informed about the closure or curtailment processes, it is the responsibility of each immediate supervisor to ensure that their employees are notified.
- If in making a notification, the person called does not answer, it is the responsibility of the person making the notification to contact the next person on that list.
- Once an employee receives a notification call, if they are tasked with making additional notifications, they must do so immediately.

PROTECTIVE MEASURES

When natural disasters, including changing weather conditions, result in the need for protective measures on behalf of the School, the School priority is the health, safety, and security of students and staff. To the extent it is possible and when prudent to do so, the School will endeavor to maintain regular or adjusted schedules. If school is in session and a natural disaster threatens, the School will take into consideration the likelihood of impact, the risk to people and property, and the expected duration of the event. Campuses will review the protective measures that would best address the risk.

Schedule Changes

If it is safe and sensible to do so, the School will maintain a regular schedule to ensure that students are not sent home to empty houses or placed in harm's way due to an approaching storm or imminent flooding.

Delayed Release

In such cases where release of students is dangerous, the School will be prepared to retain students on campus or if they already are on buses, take them to the nearest School location. In some situations, the nearest appropriate location may not be a School location, but may be another School, or a community, city or county building.

The School will then work with local authorities and parents to determine the length of a temporary shelter and alternate ways to reunite parents and students.

Early Dismissal

When weather conditions appear to be worsening during the school day, the School, in consultation with area emergency management and local meteorologists, will determine the appropriate protective measures for students and staff and whether early dismissal is feasible.

If it is feasible, the School will use the notification processes identified in the Emergency Public Information section of this Annex and will begin the dismissal process in a way that ensures the safe and effective dismissal of students and the efficient running of buses. The actual dismissal process will vary depending upon the time of day that the decision is made.

Delayed Start/Cancellation

If classes are not in session and worsening weather conditions are such that it is unlikely that school can run on schedule, the School will either make a decision to institute a two-hour delay or close school. The purpose of the two-hour delay is to allow a staggered start that facilitates getting staff on site and bus schedules operating smoothly. If a delayed start is not feasible, then the School may decide to close school for the day.

The decision to close school for the day usually will be made the morning of the closure day. Only in rare circumstances will the decision be made the evening before, as changing weather patterns and community preparedness can affect the decision. If a weather event is expected to last more than one day, the School reserves the right to make the closure or delay decision on a day-to-day basis.

PHYSICAL SAFETY

Basic safety and risk management rules apply when addressing natural disasters. The School recognizes the following as important in terms of response to natural disasters:

- If weather conditions are worsening or a severe weather threat exists, employees are not expected to put themselves in harm's way to verify conditions.

- All employees are aware of severe weather safety and versed in lightning safety, restrictions about crossing flooded roadways or walkways, driving on slick surfaces and know the places to go to take cover from threatening weather.

- Employees are expected to support response and recovery efforts as is safe and prudent to do so. They must not take unnecessary risks to carry out those duties.

- Administrative processes are in place whereby, if emergency measures are required to protect property or make repairs, select staff is empowered to make emergency purchases and take emergency actions.

PSYCHOLOGICAL SAFETY[3]

Immediately Following a Natural Disaster:

- *Identify children and youth who are high-risk and plan interventions.* Interventions may include classroom discussions, individual counseling, small-group counseling, or family therapy.

- *Provide time for students to discuss the disaster.* Depending on the situation, teachers may be able to guide this discussion in class, or students can meet with the school psychologist or other mental health professional for a group crisis intervention. Classroom discussions help children to make some sense of the disaster. Teachers should not be expected to conduct such discussions if children are severely affected or if they are distressed themselves. A crisis team member should be made available to facilitate the discussion.

- *Allow time for staff to discuss their feelings and share their experiences.* Members of your crisis team should also have the opportunity to receive support from a trained mental health professional.

- *Secure additional mental health support.* School mental health professionals can help provide and coordinate mental health services, but it is important to connect with community resources as well in order to provide such long-term assistance.

Helping Children Adjust to Relocation After a Natural Disaster

The frequent need to relocate after a disaster creates unique coping challenges. Children will be most affected by the reactions of their parents and other family members, the duration of the relocation, their natural coping styles and emotional reactivity, and their ability to stay connected with friends and other familiar people and activities. To the extent possible, School personnel should:

- Utilize an advisory committee of students to help identify ways that students might prioritize positive school activities in order to help them regain a sense of normalcy.

- Permit survivors to retell their stories in a safe environment that avoids vicarious traumatization.

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[3] Adopted from "Information on Helping Children after Natural Disasters" published by the National Association of School Psychologists, available at https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/natural-disaster-resources/resources-to-assist-states/territories-recovering-from-natural-disasters.

- Provide opportunities for children to discuss how they are coping. Use creative arts (e.g., drama, art, music, photography) to help them express their emotions.

- Help connect families to community resources, and maintain current contacts with disaster-related support services. Provide information to parents about available physical and behavioral healthcare services, and if possible, help provide child care while they are meeting with agencies.

- Incorporate information about the disaster into related subject areas, as appropriate. Science, math, history, and language arts are especially relevant.

ADMINISTRATION, FINANCE AND LOGISTICS

See basic plan

PLAN DEVELOPMENT AND MAINTENANCE

See basic plan

ANNEX M: ACTIVE SHOOTER

Annex Responsibility Assigned to:

<<Position/Title>>

INTRODUCTION

Compass Rose Public Schools and its stakeholders expect that schools are safe and secure environments; however, schools cannot predict exactly when and where an incident is going to happen. Unfortunately, active shooter situations sometimes occur on K-12 campuses, including in Texas, and all staff must be prepared to respond appropriately when active shooter events occur or threaten. The School recognizes that the success of its active shooter emergency plan is contingent upon collaboration with and support from local, regional, state, and federal partners as well as the news media.

PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an active shooter on school grounds or in the school building.

SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an active shooter on school grounds or in the school building.

Active Shooter: An individual actively engaged in killing or attempting to kill people in a confined space or other populated area, most often using firearms and following no pattern or method in the selection of victims.

SITUATION OVERVIEW

The potential for an active shooter on a School campus exists and the School treats the risk in a serious manner. The nature of the threat will dictate the response by the School campus community and determine the actions which will have the highest likelihood of success (*i.e.* lockdown, evacuation, etc.).

Active shooter incidents can occur without warning, are unpredictable, and evolve quickly. The entire School campus community must understand how they can best prepare for and respond to an active shooter incident in order to minimize the effect on the campus and community.

PLANNING ASSUMPTIONS

The School has identified employees who by virtue of their presence, specialized function, or necessary skills are essential to sustaining business, educational, or certain operational needs and who may be required to report for duty even when School schedules are altered or curtailed.

Essential Employees

> While not all employees may be required to report to work, those individuals identified as essential employees should expect to be called upon to support emergency operations. This includes but is not limited to: <<Staff from maintenance, grounds, custodial, transportation, food services, information technology, School and campus administration, and security and/or school-based law enforcement, if applicable>>. Since essential employee designation is dictated by the circumstances of an emergency, staff must understand that their status as an essential employee is subject to change depending on operational needs.

Other Employees

> School staff participate in training and drills to help them respond appropriately when active shooter events affect school operations. Also, the School uses various forms of communication to notify employees of active shooter threats as well as for changes in school schedules, including closures and curtailments.

> When schedule changes occur, it is the responsibility of each employee to verify the changes with their supervisor or designee. School policy reflects human resources expectations related to schedule changes that affect hours worked.

ACTIVE SHOOTER RESPONSE[4]

In the event of an active shooter, employees and students should respond according to the information provided by campus administrators, first responders, and any of the emergency notification systems.

If an employee or student comes into contact with an active shooter incident, **call 911 as soon as it is safe to do so.**

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[4] Adopted from "Active Shooter: How to Respond" published by the Department of Homeland Security, available at https://www.dhs.gov/sites/default/files/publications/active-shooter-how-to-respond-2017-508.pdf.

When an active shooter is in the vicinity:

1. **RUN**

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. **HIDE**

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. **FIGHT**

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

RECOVERY

Once the active shooter has been incapacitated or apprehended and is no longer a threat, and law enforcement have evacuated the wounded, School and/or campus administrators should engage in post-event assessments and activities in coordination with local law enforcement and emergency personnel, including:

- accounting for all individuals at one or more designated assembly points to determine who, if anyone, is missing or potentially injured;

- coordinating with first responders to account for any occupants who were not evacuated;

- determining the best methods for notifying families of individuals affected by the active shooter, including notification of any casualties in coordination with law enforcement;

- assessing the psychological state of individuals at the scene and referring them to health care specialists accordingly;

- employing continuity of operations plans to ensure mission essential functions are carried out; and

- determining a transition plan that includes when to resume normal operations.

It is important to note that once the active shooter is apprehended or incapacitated, the situation and the location will be an active crime scene. Nothing should be touched unless it involves tending

to the wounded. <<Designated campus administrator>> should discuss the implications of the campus as a crime scene with local law enforcement officials in advance.

School and campus administrators and key personnel should plan for an extended, evolving situation. This may include altering daily activities in order for law enforcement and first responders to adequately investigate and clear the scene and to rehabilitate the campus to an acceptable level for work activity.

[**NOTE**: Policy must address psychological safety]

CONCEPT OF OPERATIONS

When an active shooter situation threatens or occurs, the School's primary concern is the safety and well being of students and staff.

<<identify functional annexes to be executed, e.g. recovery>>

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

All School employees are encouraged to communicate to their immediate supervisor, any information they may have related to an active shooter situation. It is the responsibility of the supervisor to share information with the School EOC, Emergency Management Coordinatior, and/or the CEO or their designee.

The <<School Emergency Management Coordinator/other>> will provide updates and make recommendations to the CEO and/or their designee to facilitate decisions related to mitigation strategies, protective measures, and schedule changes. They also will ensure that appropriate information is shared with each campus and is provided to the staff members tasked with disseminating public information.

DIRECTION, CONTROL AND COORDINATION

Internal Coordination

<<describe>>

External Coordination

<<describe>>

<u>Public Information and Outreach</u>

Information on the closing of schools or modifications in schedules will be released to the media through the School office of communications. Individual announcements by campuses, extracurricular activities, transportation, or Student Services will be coordinated through the School communications office prior to release. The following processes will be used to notify the public and school staff.

<u>Public Notification</u>

During and after an active shooter situation, the School will use the news media, the School's website home page, social media, and campus list-serves as the primary means of communicating public information such as closures, dismissals, cancellations, and resumption of classes to the community at large. The School will use mass notification systems for more directed communication with parents and staff. Emergency communication for staff members is addressed in the Functions and Responsibilities section of this Annex.

The School will support communications through the <<school information system>> in conjunction with local, regional, and state entity public information and communications staff. All major School operational announcements will be shared with the City/County EOC public information officer(s) to ensure message consistency and coordination. Neither the School nor the EOC will post information on the closings of individual or private schools, daycares, or other events not directly related to school functions or school-sponsored activities.

<u>Staff Notification</u>

The School will use various methods to notify employees of changes in school schedules, closures, curtailments, and other actions to include the following:

- Website Updates using both public and private portals.
- Social media, texting, and Twitter using only official School account.
- Mass Notification System (employee specific functions).
    o Each employee is responsible for ensuring that their information in the School's notification system is up to date.

<u>School Email</u>

Because not all email messages regarding the cancellation or delay of school are from authorized School sources, employee notification messages will carry a subject message that reads: "Compass Rose Public Schools Message Regarding Active Shooter Situation". The email message will include the name and title of the person within the School who authorized the message, usually the CEO. Each employee who has an email account with the School is responsible for checking their email to verify schedules.

Phone Tree

The School phone tree is organized by position in the School and by function including the time certain employees report to work. Notification is not necessarily completed by organizational seniority. This ensures that the people who report earliest to work each day have time to adjust their schedule or assignment in the event of evacuation, cancellation or delay of the school day. The School phone tree establishes the following notification priority:

- CEO and <<Executive Staff/Group>>.
- Essential Employees and Department Head or Supervisor of employees with reporting times of 6:30 a.m. or earlier.
- Primary contact for contract services for the School.
- Other department heads and supervisors.
- At the bottom of the phone tree are at least two individuals who are empowered to call a designated member of the executive staff to verify that the entire call down process is complete.
- While all employees are responsible for staying informed about the closure or curtailment processes, it is the responsibility of each immediate supervisor to ensure that their employees are notified.
- If in making a notification, the person called does not answer, it is the responsibility of the person making the notification to contact the next person on that list.
- Once an employee receives a notification call, if they are tasked with making additional notifications, they must do so immediately.

ADMINISTRATION, FINANCE AND LOGISTICS

See basic plan

PLAN DEVELOPMENT AND MAINTENANCE

See basic plan

ANNEX N: TRAIN DERAILMENT

Annex Responsibility Assigned to:

<<Position/Title>>

INTRODUCTION

Compass Rose Public Schools and its stakeholders expect that schools are safe and secure environments; however, schools cannot predict exactly when and where an incident is going to happen. Railways are common in Texas, which means that every campus, each facility, and all staff must be prepared to respond appropriately in the event of train derailment. The School recognizes that the success of its emergency operations plan is contingent upon collaboration with and support from local, regional, state, and federal partners as well as the news media.

Train derailments can occur due to track failure caused by defective or worn rails or equipment, human error, collision with an object on the track such as vehicle, collision with another train and severe weather events such tornadoes or flooding that washes away portions of the track. The greatest concern during a train derailment is the release of hazardous materials as well as the potential for fire and explosions.

A train derailment in close proximity to a school can necessitate either sheltering in place or evacuation of students and staff from the site.

PURPOSE

The purpose of this annex is to outline the means, organization, and process by which the School will provide appropriate preparedness for, response to, recovery from, and mitigation of the impact of a train derailment that can affect School operations and facilities.

SCOPE

The School has identified the following <<campuses/facilities>> whose operations are most likely to be affected either directly or indirectly by a train derailment due to their proximity to a railroad track. They include:

<<Campus/Facility Name>>   <<Address>>

<<Campus/Facility Name>>   <<Address>>

<<Campus/Facility Name>>   <<Address>>

SITUATION OVERVIEW

The impact of a train derailment on School operations may include the need for sheltering in place, site evacuation, early dismissal, late opening, or cancellation of all or portions of School operations, including classes. It also could affect continuity of operations and continuity of credit that include decisions associated with student accountability, student reunification, and the resumption of classes. Evacuation, transportation, and protection of critical facilities and operations also must be considered.

[PLANNER NOTE: Consult with the local emergency management authority, such as the county emergency management coordinator, for a description of the potential for a railway incident and include a summary here, see below for an example.]

EXAMPLE BELOW

1. There are <<##>> of rail carriers utilizing <<##>> miles of track and <<##>> railyards within the geographic boundaries of Compass Rose Public Schools;
   a. Of these, railroad tracks pass within <<## feet/miles>> of the <<Campus/Facility>> grounds. [PLANNER NOTE: You may also wish to describe roadways intersected, routes of travel to and from the school, etc.]
2. These carriers operate <<##>> trains through the area daily, traveling at speeds of <<## mph/other>>, carrying a variety of goods and materials.
3. The area surrounding the railways are vulnerable to emergencies involving a railway incident.
4. A train derailment will likely require a significant response by local authorities whether hazardous materials are potentially present or not.
5. Traffic and access to and from the school may be significantly affected by a train derailment.

PLANNING ASSUMPTIONS

A train derailment may be severe in magnitude and involve the release of hazardous materials, fire and explosion necessitating the implementation of shelter-in-place protocols or evacuation from the site.

The School has identified employees who by virtue of their presence, specialized function, or necessary skills are essential to sustaining business, educational, or certain operational needs and who may be required to report for duty even when School schedules are altered or curtailed.

<u>Essential Employees</u>

While not all employees may be required to report to work, those individuals identified as essential employees should expect to be called upon to support emergency operations. This includes but is not limited to: <mark><<Staff from grounds, maintenance, transportation, food services, School and Campus administration, custodial, and security>></mark>. Since essential employee designation is dictated by the circumstances of an emergency, staff must understand that their status as an essential employee is subject to change depending upon operational needs.

<u>Other Employees</u>

School staff participate in training and drills to help them respond appropriately when events affect school operations. Also, the School uses various forms of communication to notify employees of events as well as for changes in school schedules, including closures and curtailments.

When schedule changes occur, it is the responsibility of each employee to verify the changes with their supervisor or designee. School policy reflects human resources expectations related to schedule changes that affect hours worked.

CONCEPT OF OPERATIONS

In the event of train derailment, the School's primary concern is the safety and well being of students and staff.

[PLANNER NOTE: You may wish to reference any Hazardous Materials Annex and/or other applicable annexes here.]

During the initial stages of a train derailment event, <mark><<Position/Title>></mark> will be the liaison within the School, as well as with outside response agencies, to monitor the situation and coordinate, as needed, operational requests and status updates. While the School may accept the advice and guidance of local, regional, and state officials, it is the responsibility of the CEO or designee to take appropriate actions on behalf of the School.

In the event of a train derailment, the School may activate the School Emergency Operations Center (EOC) as a location for operational decisions. If changing conditions warrant, the School may also be respresented at the <mark><<City/County>></mark> EOC, located at <mark><<address, city>></mark>. In some cases, the <mark><<City/County>></mark> EOC and the School EOC may both be operational. In instances where travel is restricted, the CEO or designee may coordinate decisions via conference call or electronic meetings. This communication can be internal to the School or part of local, regional, and/or state coordination. Shared information may include, but is not limited to:

- Personal observations from checking facilities, campuses, neighborhoods, and bus routes;
- Local fire, police and emergency medical response agencies;
- Texas Department of Transportation (TXDOT) reports;
- Texas Department of Public Safety;
- National Weather Service or local meteorological reports;
- Input from neighboring schools also affected by the threat;
- Awareness that public and private response authorities may be mobilized in anticipation of, or response to, events resulting from changing conditions;
- The City and/or County Office of Emergency Management notifies the School of an impending activation of the EOC or any of its primary components.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

All School employees are encouraged to communicate to their immediate supervisor any information they may have related to changing conditions that potentially could disrupt School operations, endanger students and staff, or disrupt transportation services. It is the responsibility of the supervisor to share information with the School EOC or the Superintendent.

The <<School emergency management coordinator/other>> will provide updates and make recommendations to the Superintendent to facilitate decisions related to mitigation strategies, protective measures, and schedule changes. They also will ensure that appropriate information is shared with each campus and provided to the staff members tasked with disseminating public information.

School Support Services

- School <<Facilities>> staff is responsible for preparing facilities for an impending event if it is safe to do so, for monitoring the status of facilities, for damage assessment after an event, and for reparations. This includes actions necessary to protect critical infrastructure including utilities, communications, and security systems.

- The <<Facilities>> department will monitor facilities for electrical outages, alarms, water line breaks, and other possible failures and will ensure the integrity of each campus and School facility prior to opening those facilities for students, faculty, and staff use. Support Services will report power outages to the <<City/County>> EOC as well as to the appropriate utility responsible for the affected services.

- In cases where conditions cause power and/or utility failures, the EOC will coordinate activities to support individuals or services where the interruption of power represents a life safety issue. Priority will be given to schools only if the school is in session, and priority will also be given to those facilities housing individuals with special needs and those serving younger children.

DIRECTION, CONTROL AND COORDINATION

<u>Internal Coordination</u>

- When a train derailment occurs, campuses will monitor changing conditions and be ready to take appropriate protective measures. They will work with the School for status updates. Campus preparedness measures may include:

    o Reminding staff to be vigilant to changing conditions and to be ready to support emergency actions should they be needed;
    o Moving students and staff from portable buildings to the main building in the event of a hazardous materials release due to a train derailment and implementing shelter-in-place procedures;
    o Relocating students and staff from the site if deemed appropriate after consultation with response agencies;
    o Adjusting dismissal schedules or release procedures to facilitate a safe and efficient release of students and staff; and
    o Preparing to house students and staff beyond normal operating hours as an alternative to releasing them to unsafe conditions.

- Employees cannot rely solely on news reports or social media messages to determine their schedule; they must verify it through their supervisor or designee.

<u>External Coordination</u>

- The City/County Office of Emergency Management is the lead governmental entity to assess, monitor, and communicate the situation. To the extent possible participating city, county, school, regional, and state agencies will be consulted prior to the issuance of emergency orders such as closures and evacuation. These operations may be conducted from that entity's EOC.

- For school needs, the School's liaison to the EOC will be responsible for input of School requests on behalf of the School. Campuses will work through the Superintendent or their designee and/or the School EOC for help and support.

- To the extent possible, and as supported by mutual aid and similar agreements, the School will support shelter, evacuation, and reunification efforts of the community. These agreements and expectations are outlined in the Functional Annexes .

- The City/County Office of Emergency Management, will coordinate governmental activities related to emergency weather operations. Coordination with schools includes, but is not limited to:

- o Ensuring operation of critical governmental functions such as public safety and infrastructure.
- o Assessing the impact of decisions related to closures, dismissals, and resumptions of activities.
- o Assessing road operations within its jurisdiction including the closing and opening of roads and communicating that information to the School.
- o Collecting and assessing data about weather, observed conditions, and damage reports, including information provided by the School.
- o Assessing impact of a train derailment on overall operations.
- o Coordinate the release of public information related to city and county operations and share information released by the School related to school closures, delays, and protective measures.

- The EOC will coordinate protective measures such road closures, barricades and emergency support requests using the appropriate NIMS/ICS protocols and documentation.

Public Information and Outreach

Information on the closing of schools or modifications in schedules will be released to the media through the School office of communications. Individual announcements by campuses, extracurricular activities, transportation, or Student Services will be coordinated through the School communications office prior to release. The following processes will be used to notify the public and school staff.

Public Notification

During a train derailment event, the School will use the news media, the School website home page, social media, and campus list-serves as the primary means of communicating public information such as closures, dismissals, cancellations, and resumption of classes to the community at large. The School will use mass notification systems for more directed communication with parents and staff. Emergency communication for staff members is addressed in the Functions and Responsibilities section of this Annex.

The School will support communications through the <<school information system>> in conjunction with local, regional, and state entity public information and communications staff. All major School operational announcements will be shared with the EOC public information officer(s) to ensure message consistency and coordination. Neither the School nor the EOC will post information on the closings of individual or private schools, daycares, or other events not directly related to school functions or school-sponsored activities.

Staff Notification

The School will use various methods to notify employees of changes in school schedules, closures, curtailments, and other actions to include the following:

- Website Updates using both public and private portals.
- Social media, texting, and Twitter using only official School account.
- Mass Notification System (employee specific functions).
    - Each employee is responsible for ensuring that their information in the School's notification system is up to date.

School Email

Because not all email messages regarding the cancellation or delay of school are from authorized School sources, employee notification messages will carry a subject message that reads: "Compass Rose Public Schools Administrative Message Regarding Conditions Affecting the School". The email message will include the name and title of the person within the School who authorized the message, usually the Superintendent. Each employee who has an email account with the School is responsible for checking their email to verify schedules.

Phone Tree

The School phone tree is organized by position in the School and by function including the time certain employees report to work. Notification is not necessarily completed by organizational seniority. This ensures that the people who report earliest to work each day have time to adjust their schedule or assignment in the event of evacuation, cancellation or delay of the school day. The School phone tree establishes the following notification priority:

- CEO and <<Executive Staff/Group>>.
- Essential Employees and Department Head or Supervisor of employees with reporting times of 6:30 a.m. or earlier.
- Primary contact for contract services for the School.
- Other department heads and supervisors.
- At the bottom of the phone tree are at least two individuals who are empowered to call a designated member of the executive staff to verify that the entire call down process is complete.
- While all employees are responsible for staying informed about the closure or curtailment processes, it is the responsibility of each immediate supervisor to ensure that their employees are notified.
- If in making a notification, the person called does not answer, it is the responsibility of the person making the notification to contact the next person on that list.
- Once an employee receives a notification call, if they are tasked with making additional notifications, they must do so immediately.

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ADMINISTRATION, FINANCE AND LOGISTICS

See basic plan

PLAN DEVELOPMENT AND MAINTENANCE

See basic plan

APPENDICES

Appendix 1-Train Derailment Considerations

Appendix 2-Train Derailment Procedures

Train Derailment Considerations

<mark>**<<Insert School Specific Information>>**</mark>

[PLANNER NOTE: The planning team should seek guidance from the city or county Office of Emergency Management to determine accurate considerations for the commodities carried, types and number of trains passing near facilities, and the speeds at which the trains pass through.]

Train Derailment Procedures

<<Insert School Specific Information>>

Procedures for an Hazardous Materials Release or Chemical Spill

The Principal will determine the need to activate the campus EOP and designate a School Incident Commander until another qualified Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If a hazardous material release or chemical spill has occurred due to a train derailment, the following steps will be taken by the school.

School Incident Commander/Principal

Call 911 and notify local law enforcement and emergency responders.

Determine what procedures should be activated, such as a REVERSE EVACUATION and SHELTER–IN–PLACE.

Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.

Take appropriate action to safeguard school property.

Notify appropriate school personnel (Superintendent/CEO/Public Information staff) of the status and actions taken and keep them updated of any significant changes.

Activate internal and external communications plan.

Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.

If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking, buses and cars.

Notify relocation centers and determine an alternate relocation center if necessary.

Disseminate information about the incident and follow-up actions such as where students/school have relocated and institute REUNIFICATION procedures, if needed.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.

Determine whether school will be closed or remain open.

Implement additional procedures as instructed by the School and/or emergency Incident Commander.

Document all actions taken.

Teachers and Staff

Move students away from immediate vicinity of danger.

Implement REVERSE EVACUATION if students are outside; observe wind direction by observing flags or leaves and move students appropriately.

Execute SHELTER-IN-PLACE when instructed by the Incident Commander.

Remain with students throughout the incident.

Report any missing or injured students to the Incident Commander.

Remain in safe area until the "All Clear" signal has been issued.

In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an "All Clear" signal is issued.

Document all actions taken.