Houston Gateway Academy

Multi-Hazard Emergency Operations Plan

August 2022

PROMULGATION STATEMENT

Houston Gateway Academy and its stakeholders expect that schools are safe havens for education. However, the district cannot predict exactly when and where an incident is going to happen. This unpredictability means that every campus, each facility, all faculty and staff, substitute teachers, and students must be prepared to respond efficiently and effectively to an incident. Through its comprehensive emergency management program, Houston Gateway Academy strives to ensure it continues to provide a safe and orderly environment for students, faculty, and staff while supporting the community. As a result, the Houston Gateway Academy emergency management program focuses on the five phases of emergency management; supports local, state, and federal legal authorities; and incorporates mandated requirements and best practices.

This Basic Plan is the core of the Houston Gateway Academy Multi-hazard Emergency Operations Plan (EOP). This EOP, including its supporting documents, provides a framework that outlines our intended approach to manage incidents of all types. It is designed to allow for integration with local, state, and federal emergency management agencies. This EOP is reviewed and updated at least annually and is to be regarded as guidelines rather than performance guarantees.

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

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

_____

Superintendent: Dr. Francisco Penning

Date Signed _____

APPROVAL FOR IMPLEMENTATION

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

Approved: _____ Date: _____
Emergency Management Coordinator
Dr. Francisco Penning, Superintendent

Concurred: _____ Date: _____
School Safety and Security Committee Chair *or* Designee
John R. Smith, School Safety Coordinator

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

RECORD OF CHANGES AND ANNUAL REVIEW

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

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	8/01/2022	John R. Smith, School Safety Coordinator	Annual EOP Review Conducted
2	8/01/2022	Safety and Security Committee	Included additional response activities that were needed based on the results from the annual safety and security audit.

RECORD OF DISTRIBUTION

Updated versions of this Basic Plan have been distributed to the following district members and applicable response agencies identifying their receipt, review, and intent to use this EOP during an incident.

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES
Superintendent Francisco Penning	Houston Gateway Academy	August 31, 2022	1
Program Director Elizabeth McCarthy	Houston Gateway Academy	August 31, 2022	1
Principal Tiffany Wright	Houston Gateway Academy	August 31, 2022	1
Principal Shelia Marsh	Houston Gateway Academy	August 31, 2022	1
Principal Yuridia Garcia	Houston Gateway Academy	August 31, 2023	1
Chief Jonathan Dennis	Local Fire Department	August 31, 2023	1
Constable Jerry Garcia	Local Law Enforcement	August 31, 2022	1
Mark S. Rayne, Deputy Emergency Manager	Office of Emergency Management	August 31, 2022	1
John R. Smith	Houston Gateway Academy	August 31, 2022	1

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

The purpose of this multi-hazard emergency operations plan (EOP) is to educate and inform the district on what to do before, during, and after an incident by outlining the responsibilities and duties of administrators, faculty, staff, substitute teachers, students, response agencies, and the community. The goal of this EOP is to minimize the loss of life and damage to property. As a result, it identifies emergency management practices, relationships, responsibilities, and general considerations for facilities and campuses within the district. This EOP has been tailored to meet the specific and unique needs, capabilities, and circumstances found throughout the district.

Houston Gateway Academy will review and update this EOP at least annually. These revisions will enhance our ability to support all phases of emergency management.

B. Scope

This EOP addresses district planning for all incidents and is applicable to all district facilities and campuses and ensures that individuals with disabilities, those with access and functional needs, and those with limited English language proficiency are addressed.

SECTION 2.0 – LEGAL REQUIREMENT

Texas Education Code 12.104 states that “an open-enrollment charter school is subject to…school safety requirements under Section 37.108.” Texas Education Code 37.108 states that “each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district’s facilities. The plan must address prevention, mitigation, preparedness, response, and recovery.”

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview

To provide an effective response to an incident, this multi-hazard emergency operations plan (EOP) may be activated in part or in whole, as necessary, by the Superintendent or designee.

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within Harris County, Houston, and is serviced by Education Service Center (ESC) #4.

1. Individuals with Disabilities or Access and Functional Needs

   It is the district's policy to provide equal safety during an incident for individuals with disabilities or access and functional needs in accordance with Texas Education Code 37.108. Students, faculty, or staff may require temporary assistance due to injuries (for example: on crutches or wearing a cast).

2. Individuals with Limited English Proficiency

   It is the district's policy to provide equal safety during an incident for individuals with limited English proficiency.

3. Facilities and Campuses

   The district has a total of 3 facilities. The district has 1 high school, 2 middle schools, and 2 elementary schools. A master list of facilities is available at the Administration Building. A map of each facility annotated with evacuation routes, shelter locations, fire alarm pull-stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shutoffs is included in the Facilities Annex.

   The district has 3 campuses.

   Campus maps including campus demographics and responding agencies information are located in the Facilities Annex.

4. Hazard Summary

   There are many hazards that have the potential to disrupt district operations resulting in loss of life and damage to property. Specific hazards have been identified through conducting a district hazard analysis. The Hazard Priority Table for identified district's hazards is located in Attachment 1: District Hazard Analysis Summary Data (page 19). The district has addressed each hazard in a separate annex attached to this Basic Plan (refer to Section 12 – Annexes).

5. Resources

Houston Gateway Academy will use its own resources to respond to incidents. If these resources prove to be inadequate, the district has formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

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

A list of current agreements is found in Attachment 2: Formal Agreements (page 20). These agreements can be obtained through the district's legal office.

B. Assumptions

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

1. This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment.

2. This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan as necessary.

3. Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.

4. All facilities and campuses have created site-specific plans addressing their identified hazards.

5. Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly which may prevent an incident from occurring.

6. An incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty and staff should not wait for directions from local response agencies before activating this EOP, thus protecting lives and property.

7. Probable or developing conditions may result in leadership making the decision to delay or cancel events in order to avoid potential injury or loss of life if conditions were to evolve into an incident.

8. Incident management will be conducted in a manner consistent with the principles contained in the U.S. Department of Homeland Security National Incident Management System (NIMS) doctrine.

9. We are prepared to take initial response actions until help from responding agencies is available.

10. Upon arrival, a member of a responding agency (for example: law enforcement, fire) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the incident.

11. An intentional threat against the district will result in security and law enforcement response actions.

12. A quick and appropriate response will reduce the number and severity of injuries.

13. A large-scale incident requires an effective and coordinated response between the district, community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.

14. During an incident, faculty and staff are expected to perform tasks beyond their daily duties.

15. Utilities (for example: water, electrical power, natural gas, telephone communications, radio systems, cell towers, information systems) may be interrupted due to an incident.

16. Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.

17. Conducting regular drills, exercises, and trainings with students, faculty, and staff on the hazards identified in this EOP improves our readiness to respond to incidents and reduce incident related losses.

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

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

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

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

In order to ensure the district has a more efficient and effective response to incidents, and is eligible to receive federal preparedness funds, we have formally adopted and implemented the National Incident Management System (NIMS) on August 1, 2022.

B. Emergency Operations Organization

To manage all planned events and incidents the district will implement the Incident Command System (ICS). ICS is the standardized approach used to support events and emergency operations by defining roles and responsibilities while creating a system for decision making.

C. Phases of Emergency Management

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

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

2. Mitigation: Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.

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

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

5. Recovery: Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

D. Physical and Psychological Safety

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

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

This EOP, in compliance with Texas Education Code 37.108, includes strategies for ensuring any required professional development training for suicide prevention, grief-informed and trauma-informed care, and psychological first aid is provided to appropriate school personnel. These strategies, and additional information regarding psychological safety, are located in the Psychological Safety Annex (page 64).

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES

This section provides an overview of the responsibilities of district personnel during each phase of emergency management. Key personnel in the following tables have been trained in the National Incident Management System (NIMS) and the Incident Command System (ICS) to ensure effective emergency management planning and decision making.

While it is expected that personnel will take action to manage an incident until response agencies arrive, there are additional responsibilities prior to, and after an incident, that personnel will need to fulfill. We acknowledge that the primary responsibility concerning the response to an incident needs to be assigned to the individual who has the most subject matter expertise to managing the incident.

Tables signifying roles, responsibilities, and during which phase of emergency management each responsibility is to be fulfilled are located on the following pages.

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED

Executive Staff	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Superintendent or designee	Assumes responsibility for emergency management planning, ensuring the process includes each phase of emergency management.	All Phases
	May designate an individual to serve as the emergency management coordinator who oversees the emergency management program.	Preparedness
	May identify individuals whose responsibilities are to support the emergency management program.	All Phases
	Approves and ensures promulgation of the multi-hazard emergency operations plan (EOP).	Preparedness
	Signs-off on all significant changes to this EOP.	Preparedness
	Activates, in part or in whole, this EOP in order to provide for an effective response to an incident.	Response
	Provides guidance for the direction and control of an incident according to NIMS and the district's emergency management program.	All Phases
	Assigns a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the community response to an incident.	Response
	Establishes a line of succession for making district decisions during an incident.	Preparedness Response
	Ensures this EOP is reviewed annually.	Preparedness
	Communicates with the School Safety and Security Committee regarding the objectives and priorities for the emergency management program.	All Phases
	Advises the board of trustees of incidents and provides periodic reports as needed.	Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Principals	Ensures development of campus site-specific emergency management plans.	Preparedness
	Responsible for the emergency management program on their campus.	All Phases
	Takes steps to ensure overall safety of students, faculty, and staff.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Committees	Responsibility	During Which Phase of Emergency Management it is Fulfilled
School Safety and Security Committee	Participates in the development and implementation of emergency plans ensuring they are consistent with this EOP and reflect the specific needs that exist for each facility and campus.	Preparedness
	Provides, periodically to the board of trustees and administration, recommendations to update this EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	Preparedness
	Provides information required to complete the safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC.	Preparedness
	Ensures a safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108.	Preparedness
	Ensures a Safety and Security Audit Report is submitted to the board of trustees.	Preparedness
	Reviews each report submitted to the TxSSC to ensure it contains accurate and complete information regarding each facility and campus and follows the criteria established by the TxSSC.	Preparedness
	Consults with local law enforcement agencies on how to increase their presence near campuses.	Preparedness
	Selects where bleeding control stations are to be placed in schools, ensuring they are in easily accessible areas.	Preparedness
	Meets as required by Texas Education Code 37.109.	Preparedness
	Attends Psychological First Aid Training.	Preparedness
Policy Committee	Provides policy and strategic guidance.	All Phases
	Helps ensure adequate resources are available.	All Phases
	Keeps elected officials and other executives informed of situations and decisions.	Response Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Departments	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Transportation Department	Develops plans to recalls bus drivers.	Response
	Develops plans to adjust bus routes.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Maintenance Department	Develops plans to surveys and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Food Service Department	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Legal Department	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident	All Phases

	Protects, maintains, and stores essential records in collaboration with the Superintendent *or* President *or* Authorizing Official, in accordance with legal requirements for document retention.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED

Personnel	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Counselors	Takes steps to ensure the safety of students, faculty, and staff.	All Phases
	Assists with the reunification of students with parents or guardians.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Nurses	Organizes first aid and medical supplies.	All Phases
	Administers first aid or emergency treatment as needed.	Response
	Supervises those trained to provide first aid to others.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Teachers	Remains with students until directed otherwise.	Response
	Takes attendance of their class when relocating to a safe location.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Emergency Management Coordinator (EMC)	Oversees the emergency management program.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Public Information Officer (PIO)	Assumes responsibility as the official spokesperson for the district during an incident.	Response
	Creates and maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex of the District's Basic Plan.	Preparedness
	Prepared and delivers accurate messages in a timely and professional manner.	Preparedness Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

SECTION 6.0 – DIRECTION AND CONTROL

A. General Information

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

The first ICS trained individual to arrive at the incident will serve as the Incident Commander (IC) until relieved by a more qualified individual. The IC will establish an Incident Command Post (ICP), assign individuals to fill positions in order to effectively respond to the incident, direct the on-scene response from the ICP, and provide an assessment of the situation to district officials and responding agencies. When an incident expands beyond the district's response capabilities, multiple agencies will respond bringing with them their own IC. As a result, the district IC, and all other agency ICs, come together under a Unified Command (UC) in order to make collaborative decisions and coordinated an effective response. If the first IC is a district employee, that individual will be prepared to become a member of the UC and represent the district.

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

B. Chain of Command

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

1. Houston Gateway Academy Superintendent

2. Houston Gateway Academy Program Director

3. Houston Gateway Academy Human Resource Director

C. Coordination with Response Agencies

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

1. Department of State Health Services

2. City of Houston, Office of Emergency Management

3. Harris County Constable Precinct 2

4. Houston Health Department
5. City of Houston Fire Marshal

SECTION 7.0 – PUBLIC INFORMAITON OFFICER

The district Public Information Officer (PIO) is the official spokesperson for the district. The PIO maintains an updated Media Roster that contains the contact information for each local media outlet listed in the Communications Annex (page 59). The PIO is responsible for delivering accurate messages in a timely and professional manner.

SECTION 8.0 – ADMINISTRATION AND SUPPORT

A. Purchasing

1. The Houston Gateway Academy Purchasing Department follows established policy while:
   a. Overseeing all financial activities during an incident including purchasing resources.
   b. Arranging contracts for services.
   c. Tracking incident costs.
   d. Timekeeping for personnel.
   e. Verifying compliance with applicable laws and policies for financial coding.
   f. Submitting forms for reimbursement.
   g. Preserving all incident-related documentation.

2. Houston Gateway Academy is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in a separate district document titled Purchasing Contracts.

B. Reporting

1. Situational Reports

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

2. Federal Emergency Management Agency (FEMA) Incident Command System (ICS) Forms To Be Used

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

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

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

C. Recordkeeping

1. The following records will be kept during an incident and retained in the manner described in point three below for as long as the district's legal department recommends:
   a. Records related to purchases (mentioned above in the Purchasing paragraph).
   b. Activation and deactivation of incident policies, procedures, and resources.
   c. Major commitments of resources or requests for additional resources through formal agreements.
   d. Significant changes in the incident situation.

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

3. Essential records will be protected and are maintained in collaboration with the Superintendent and Houston Gateway Academy District Office. These records will be stored and kept in accordance with legal requirements for document retention.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS

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

A. After-action reviews (AARs) will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.

B. The current EOP will be reviewed annually by the EOP Planning Team, response agencies, and others having roles and responsibilities mentioned in this EOP. This annual review has been established by the Superintendent. This review process also includes AAR feedback captured since the previous annual review.

C. Once the annual review has been completed, minor edits (such as grammar or spelling changes) require no notification to stakeholders. Significant changes (such as changes in guidelines, roles, or responsibilities) will be tracked in an updated version of this EOP and distributed to all relevant stakeholders for a period of review and comment.

D. At the end of the review and comment period all significant changes will be recorded in the Record of Changes and Annual Review table. If no significant changes were made to the current EOP, the phrase “Annual EOP Review Conducted” will be noted in the Summary of Significant Changes and Annual Review column of the Record of Changes and Annual Review table. The Record of Changes and Annual Review table also verifies the EOP has been reviewed annually. The updated EOP is then forwarded to the appropriate authorities for their review and approval for implementation.

E. Once the EOP’s Approval for Implementation page has been signed, the updated EOP will be forwarded to the Superintendent to sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new Superintendent assumes leadership.

F. The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an incident by those individuals and agencies (both internal and external) responsible for assisting the district during all phases of emergency management.

SECTION 10.0 – EXPLANATION OF TERMS

A. Acronyms

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

B. Definitions

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

2. Agreement: Can consist of contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements between the district, responding agencies, and community organizations to ensure resources are available during an incident.

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

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

5. EOP Planning Team: An individual, a collaborative team of individuals, a new team, or an existing team or committee that is responsible for developing, reviewing, and updating the district's multi-hazard emergency operations plan (EOP).

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

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

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

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

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

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

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

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

14. Memoranda of Understanding: Formal or informal agreements between two government entities that, in its simplest use, creates a general understanding or level of cooperation between the entities that may not be binding. In practice these are often used as a more formal agreement, similar to an Interlocal Agreement, where they may define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines, and outline compliance issues.

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

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

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

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

SECTION 11.0 – ATTACHMENTS

Attachment 1: District Hazard Analysis Summary Data (more information found in Section 3.0, A.4)

District Name ISD Hazard Analysis Tool (TxSSC, 2002)					
Hazard	**Probability (0-9)**	**Severity of Impact - Life Safety (0-10)**	**Severity of Impact - Property (0-3)**	**Severity of Impact - District Operations (0-6)**	**TOTAL SCORE**
Hurricane/Tropical Storm	6	6	3	4	19
Flooding	6	6	2	2	16
Tornado	3	6	3	4	16
Winter Storm	6	6	1	2	15
Communicable Disease	6	6	0	2	14
Active Shooter (Attacker)	3	8	1	0	12
Severe Thunderstorm	6	2	1	2	11
Major Utility Loss	6	0	1	2	9
Cyber Attack/Ransomware	1	0	2	4	7
Chemical Plant Release	3	2	0	0	5
Highway Accident/HAZMAT	3	2	0	0	5
Train Derailment	3	2	0	0	5
Pipeline Release	1	2	0	0	3

Attachment 2: Formal Agreements (more information found in Section 3.0, A.5)

A. Resources Needed by the District
The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure the district has access to needed resources during an incident impacting the district.

RESOURCES **NEEDED BY THE DISTRICT** PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)

B. Resources Needed by Agencies and Community Organizations from the District
The district has the following formal agreements (contracts, interlocal agreements, memoranda of understanding, or mutual aid agreements) with agencies and community organizations to ensure they have access to needed district resources during an incident impacting the community.

RESOURCES **NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS** PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)

Attachment 3: School Safety and Security Committee (more information found in Section 5.0, Committees Table)

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

AGENCY	NAME	TITLE
City or County's Office of Emergency Management	Mark S. Rayne Robert Saunders	Deputy Emergency Manager Preparedness Coordinator – Region 2
Local Police Department or Sheriff's Office	Jerry Garcia	Constable Precinct 2
District Police Department	N/A	
President of the Board of Trustees	Gil Ramon	President
A member of the Board of Trustees	Michael Medina	Treasurer
Superintendent	Dr. Francisco Penning	Superintendent
Designee(s) of the Superintendent	Dorris Harris John R. Smith	Teacher School Safety Coordinator
Houston Gateway Academy	Elizabeth McCarthy	Program Director
Parents or Guardians of Enrolled Students		

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

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS HELD DURING THE 2021-2022 ACADEMIC YEAR	
Meeting Date	Meeting Time
August 17, 2022	10:00 AM
September 21, 2022	10:15 AM

Attachment 4: Safety and Security Audits (more information found in Section 5.0, Committees Table, included in responsibilities for the School Safety and Security Committee)

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

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
8/31/2022	John R. Smith	9/21/2022

Houston Gateway Academy

Active Threat Annex

August 2022

Section 1 – Purpose and Scope

1.1 Purpose

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

1.2 Scope

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

Section 2 – General Information

2.1 Hazard Overview

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

2.2 District Specific Hazard Risk

Houston Gateway Academy identifies the following active threats as high priority.

Shooting

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

Stabbing and Blunt Force Trauma

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

Bomb Threat

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

Vehicular Assault

A vehicular assault incident involves an individual operating a vehicle with the intent to cause harm.

2.3 Hazard Preparedness and Warning

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

Threat Assessment Team

Houston Gateway Academy has a threat assessment team(s), consistent with Texas Education Code 37.115. Threat assessment team operations are rooted in best practices established by the United States Secret Service National Threat

Assessment Center and are guided by state legislation. The threat assessment team is a multidisciplinary group that meets regularly to assess two distinct categories of behavior: concerning and prohibited. The threat assessment team maintains a low threshold for intervention and may offer resources from the MTSS to assist in the prevention and de-escalation of threats.

Houston Gateway Academy's threat assessment team acts as a buffer to violence and provides support to district community members in crisis before persons pose a threat to themselves or others. The threat assessment team reviews observed and reported concerning and prohibited behaviors objectively to assess the risk to the school community. The team maintains a record of these reviews within its case management system. Houston Gateway Academy acknowledges that a key goal of threat assessment is to distinguish between *making* a threat and *posing* a threat.

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

Detecting Suspicious Activity

Houston Gateway Academy uses the following methods to detect suspicious activity on campuses:

- Contact Houston Police Department to provide information of suspicious vehicles or people around the school.
- Houston Police Department has been requested to increase patrols and drive-byes of all school facilities.
- Houston Gateway Academy ensure that any staff member outside with students are highly visible.
- Houston Gateway Academy supervisors always carry cell phones to immediately call for assistance.
- Houston Gateway Academy is aware of all outside activities with 24/7 video surveillance.

2.4 Safety in Portable Buildings

In compliance with Texas Education Code 37.108, Houston Gateway Academy utilizes the following measures to ensure the safety and security of individuals in portable buildings during an active threat incident:

- All portable classroom doors are always closed and locked from the inside.
- All life safety and security equipment (Baracuda) and protocols apply to and are available in the portables just like classrooms inside the main building.
- Portables have the same ability to lockout, lockdown, and shelter in place.
- Portable classroom are tied to the school's fire alarm system.
- All portable classrooms have fire extinguishers

- All Houston Gateway Academy staff and students in portable classrooms drill on a regular basis so they know how to respond to a variety of situations.
- All portables have phones and an intercom system.
- All portable classrooms are under 24/7 video surveillance.

2.5 Access and Functional Needs

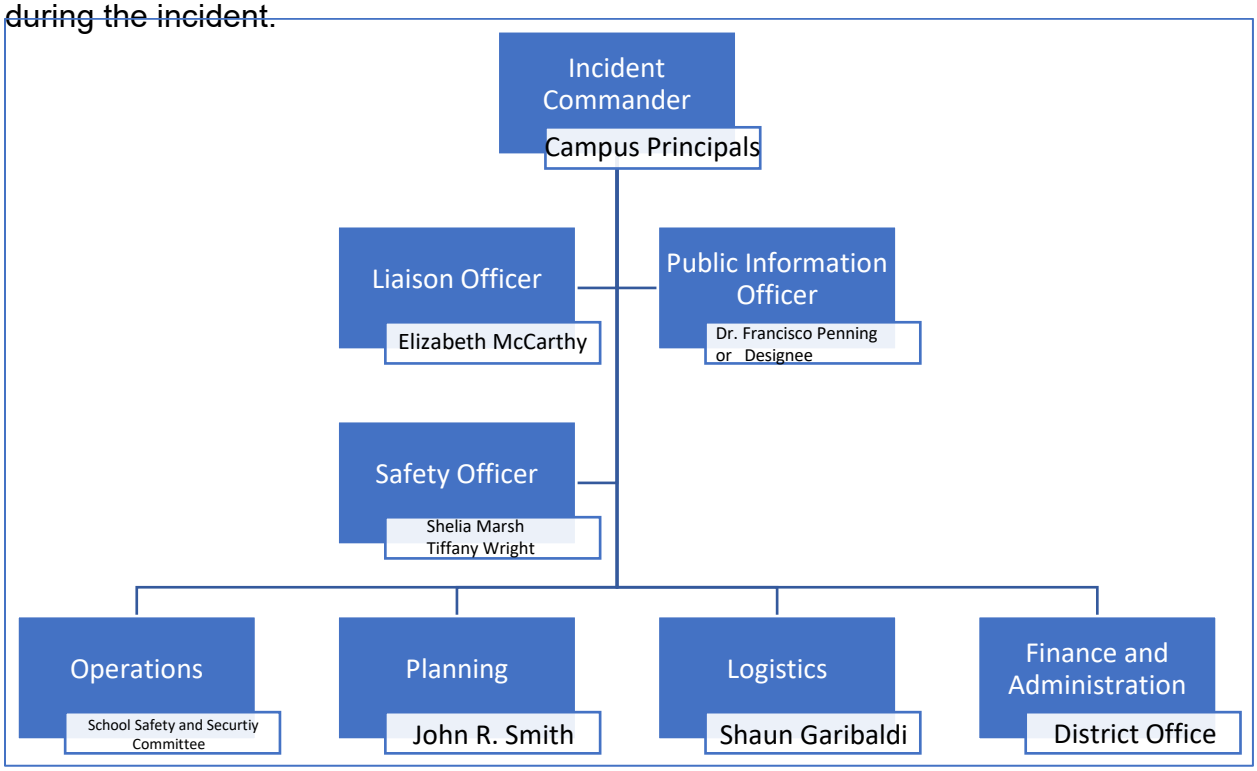
In compliance with Texas Education Code 37.108, Houston Gateway Academy utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:

- Primary and secondary paths of exit to be used during emergencies will be mapped and distributed throughout the campus.
- Place evacuation information primary and secondary exits in all offices, classrooms, multipurpose rooms, lunchrooms, hallways/corridors, lobbies, bathrooms, and cafeterias.
- Post signage with the name and location of each are so that the students will know exactly where they are.
- A roster will be used to identify the students and staff with special needs and the type of assistance they will require in an emergency.
- Designated staff will be assigned to certain students or staff to ensure they are safe and secure.

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

3.1 Annex-Specific ICS Organizational Chart

Houston Gateway Academy will designate an Incident Commander (depending in what campus the incident takes place) for an active threat incident. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase Safeguard against consequences unique to an active threat incident.	
District Actions	**Responsible Role**
Identify common interior and exterior building features that would be susceptible to an active threat.	Mr. John R. Smith
Ensure that all classroom doors are equipped with lockdown devices (Guard Dog and Baracuda)	Mr. John R. Smith
Review our visitor access policy and train the appropriate staff responsible for enforcing the policy.	Mr. John R. Smith
Annually identify and prioritize what improvements can be made to the physical security of our facilities.	Mr. John R. Smith
Establish the Houston Gateway Academy Safe and Supportive School Team and make sure all members are properly trained.	Mr. John R. Smith
Ensure signs are posted in highly visible areas to alert a potential attacker that staff is armed and prepared to trained to respond to an attack.	Mr. John R. Smith

Mitigation Phase Reduce the impact of an active threat incident.	
District Actions	**Responsible Role**
Identify and train personnel to use physical security options to stop an active attacker. (ALICE Training)	Mr. John R. Smith
Ensure all guardians are properly trained and licensed and can be properly identified if responding to an active threat.	Mr. John R. Smith
Meet with first responders to review the district layout as well as supplying maps identifying all exterior and interior doors.	Mr. John R. Smith
Review deficiencies in our facility design and prioritize those areas.	Mr. John R. Smith

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	**Responsible Role**
Review with all school guardians what equipment is needed for a response to an active threat as well as storage and safekeeping processes to ensure that the equipment is ready and available when needed.	Campus Principal

Preparedness Phase Regularly review district readiness for an active threat incident.	
District Actions	**Responsible Role**
Review procedures on how to request immediate assistance from our first responders.	Campus Principal
Designate the best available lockdown areas for outside the building.	Campus Principal
When possible, actively involve first responders as part of our drills and exercises.	Campus Principal
Train all staff in the Standard Response Protocol, specifically the lockdown procedures.	Campus Principal
Review procedures on assisting students and staff with access and functional needs during an active threat period.	Campus Principal

Response Phase District actions during an active threat incident.	
District Actions	**Responsible Role**
All students and staff will be trained to utilize the Standard Response Protocol (SRP) during an active threat incident.	Campus Principal
Test all intercoms, door locks and alarm buttons to make sure we can adequately communicate with all district facilities in an emergency situation.	Campus Principal
Review procedures on communicating with the parents and community during an active threat.	Campus Principal

Recovery Phase Return to normal district operations following an active threat incident.	
District Actions	**Responsible Role**
Review our reunification locations and procedures following an active threat incident. (Go Bucket Kit)	Campus Principal
Conduct an After-Action Review (AAR) with all parties involved.	School Safety and Security Committee
Reach out to available resources for counseling or psychological support after an incident.	Campus Principal
Implement improvements that were identified in the AAR.	School Safety and Security Committee

Section 5 – Resources

5.1 Acronyms

ICS	Incident Command System

5.2 Definitions

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

Houston Gateway Academy

Active Shooter Appendix to the Active Threat Annex

August 2022

Purpose and Scope

Purpose

This Active Shooter Appendix is being written to direct the specific district tasks necessary before, during, and after an active shooter incident. For the purposes of this appendix, the term active shooter is defined as any attempt to kill or seriously injure people in a populated area. **This appendix may serve as the district's active shooter policy, in accordance with Texas Education Code 37.108**.

Scope

This document applies to the whole district community, including first responder agencies. All district staff, including substitute teachers, who are assigned emergency management roles and responsibilities should receive training in and have access to all district emergency plans. (ALICE Training) External stakeholders likely to respond to an active shooter incident should also review this appendix for compatibility with their operations and resources.

Specific Tasks Taken Before, During, and After an Incident

Before an Active Shooter Incident	
Tasks	**Responsible Role**
Obtain lifesaving resources such as bleeding control kits. Install these resources in common spaces and regularly inform the community of their presence. Floorplans should clearly identify the locations of lifesaving resources.	District Office
Train staff in lifesaving techniques, including the use of bleeding control kits.	School Safety and Security Committee
Train staff on how to administer all actions for the Standard Response Protocol (SRP). • During SRP training, encourage staff members supervising any student activities outside the building to make the best decision for students under their supervision. (ALICE Training) • Train staff and students to use programs such as Civilian Response to Active Shooter Events (CRASE) to help them make individual decisions during an attacker incident. Consider adaptations for noninstructional facilities, such as stadiums, administration buildings, etc. (ALICE Training)	Campus Principals
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	Campus Principals
Train staff on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Campus Principals
Train staff to notify first responders of an attacker by using multiple communication options.	Campus Principals
Request that local emergency response agencies help develop training programs designed to educate staff members to safely observe and report information that would be useful to responders during an attack.	Mr. John R. Smith
Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students. • Use a progressive schedule, beginning with applicable SRP drills and culminating in full-scale exercises (without live fire). Refer to Texas Education Code 37.1141 for specific mandates to follow during these exercises. • Consider designing drills and exercises for after-hour and extracurricular activities.	Campus Principals
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	School Safety and Security Committee
Empower all staff members to initiate SRP actions. Include this concept in drills and exercises.	Campus Principals

Before an Active Shooter Incident	
Tasks	**Responsible Role**
Assign two-way communication devices (e.g., radios, cell phones, etc.) to administrators and ensure that each major interior and exterior area has these devices.	Campus Principals
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff and first responders.	Campus Principals
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Mr. John R. Smith
Install and test panic button(s) at regular intervals. Include any staff members who would be in proximity to the panic alarm during an attack. • Place panic buttons in a space that encourages legitimate use and discourages false alarms. Consider wearable panic buttons. • Notify first responder agencies before testing panic buttons. • Ensure that both first responders and district administrators receive alerts from panic buttons.	District Office
Ensure that persons with access and functional needs have equal access to safety.	Campus Principals
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Mr. John R. Smith
Provide opportunities for police, fire, and EMS to become familiar with district facilities. • Host first responder tours on a regular basis. • Encourage law enforcement training on school campuses.	Campus Principals
Provide first responders with access and navigation aids such as the following: • Offsite access to your video surveillance camera system. • Digital floor plans. • Secure access boxes (Knox Boxes) with multiple sets of master keys and access cards.	District Office
Encourage, celebrate, and advertise positive police relationships with staff and students. Consider the following: • Lunch visits with students. • Using police officers as mentors and reading buddies. • Using police officers for class chats about safety. • Establish report writing spaces for police officer use while on patrol. • Invite law enforcement to attend and conduct informative sessions during parent–teacher association meetings and activities to develop and foster relationships with parents.	Campus Principals
Prepare mass notification scripts for attacker incidents to include within your Communications Annex. Consider different audiences	Mr. John R. Smith

Before an Active Shooter Incident	
Tasks	**Responsible Role**
and situations, such as a common school day versus after-hours activities.	
Designate and train multiple users on how to access mass notification systems and scripts. Empower users to send appropriate messaging using a protocol if necessary.	Campus Principals
Develop and implement a written schedule for regular safety and security inspections. Perform a monthly inspection and test of safety and security components such as the following: • Locking hardware: Ensure that hardware allows for legitimate access and denies entry to unauthorized persons. Consider testing automation technology. • Surveillance cameras: Ensure that video surveillance systems are installed in appropriate locations and provide video resolution that aids in identification. Continually evaluate the need to upgrade or expand the surveillance system. When possible, install systems that enable offsite monitoring by district administrators and emergency response agencies. • Lighting: Conduct facility inspections after dark to evaluate the effectiveness of existing lighting and identify areas where facilities may benefit from additional lighting. Repair or upgrade lighting as needed. • Emergency communications systems: Ensure that emergency communications systems effectively notify the intended audience and appropriate response agencies.	Mr. John R. Smith
Enforce and celebrate district safety and security policies. Ensure that administrators support practices that create a security-minded culture. • Conduct a staff and student orientation session on district safety and security measures and stress the importance of maintaining security. • Support an environment that celebrates the reporting of suspicious activity by policy and practice.	Campus Principals
Identify and mark safe rooms for visitors, staff, and students who may be away from their normal space.	Campus Principals
Determine which armed defenders (ISD Police, School Resource Officer, School Marshal, School Guardian) will be your first line of defense against an attacker. • Ensure that armed defenders meet regularly with local law enforcement officers who would be responding to an attacker.	School Safety and Security Committee

Before an Active Shooter Incident	
Tasks	**Responsible Role**
• Ensure that armed defenders train with local police officers at intervals that are decided between district and local law enforcement. • Ensure that armed defenders can be readily identified by staff members and emergency responders during an attacker incident. • Before the end of the spring semester, consult with local law enforcement to evaluate the feasibility of having armed defenders on campus. Develop and implement policies and procedures that help establish and maintain a viable armed defender program.	
Secure and review written agreements for the use of non-district resources that may be needed for an attacker incident, such as, but not limited to, the following: • Assistance with offsite evacuation and transportation needs • Support for food services • Classroom space needed after an incident • Additional law enforcement support following resumption of campus activities • Additional psychological support services	School Safety and Security Committee
Ensure that the School Behavioral Threat Assessment Team convenes in a timely manner to discuss concerning and prohibited behavior. • Ensure that the School Behavioral Threat Assessment Team errs on the side of early intervention and timely support to individuals exhibiting concerning behaviors.	School Safety and Security Committee
At a minimum, provide suicide prevention and trauma-informed care training to required staff members.	School Safety and Security Committee

During an Active Shooter Incident	
Tasks	**Responsible Role**
Call for help using redundant communications systems.	Campus Principals
Decide on SRP action. • Lockdown is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep occupants quiet and in place. (ALICE Training) • Evacuate may be followed by a location and is used to move people from one location to a different location in or out of the building. (ALICE Training)	Campus Principals

During an Active Shooter Incident	
Tasks	**Responsible Role**
• Secure (Lockout) is followed by the Directive: "Get Inside, Lock Outside Doors" and is the protocol used to safeguard people within the building. (ALICE Training) • Encourage staff members who are supervising student activities outside the building to make the best decisions for their students. (ALICE Training)	
Initiate SRP action using brief, clear language offered by SRP over the campus announcement system. (ALICE Training) • Lockdown: "Locks, Lights, Out of Sight" • Evacuate: "Evacuate to _____." • Secure (Lockout): "Get inside. Lock Outside Doors."	Campus Principals
Follow directions from law enforcement. Wait for law enforcement direction before leaving secured areas.	Campus Principals
Use a simple response protocol, such as ALICE, when necessary. Alert, Lockdown, Inform, Counter, and Evacuate from Attackers.	Campus Principals
Begin to account for all staff, students, and visitors.	Campus Principals
Inform your community of the current threat and status of the incident. • Coordinate public information activities with local response agencies. Conduct joint briefings when possible. • Send a timely message to the community using prepared scripts from your Communications Annex. • Develop and publish a schedule for when and where authorized officials will provide incident updates.	School Safety and Security Committee
If necessary, implement your Continuity of Operations Plan (COOP) to ensure that the district continues to perform essential functions.	Campus Principals

After an Active Shooter Incident	
Tasks	**Responsible Role**
Perform an incident debriefing (hotwash) while staff and responders are still on scene.	Campus Principals
Account for all personnel.	Campus Principals
Reunite children with parents using your Reunification Annex.	Campus Principals
Conduct an AAR session for staff and responders to discuss what went well and what needs to improve.	School Safety and Security Committee
Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. • Assign specific tasks to ensure accountability.	School Safety and Security Committee

After an Active Shooter Incident	
Tasks	**Responsible Role**
• Incorporate changes into future drills and exercises.	
Activate your damage assessment team to identify replacement and repair needs. • Consult and involve your city or county Emergency Management Coordinator. (Mark S. Rayne) • Ensure that proper documentation of damages and expenses is maintained for potential insurance or reimbursement claims.	School Safety and Security Committee
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	District Office
Assess the trauma-informed and grief-informed care needs of the district community after an attacker incident and provide appropriate mental health resources. • Call on neighboring districts and third-party providers to assist with resources needed for the initial return to school. • Anticipate returning to instruction while providing for the ongoing and prolonged mental health needs of the district community. • Reintroduce staff and students to school carefully after repairs have been made.	School Safety and Security Committee
Provide a visible security presence as staff and students transition back to school.	School Safety and Security Committee
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Campus Principals

Resources

Acronyms

AAR	After-Action Review
CRASE	Civilian Response to Active Shooter Events
SRP	Standard Response Protocol
TCOLE	Texas Commission on Law Enforcement

Definitions

1. **After-Action Review:** An AAR will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.

2. **Civilian Response to Active Shooter Events:** CRASE was developed in 2004 to provide civilians with knowledge and training on the Avoid, Deny, Defend strategy for responding to active shooter events.

3. **Improvement Plan:** A document that includes a consolidated list of corrective actions and responsible parties and a timeline for completion.

4. **Incident Debriefing or Hotwash:** A guided discussion usually held immediately after an exercise or event while elements of the exercise are fresh on participants' minds.

5. **School Behavioral Threat Assessment Team:** A multidisciplinary behavioral threat assessment team of school personnel, including faculty, staff, administrators, coaches, and available school resource officers, who will direct, manage, and document the threat assessment process.

6. **School Guardian:** A school board may adopt a local policy that authorizes the designation of specified employees who are authorized to carry firearms on school premises.

7. **School Marshal:** State law (TEC 37.0811) allows a school district or charter school to appoint one or more specially trained and licensed employees as school marshals. The appointment must be made by the board of trustees, and the Marshal must have the appropriate licensing and certification by the Texas Commission on Law Enforcement. Information on the School Marshal Program can be found on the TCOLE website.

8. **Standard Response Protocol:** Provides clear, consistent language and actions to be used by all students, staff, and first responders in an emergency. These

include SRP actions [Secure (Lockout), Lockdown, Evacuate, Shelter, and Hold] in a school setting.

9. **Trauma-Informed Care:** An approach to providing caring and supportive physical and psychological assistance, with training concentrations on recognizing various signs and symptoms indicating that trauma has occurred and understanding the paths for recovery without further traumatization.

SECTION 12.0 – ANNEXES

Functional annexes address general strategies for a specific set of broad actions such as how our district will handle communications or evacuations through the five phases of emergency management.

Hazard-specific annexes utilize the five phases of emergency management to address actions and responsibilities needed to manage an incident.

TECHNOLOGICAL HAZARDS: TRAIN DERAILMENT ANNEX

I. PURPOSE

Hazardous chemicals are regularly transported through many areas in and around Houston Gateway Academy. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a train derailment.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a train derailment.

III. CORE FUNCTIONS

Train derailments may require students to remain inside the building or may require students to leave the school site. Toxic leaks or spills caused by railroad accident are a significant threat since the trains carry hazardous cargo.

A. Operational Functions/Procedures That May Be Activated

Operational functions, or procedures, that may be activated in the event of a train derailment include:

- Reverse Evacuation
- Special Needs Population
- Shelter-in-Place
- Relocation
- Evacuation
- Parent-Student Reunification
- Continuity of Operations (COOP)

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

B. Activating the MEOP for a Train Derailment

The principal will determine the need to activate the MEOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the train derailment involves a chemical spill, the following steps will be taken by the school community:

1. Incident Commander Actions

- Issue stand-by instruction if school is in session.
- Determine what procedures should be activated.
- Consider a reverse evacuation to bring all persons inside the building.
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Notify local law enforcement of intent to shelter in place or evacuate.
- Notify the principal/Board of Trustees of the status and action taken.
- Activate communications plan.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Incident Management Team and Section Chiefs Actions

- Review procedures with staff if needed.
- Implement the internal and external communications plan.
- Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- Disseminate information about the incident and follow up actions such as where the school has relocated and parent-student reunification procedures.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Implement additional procedures as instructed by the Incident Commander.
- Take appropriate action to safeguard school property.
- Document all actions taken.

3. Staff Actions

- Move students away from immediate vicinity of danger.
- Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- Execute shelter-in-place/evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- Remain with students throughout the process.
- Report any missing or injured students to the Incident Commander.
- Remain in sheltered 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.

HUMAN-CAUSED HAZARDS: INTRUDER ANNEX

I. 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 intruder on school grounds or in the school building.

II. SCOPE

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

III. CORE FUNCTIONS

Houston Gateway Academy will post signs at points of entry to the campus and buildings from streets and parking lots stating the following:

All visitors entering school grounds on school days between 7:30 a.m. and 5:00 p.m. must register at the Main Office.

To prevent intruders on campus, Houston Gateway Academy administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, Houston Gateway Academy will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

A. Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Evacuation
- Reverse Evacuation
- Lockout

- Lockdown
- Parent-Student Reunification
- Recovery: Psychological Healing

B. Activating the MEOP

The principal will determine the need to activate the MEOP and act as Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

1. Incident Commander Actions

- Issue stand-by instruction.
- Determine what procedures should be activated depending on the location and nature of the intruder.
- Consult with local law enforcement and emergency management agencies and monitor the situation.
- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- Notify law enforcement to assist if necessary. Provide a description and location of the intruder.
- Keep subject in view until police or law enforcement arrives.
- Activate communications plan.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Notify the principal/Board of Trustees of the status and action taken.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- Update the principal/Board of Trustees, Incident Management Team, and Section Chiefs of any significant changes.
- Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- Give the “all clear” signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Document all actions taken.

2. Staff Actions

- Notify the Incident Commander or designee. Provide description and location of the intruder.
- Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Initiate ALICE Lockdown. Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
- Remain inside rooms until the “all clear” instruction is announced.

INFECTIOUS/COMMUNICABLE DISEASE ANNEX

I. PURPOSE

The purpose of the Infectious/Communicable Disease Annex is to provide standardized guidance in the response to the onset and spread of an infectious/communicable disease within the Houston Gateway Academy School District and/or in the surrounding area.

This Plan is to promote the safety and well-being of Houston Gateway Academy School District students, faculty, staff, and visitors by:

1. Preventing the spread of disease
2. Protecting School District workers who will need to keep the operations and educational programs functional
3. Providing support for the essential services that must be maintained

There are several aspects of an infectious/communicable disease emergency that differentiate it from other emergencies and that require variation in widespread planning, response, and recovery. The intention of this document is to provide guidance throughout an outbreak situation, but nothing in this document precludes the primary parties (Houston Gateway Academy School District stakeholders) from modifying their actions to meet the unique conditions presented. These unique actions and responses may be based on one or more of the following:

- The current threat of disease in the world, region, state, and local area
- The unique nature of the disease including the incidence, morbidity, and mortality of the disease
- The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person
- Mandates and/or orders by federal, state, or local public health or public safety authorities

II. SCOPE

This annex incorporates, by reference, a similar emergency planning and response structure of the Houston Gateway Academy School District Core Emergency Operations Plan (EOP). However, the special circumstances of an infectious/communicable disease outbreak may require some variance from the EOP.

This Infectious/Communicable Disease Annex applies to Houston Gateway Academy School District. The campus is responsible for developing response plans that are more targeted and appropriate for their location while ensuring alignment and with this overall plan (field stations, and faculty, staff, and students travelling outside of the district under campus auspices). Staff, students, and faculty who have been in travel status internationally and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for prevention, preparedness planning, response, and recovery for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of School District personnel and units and the functions that public partners can be expected to provide to the School District.

General Information on Pandemic Communicable Disease Events

A pandemic is a “geographically widespread outbreak” of communicable disease. An emergency can result when there is enough morbidity and mortality to disrupt the essential operations of a community and when the communicable disease:

a. is highly virulent (harmful),
b. is readily transmissible from person-to-person, and
c. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

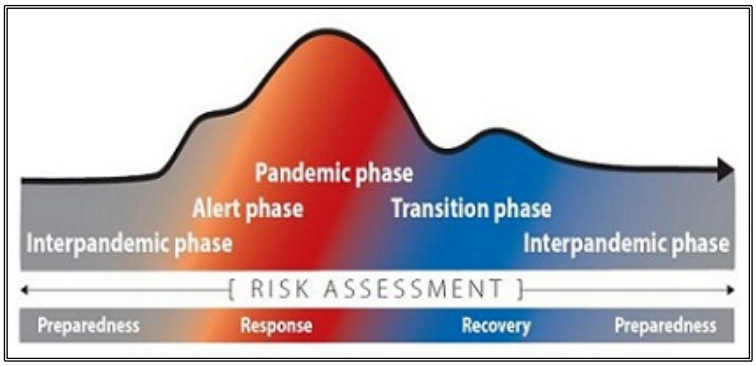
The communicable diseases with the highest risk for a pandemic event are those that are new to the population, either a mutated strain of a known pathogen or a newly emerging pathogen to which the general population has little or no immunity (resistance). Therefore, it spreads easily and is sufficiently virulent enough to cause social disruption. In the remainder of this document, “novel pathogen” will be used to refer to the latter agents. Animal viruses infecting humans are considered novel pathogens, thus the avian influenza concern in 2006 and the H1N1 influenza (aka “swine” influenza) in 2009 both had the pandemic potential to significantly interrupt usual operations.

The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the Houston Gateway Academy School District recognizes as most likely to occur on campus include norovirus, measles, mumps, and meningitis.

A. Phased Pandemic Framework

To assist communities in planning for a potential pandemic, the World Health Organization (WHO) developed a phased pandemic alert system framework:

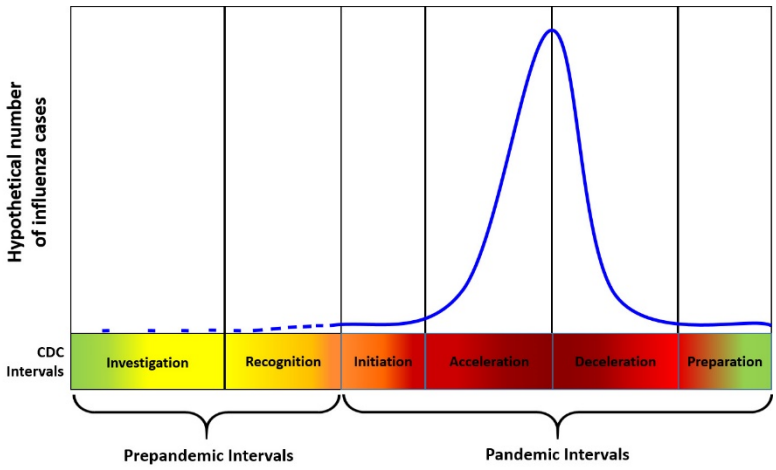
1. **Inter-Pandemic Phase** (the period between pandemics)
   i. A new virus appears in animals but there is no or low risk of human cases
2. **Pandemic Alert Phase** (influenza caused by a new subtype has been identified in humans)
   i. New virus in animals with higher risk of human cases
   ii. Increased H2H transmission
   iii. Significant H2H transmission
   iv. Efficient and sustained H2H transmission



3. **Pandemic Phase**
   i. Global spread of communicable disease caused by new subtype
4. **Transition Phase**
   i. Reduction in global risk
   ii. Reduction in response activities
   iii. Progression towards recovery actions

Further, the Centers for Disease Control and Prevention (CDC) has developed an interval system framework which can be applied to federal, state, or local indicators:

1. **Investigation** (of a novel pathogen in humans or animals)
2. **Recognition** (of increased potential for ongoing transmission of the novel pathogen)
3. **Initiation** (of a pandemic wave)
4. **Acceleration** (of a pandemic wave)
5. **Deceleration** (of a pandemic wave)
6. **Preparation** (for future pandemic waves)



The WHO and CDC frameworks complement one another, giving governments, institutions, and individuals information and timeframes to plan their response to a communicable disease outbreak. Relying on both frameworks, this Communicable Disease Outbreak Management Plan has developed a five-level action plan to follow throughout the course of a communicable disease outbreak:

1. Plan
2. Prepare
3. Mobilize
4. Sustain
5. Recovery

Additionally, the CDC has released the Influenza Risk Assessment Tool (IRAT) which evaluates potential pandemic risk based on emergence and public health impact and the Pandemic Severity Assessment Framework (PSAF) which predicts the severity of a pandemic by considering clinical severity and transmissibility during an initial assessment and then again during the refined assessment provided that more information becomes available. Clinical severity asks about the strength of the illnesses' association with the infection and transmissibility considers the ability of the pandemic virus to spread person-to-person. Federal, state, and local public health agencies such as the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (TDSHS), and the local health department also provide communicable disease planning and response guidance and support. The School District planning and response levels described in this document are informed by the WHO pandemic alert system and are consistent with the TDSHS planning levels wherever appropriate. Houston Gateway Academy School District and campus actions may deviate from WHO and/or CDC recommendations when necessary in order to follow guidance or directives from local public health authorities that more closely reflect the current situation in the surrounding communities in Texas.

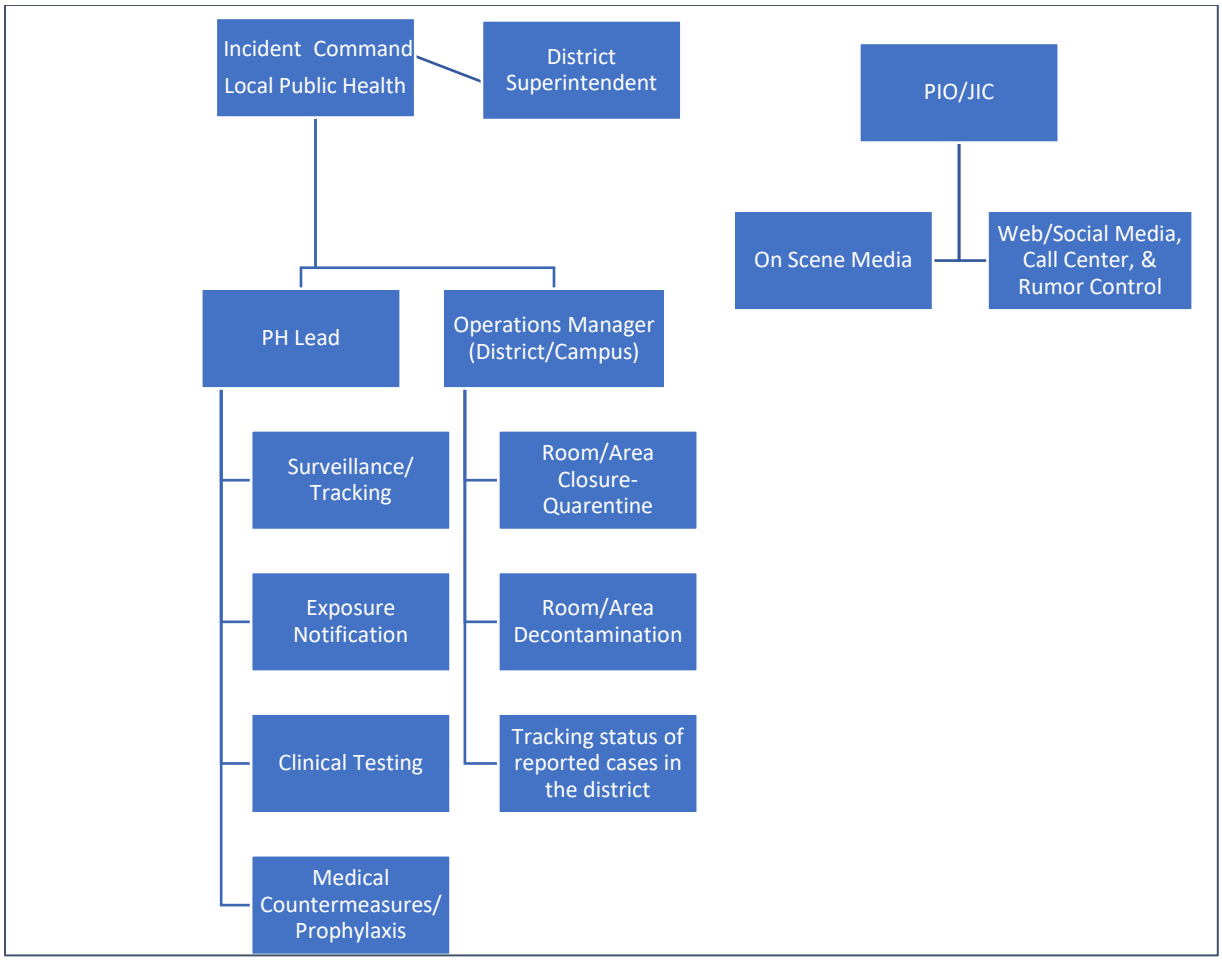
III. CORE FUNCTIONS

This section contains general information about the tasks that will most likely need to be completed to ensure an effective Infectious/Communicable Disease response. The following tasks represent a logical flow of response from the time an impending or actual Infectious/Communicable Disease Incident is perceived through recovery.
The Infectious/Communicable Disease Annex is based upon the concept that the incident management functions that must be performed by the School District and its partners generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. General

1. Houston Gateway Academy School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to a Infectious/Communicable Disease Incident affecting the Houston Gateway Academy School District.
2. When a potential Infectious/Communicable Disease Incident in the Houston Gateway Academy School District is reported, the person receiving the initial report will immediately notify the districts superintendent's office.
    a. The districts superintendent's office should work with the local health department to confirm the report.
3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.
4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:
    a. coordinate with environmental services for any decontamination services needed in the School District.
    b. coordinate with the School District support services for any classroom closure or area quarantine needed on School District
    c. provide district-wide communications notification support as necessary to the incident requirements
5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and inter-governmental agreements between school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agencies.

6. The Incident Command System (ICS) will be used to manage all incidents and major planned events on the Houston Gateway Academy School District.



ICS Organization Chart for a Public Health Incident on Houston Gateway Academy School District

B. Public Health Incident Operations

Confirming a Public Health Incident

Determining if there is an outbreak hinges on if the number of cases is unusually high for the given population for that time of year. Factors included in determining if an outbreak exists are:

- Etiologic agent
- Size and composition of the population
- Previous occurrence of the specific disease in the community
- Season

If a disease is common, such as seasonal influenza, the number of cases before an outbreak is declared likely need to be incredibly high; however, if the disease is rare, like smallpox, a single case may be considered an outbreak.

During Fall and Spring Semesters, the School District population composition is approximately 1,887 students and ? employees.

Disease tracking in the School District is based on incidental reporting from the student population. The local health department may identify one case of a rare or uncommon disease, or notice an increase in cases of a common disease during a given period. When this occurs, the local health department shall commence with notification procedures to the school district.

Should the Houston Gateway Academy School District be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS.

General Procedures

Procedures for responding to an infectious/communicable disease follow the same general pattern including monitoring, detection, implementation of pharmaceutical and non-pharmaceutical interventions, and coordinating with local and state health authorities. Specific application of interventions depends on the specific disease.

This plan may be activated for situations including but not limited to:

- Unusual cluster of disease in the School District population
- Disease with unusual geographic or seasonal distribution
- Single case of an unusual disease
- Endemic disease with unexplained increase in incidence
- Significant media inquiries or public calls concerning a health-related issue
- Local public health emergency in one or more of the surrounding jurisdictions
- Statewide disease outbreak

C. Infectious/Communicable Disease Response Protocol

When faced with an actual outbreak, local authorities may be required to use absolute limits to determine when to institute isolation, quarantine, vaccination, and other methods of infection control to protect the public health and safety. A balance must be struck between the implementation of such limits with an awareness of the public's rights to liberty.
This protocol recommends employing the most conservative authoritative medical and epidemiological evidence when faced with a range of possible actions. This statement is based upon the principle that lack of scientific certainty or consensus must not be used to postpone preventive action in the face of a threat to public health or safety. Preventative actions may include vaccination, medical prophylaxis, or social distancing.
The protocols outlined below shall serve as a guide in the event of an infectious disease outbreak in the Houston Gateway Academy School District. Depending on the disease and the spread of the disease, some or all of these steps may be expanded, modified, or eliminated. The district superintendent, or their delegated representative, will work directly with the local health department and TDSHS to implement appropriate actions based on the public health hazard.

Social Distancing

Social distancing measures that reduce opportunities for person-to-person virus transmission can help delay the spread and slow the exponential growth of a pandemic. Social distancing measures can reduce virus transmission by decreasing the frequency and duration of social contact among persons of all ages. These measures are common-sense approaches to limiting face-to-face contact, which reduces person-to-person transmission.
During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures should be considered in the Houston Gateway Academy School District:

- Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.
- Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

Isolation Protocols

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department and TDSHS. In cases of highly infectious diseases or rare viral strains with high rates of mortality, the local health department has the authority to "…order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state."[1]

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.
2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

Cleaning Protocols

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning shall be activated by the Houston Gateway Academy School District and its campus stakeholders upon recommendation from the local health department.

1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate Houston Gateway Academy School District campus and campus housekeeping staff (based on areas to be sanitized).
    a. These locations may be based on where confirmed ill students and/or employees were on campus.
    b. Viruses generally survive on surfaces for about 48 hours.
2. If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
3. Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants

[1] HS Sec. 81.083(b). - APPLICATION OF CONTROL MEASURES TO INDIVIDUAL

Direction, Control, and Coordination

A. Responders Standard Operating Procedures/Guidelines (SOP/SOGs)

Responders' department policy manuals provide said departments' members with best practice guidelines and procedures to conduct emergency operations. The policies provide department members with guidance that is both legal and practical. The department SOP/SOGs establish consistent procedures and provide members with a common understanding and focus. This common understanding and focus should translate into more effective operations during emergency incidents.

B. Emergency Operations Plan

Houston Gateway Academy School District maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The EOP has been developed to fit into the larger City/County and State EOPs in the case of a large-scale incident. The Houston Gateway Academy School District maintains the plan, and conducts regular training and exercises to validate operational efficiency and readiness of the EOP. The EOP and other Houston Gateway Academy School District emergency plans may also make critical School District personnel available beyond their regular job description in an incident or crisis event taking place on the Houston Gateway Academy School District.

C. Coordination with Responders

An important component of emergency operations is interagency agreements with various neighboring agencies to aid timely response to, and recovery from, emergencies on campus. Agreements with these agencies and services (including such local governmental agencies as law enforcement, EMS, and public health) help coordinate services between the agencies and the Houston Gateway Academy School District. The agreements specify the type of communication and services provided by one agency to another.
If the campus or City/County resources are insufficient or inappropriate to respond to the emergency situation, a request may be made for assistance from other jurisdictions, the state, or federal government. All response agencies are expected to fulfill mission assignments directed by the Incident Commander/Unified Command.

Communications

A. General Communication

In coordination with the Harris County health department, the Houston Gateway Academy School District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- General communications to the School District –
  - information about the disease in general
  - information about the disease impacts on School District
  - what the School District is doing
  - what the School District should/should not do
- Targeted communications to affected or vulnerable populations on the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities

Disease Descriptions

Name	Vaccine Preventable	Description of Symptoms
Measles (Rubeola)	**Yes**	**Symptoms:** high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash **Transmission:** coughing and sneezing; virus can live up to two hours in contaminated air or on a surface
Meningitis	**Yes**	***Bacterial*** **Symptoms:** fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion **Transmission:** germs spread person-to-person (depends on type of bacteria)
		Viral **Symptoms:** fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy **Transmission:** caused by other viruses like mumps, measles, influenza, etc.
Mumps	**Yes**	**Symptoms:** fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection **Transmission:** coughing, sneezing, or talking; sharing items; touching contaminated objects
Norovirus	**No**	**Symptoms:** diarrhea; vomiting; nausea; stomach pain **Transmission:** contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected

Name	Vaccine Preventable	Description of Symptoms
Hepatitis A	**Yes**	**Symptoms:** Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain **Transmission:** fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person
Influenza	**Yes**	**Symptoms:** fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea **Transmission:** person-to-person via droplets
Tuberculosis	**Yes**	**Symptoms:** A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs) **Transmission:** person-to-person via droplets
Varicella (chicken pox)	**Yes**	**Symptoms:** fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters **Transmission:** touching or breathing in the virus particles that come from the blisters

Definitions:

Case – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

Confirmed Case – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

Coronavirus (COVID-19) – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

Direct Transmission – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

Endemic – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

Epidemic – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent
- Recent introduction of the agent into a setting where it has not been before

- Enhanced mode of transmission so that more susceptible persons are exposed
- Change in the susceptibility of the host response to the agent
- Factors that increase host exposure or involve introduction through new portals of entry

Incubation Period – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

Indirect Transmission – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

Infectious Period – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called "period of communicability."

Isolation – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

Mode of Transmission – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

Outbreak – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

Pandemic – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

Pandemic Flu – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person-to-person.

Quarantine – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

Social Distancing – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

Transmissibility – Ability to easily spread from human-to-human.

Travel Advisory – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

Travel Alert – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

Virulence – The capacity of a microorganism to cause disease.

CONTINUITY OF OPERATIONS (COOP) ANNEX

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Continuity of operations planning is required by Texas Education Code 37.108.

II. SCOPE

It is the responsibility of Houston Gateway Academy officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules. They apply to Houston Gateway Academy, 7310 Bowie Street, Houston, TX 77012.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Houston Gateway Academy relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3.

Table 3. Essential Functions Performed by COOP Procedures Personnel

Principal	▪ Determine when to close schools, and/or send students/staff to alternate locations. ▪ Disseminate information internally to students and staff. ▪ Communicate with parents, media, and the larger school community. ▪ Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
Emergency Command Team	▪ Ensure systems are in place for rapid contract execution after an incident. ▪ Identify relocation areas for classrooms and administrative operations. ▪ Create a system for registering students (out of district or into alternative schools). ▪ Brief and train staff regarding their additional responsibilities. ▪ Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. ▪ Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests). ▪ Reevaluate the curriculum.
Custodians/Maintenance Personnel	▪ Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds. ▪ Manage the restoration of school buildings and grounds (e.g. debris removal, repairing, repainting, and/or landscaping).

School Secretary/Office Staff	▪ Maintain inventory. ▪ Maintain essential records (and copies of records) including school's insurance policy. ▪ Ensure redundancy of records is kept at a different physical location. ▪ Secure classroom equipment, books, and materials in advance. ▪ Restore administrative and recordkeeping functions such as payroll, accounting, and personal records. ▪ Retrieve, collect, and maintain personnel data. ▪ Provide accounts payable and cash management services.
Counselor & Specialists	▪ Establish academic and support services for students and staff/faculty. ▪ Implement additional response and recovery activities according to established protocols.
Food Service/Cafeteria Workers	▪ Determine how transportation and food services will resume.

To implement the COOP procedures:

- All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

- Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

IV. PROCEDURES

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

A. Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

B. Alert, Notification, and Implementation Process

Each Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

C. Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

D. Alternate Facilities and Strategy

For estimated short-term (2 to 14 days) payroll and personnel actions, the alternative facility will be working from home. For a longer term arrangement, schools in the immediate vicinity of Houston Gateway Academy would be utilized if possible.

For each alternate facility, the essential resources, equipment, and software that will be necessary for resumption of operations at the site will be identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with Houston Gateway Academy's backup data.

E. Interoperable Communications/Backup Sites

With a longer term and/or more comprehensive incapacity of the building, Houston Gateway Academy's Evergreen Campus is the first option for relocation.

F. Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site.

G. Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

H. Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.

- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

I. Communications Annex

Communication is a critical part of incident management. This section outlines Houston Gateway Academy's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

A. Internal Communications

1. Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone App/Remind:** A telephone app (Remind) is a simple, widely used system for notifying staff of an incident when they are not at school. The message originates with the principal or her designee, who sends a text message to all employees.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

2. Communication with the School District Office

The Incident Commander will notify the principal of the school's status/needs. The principal will notify will notify the Houston Gateway Academy Board of Trustees of the status of the school. She will designate staff member(s) to monitor all communications.

B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Houston Gateway Academy about the incident, what is being done about it, and the safety of the children and staff.

1. Communication with Parents

Before an incident occurs, Houston Gateway Academy will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included on the school's website.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Houston Gateway Academy will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.
- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, Houston Gateway Academy administrators will schedule and attend an open question-and-answer meeting for parents as soon as possible.

2. Communication with the Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer.
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Board of Trustees.

All Houston Gateway Academy employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in Appendix D.

Media contacts at the major television, Internet, and radio stations are maintained by the principal's administrative assistant. In the case of an incident, these media contacts will broadcast Houston Gateway Academy's external communications plans, including the information hotline for parents and guardians.

3. Handling Rumors

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Houston Gateway Academy will:

- Provide appropriate information to internal groups including teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Houston Gateway Academy will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

4. Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Houston Gateway Academy frequently exercises the School MEOP with first responders to practice effective coordination and transfer of command.

5. Communication after an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for

State and Federal assistance.

- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Houston Gateway Academy Board of Trustees of recovery status.

The school district will:

- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

C. Communication Tools

Some common internal and external communication tools that Houston Gateway Academy may use include the following:

- **Standard telephone:** Houston Gateway Academy has designated a school telephone
  number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Mobile telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff in route to or from a site.
- **Intercom systems:** The classroom phone system includes a PA feature. The school also has a radio wave based system.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating

information for staff, other schools in an affected area, and the district superintendent. An assigned staff member will post information such as school evacuation, closure, or relocation on the home page of the school web- site.

- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound to signal building evacuation.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

Psychological Safety Annex

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School MEOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma.
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma.
- Parents and guardians will be offered tips on how to recognize signs of trauma.
- Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

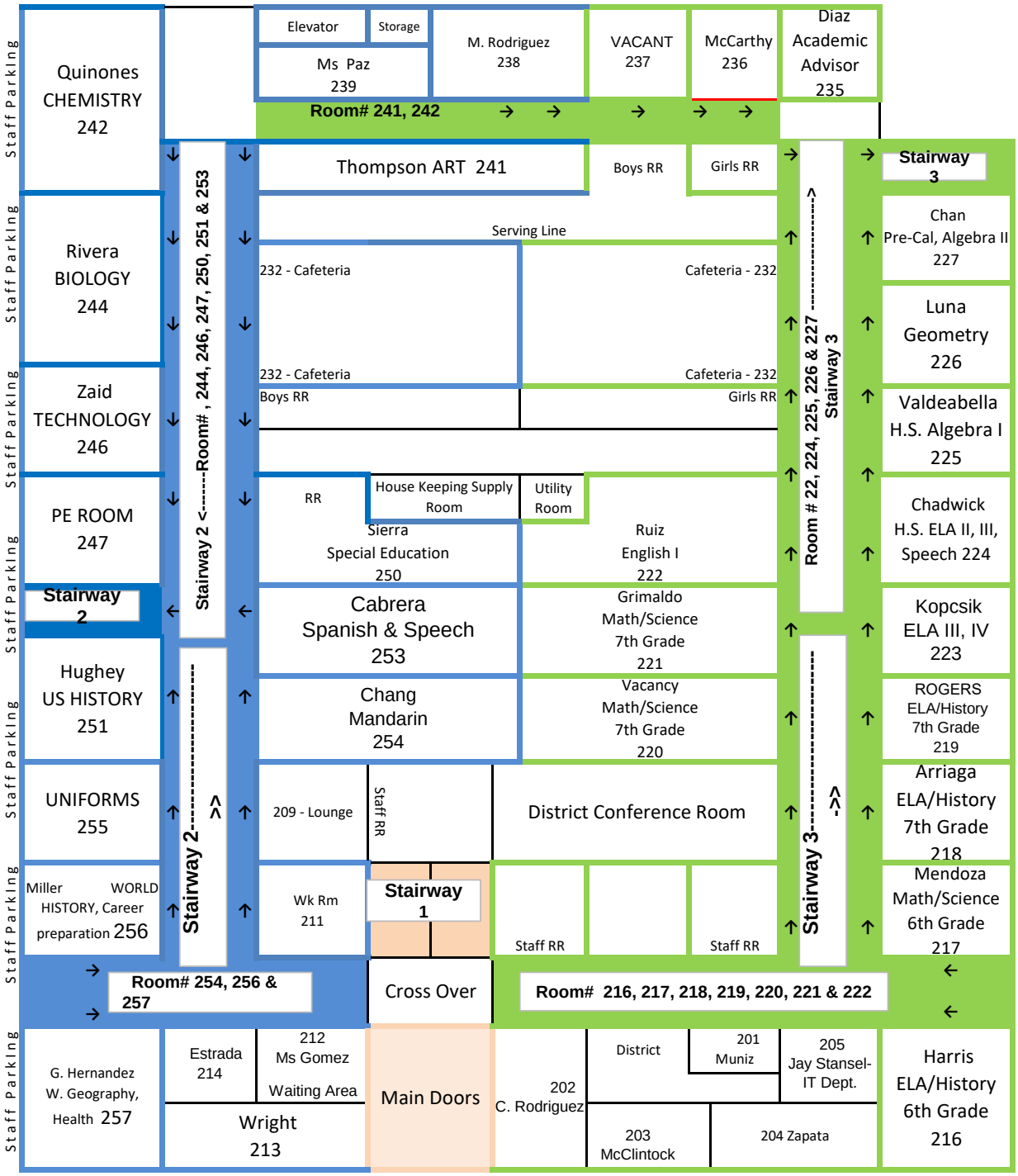
Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Donate all remaining memorial items to charity.
- Discuss and approve memorials with the school board's consent.

Elite College Prep Academy

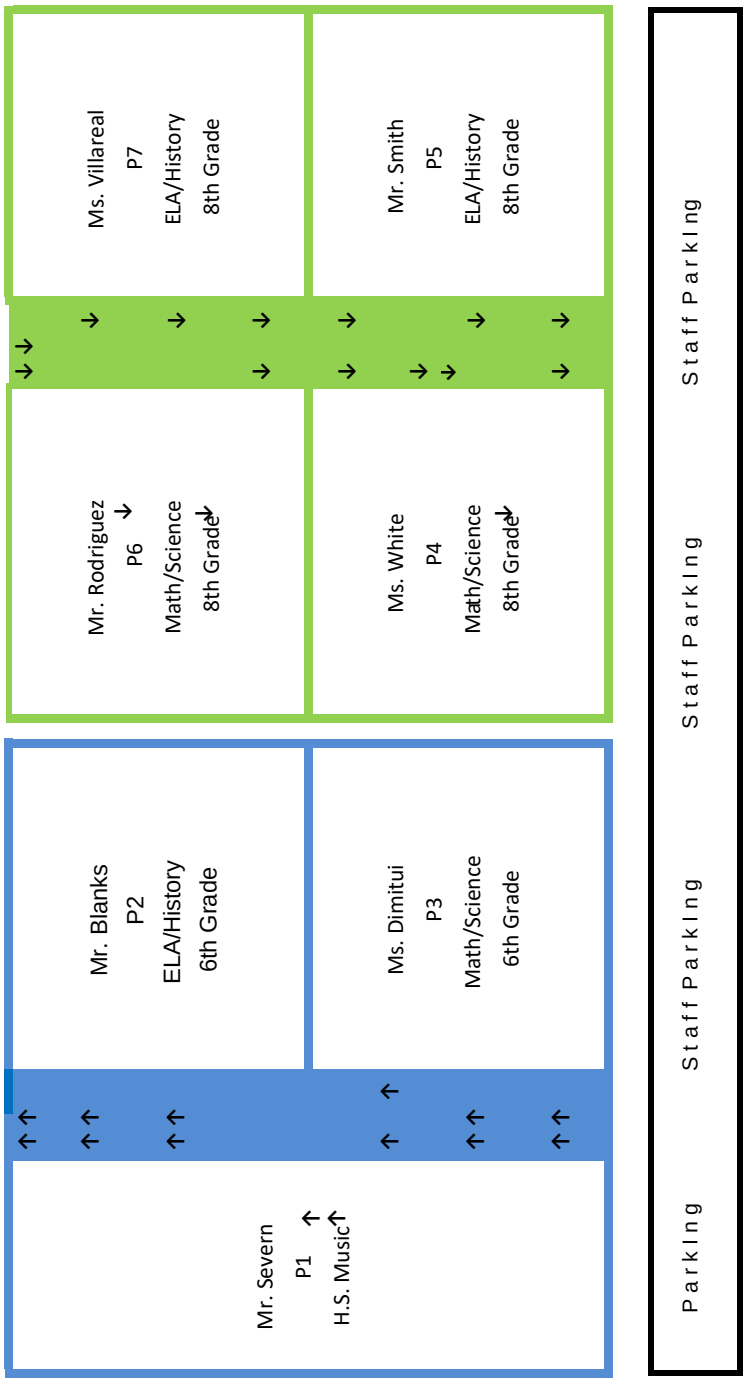
Fire Drill Map

2nd Floor



Fire Drill Map

Portables



Elite College Prep Academy

6th - 12th - 2nd floor

1st Floor	Office Staff	Ms. Tiffany Longoria	3101
106	Elem. Principal	Ms. Shelia Marsh	3106
103	Elem. Admin.	Ms. Abigail Chavez	3103
Evergreeen	Principal	Ms. Yuridia Garcia	2001
Evergreeen	Asst. Principal	Mr. John Smith	2005
Evergreeen	Admin Asst.	Ms. Manuela Torres	2004

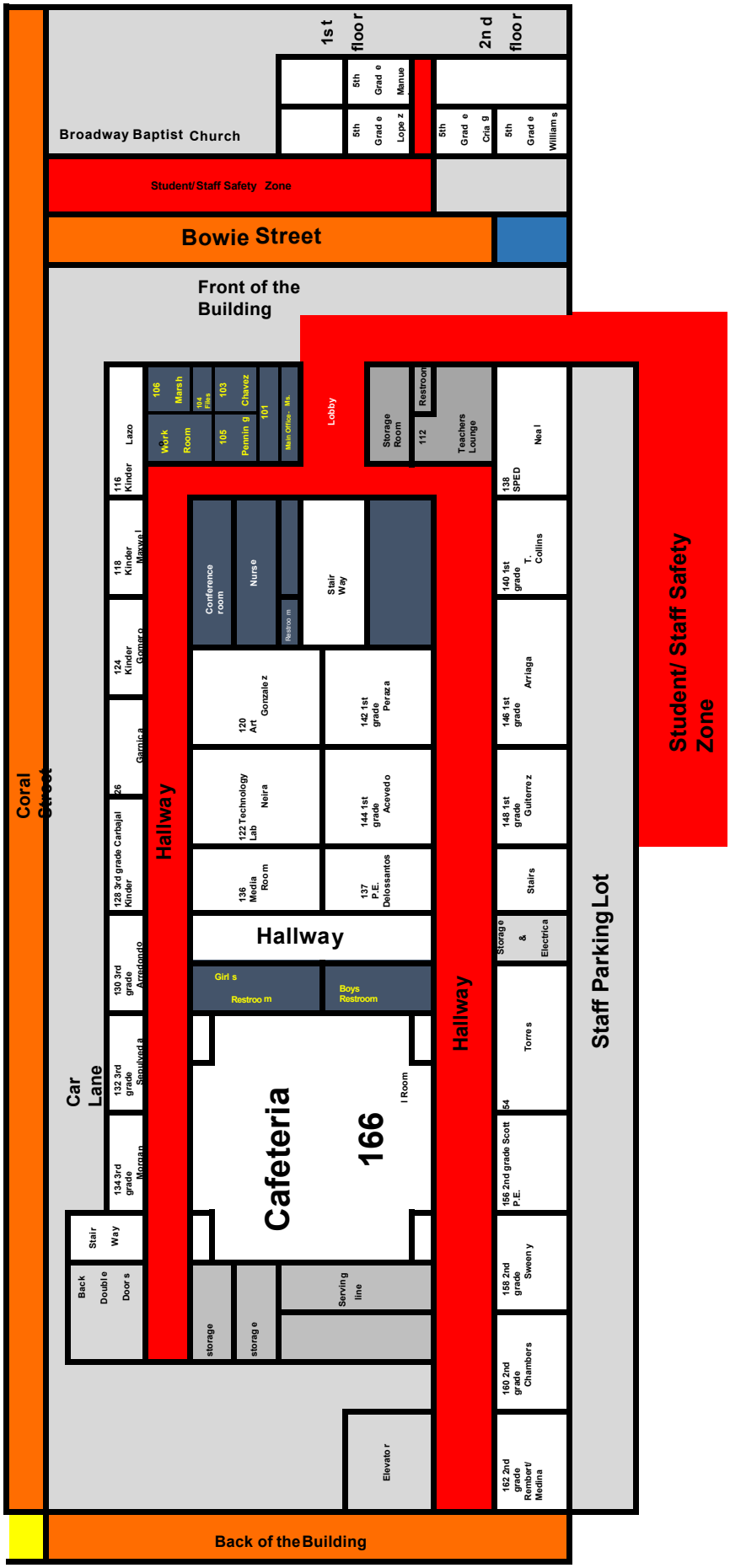
Main Office			
Room	832-649-2814		Ext#
213	Principal	Ms. Tiffany Wright	3213
214	6th - 12th Admin.	Ms. Melissa Estrada	3214
212	Front Office	Ms. Diana Gomez	3238
109	School Nurse	Ms. Y. Zhang	3109
PreK BLD	PreK Office	Ms. Marisela Morales	1000
Evergreeen	Admin Asst.	Ms. Yareli Gonzalez	2000

Left Hall

Right Hall

Room	Grade	Teacher	Ext#
209	Teachers Lounge		3209
211	Work Room		3211
255	Uniforms & File Storage		
257	HS HIstory/Science	Mr. Gabriel Hernandez	3257
256	HS Writing/Science/Elec.	Mr. Kyle Miller	3256
254	HS Mandarin	Ms. Tyzz-Fenn Chang	3254
253	HS Spanish/Speech	Mr. Kelvin Cabrera	3253
251	HS US History/Govt	Ms. Tammy Hughey	3251
250	SPED	Ms. Lydia Sierra	3250
246	HS Business/Accounting	Mr. Kamal Zaid	3246
244	HS Biology/Team Sports	Mr. Micah Rivera	3244
242	HS Science	Vacancy	3242
241	HS Art	Ms. Kelly Thompson	3241
District Office - Right Front Hall			
202	Cafeteria Director	Ms. Claudia Rodriguez	3202
203	PEIMS	Ms. Asia McClintock	3203
204	Accounts Payable	Ms. Melissa Zapata	3204
205	IT	Mr. Jay Stansel	3205
201	District Admin. Assistant	Ms. Daniella Muniz	3201
105	Superintendent	Dr. Francisco Penning	3105
Portable Building #1			
P1	BAND ROOM	Mr. Maximillian Severn	3277
P2	6th ELA/History	Mr. Evan Blanks	3276
P3	6th Math/Science	Ms. Angelina Dimitui	3275
207	DISTRICT CONFERENCE ROOM		3207

Room	Grade	Teacher	Ext#
216	6th ELA/History	Ms. Dorris Harris	3216
217	6th Math/Science	Ms. Valerie Mendoza	3217
218	7th ELA/History	Ms. Liliana Arriaga	3218
219	7th ELA/History	Vacancy	3219
220	7th Math/Science	Vacancy	3220
221	7th Math/Science	Mr. Luis Grimaldo	3221
222	HS ELA 1/Write/Sports	Mr. Marcus Ruiz	3222
223	HS ELA 3/4 & Career	Ms. April Kopcsik	3223
224	HS ELA 2/3 & Speech	Ms. Victoria Chadwick	3224
225	HS Alg 1	Mr. Ricardo Valdeabella	3225
226	HS Geometry	Ms. Sylvia Luna	3226
227	HS Alg 2/PreCal	Ms. Ho Yung Chan	3227
Back Hall			
239	HR Administrator	Ms. Elena Paz	3239
238	PEIMS Support	Ms. Miriam Rodriguez	3235
236	Compliance Officer	Ms. Elizabeth McCarthy	3236
235	Academic Counselor	Mr. Carlos Diaz	3237
237	Counselor	Vacancy	
232	Cafeteria 2nd Floor		3232
166	Cafeteria 1st Floor		3166
167	Cafeteria Line		3167
Portable Building #2			
P4	8th Math/Science	Ms.Samantha White	3272
P5	8th ELA/History	Mr. Jason Smith	3271
P6	8th Math/Science	Mr. Alex Rodriguez	3274
P7	8th ELA/History	Ms. Lisa Villarreal	3273


1st floor
2nd floor
Broadway Baptist Church
5th Grade Lopez
5th Grade Manue
5th Grade Cria g
5th Grade Williams
Student/ Staff Safety Zone
Bowie Street
Front of the Building
Coral Street
Car Lane
Hallway
Hallway
Hallway
Lobby
Cafeteria
166
Student/ Staff Safety Zone
Staff Parking Lot
Back of the Building
Elevator
Serving line
storage
storage
Back Double Doors
Stair Way
Conference room
Nurse
Restroom
Stair Way
Girls Restroom
Boys Restroom
Storage Room
Restroom
112 Teachers Lounge
106 Marsh
104 Files
103 Chavez
101
Main Office- Ms.
105 Penning
Work Room
116 Kinder Lazo
118 Kinder Maxwell
124 Kinder Gomero
126 Garnica
128 3rd grade Carbajal Kinder
130 3rd grade Arredondo
132 3rd grade Sepulveda
134 3rd grade Morgan
120 Art Gonzalez
122 Technology Lab Neira
136 Media Room
142 1st grade Peraza
144 1st grade Acevedo
137 P.E. Delossantos
138 SPED Neal
140 1st grade T. Collins
146 1st grade Arriaga
148 1st grade Guiterrez
Stairs
Storage & Electrica
54 Torres
156 2nd grade Scott P.E.
158 2nd grade Sweeny
160 2nd grade Chambers
162 2nd grade Rembert/ Medina

Elite College Prep Academy

1st floor

Maintenance/Cleaning Staff	
Mr. Raul Arroyo	(832) 257-8816
Ms. Perez	(832)885-6298

Left Hall

Room	Grade	Teacher	Cell Phone	Ext#
137	P.E.	Ms. Delossantos		3137
138	SPED	Ms. Neal		3138
140	First	Ms. Collins		3140
142	First	Ms. Hale		3142
144	First	Ms. Acevedo		3144
146	First	Ms. Arriaga		3146
148	First	Ms. Gutierrez		3148
154	P.E.	Ms. Torres		3154
156	Second	Ms. Scott		3156
158	Second	Ms. Sweeney		3158
160	Second	Ms. Chambers		3160
162	Second	Ms. Medina		3162
Portable Bldgs.				
Port.-1	Fourth	Ms. Irby	832-681-9202	
Port.-2	Fourth	Mr. Goldsmith	832-681-9207	
Port.-3	Fourth	Ms. Ervin	832-681-9232	
Port.-4	Fourth	Ms. Mendez	832-681-9445	
Annex				
Annex-2nd	Fifth	Ms. K. Williams		
Annex-2nd	Fifth	Mr. Vacant		
Annex-1st floor	Fifth	Ms. Manuel		
Annex-1st floor	Fifth	Mr. Lopez		
Pre-K Building				
PreK Bldg	PreK Admin	Ms. Morales	832-681-9868	
PreK Bldg		**Storage Room**		1111

PreK Bldg	PreK Admin	Ms. Morales	(281)899-9554	1000
PreK Bldg		**Storage Room**		1111

Main Office

Room	832-649-2701	FAX 713-649-3341	Cell Phone	Ext#
101	Ms. Longoria	K - 5 Admin(Front Office)	(713)705-4285	3101
103	Ms. Chavez	K- 5 Admin	(713) 248-9914	3103
105	Dr. Penning	Interim Superintendent	(832) 661-7757	3105
106	Ms. Marsh	K-5 Principal	(713) 397-8473	3106
110		PK-5 Counselor		3110
104		**File Room**		3104
112		**Teacher's Lounge**		3112
167		**Cafeteria Line**		3167

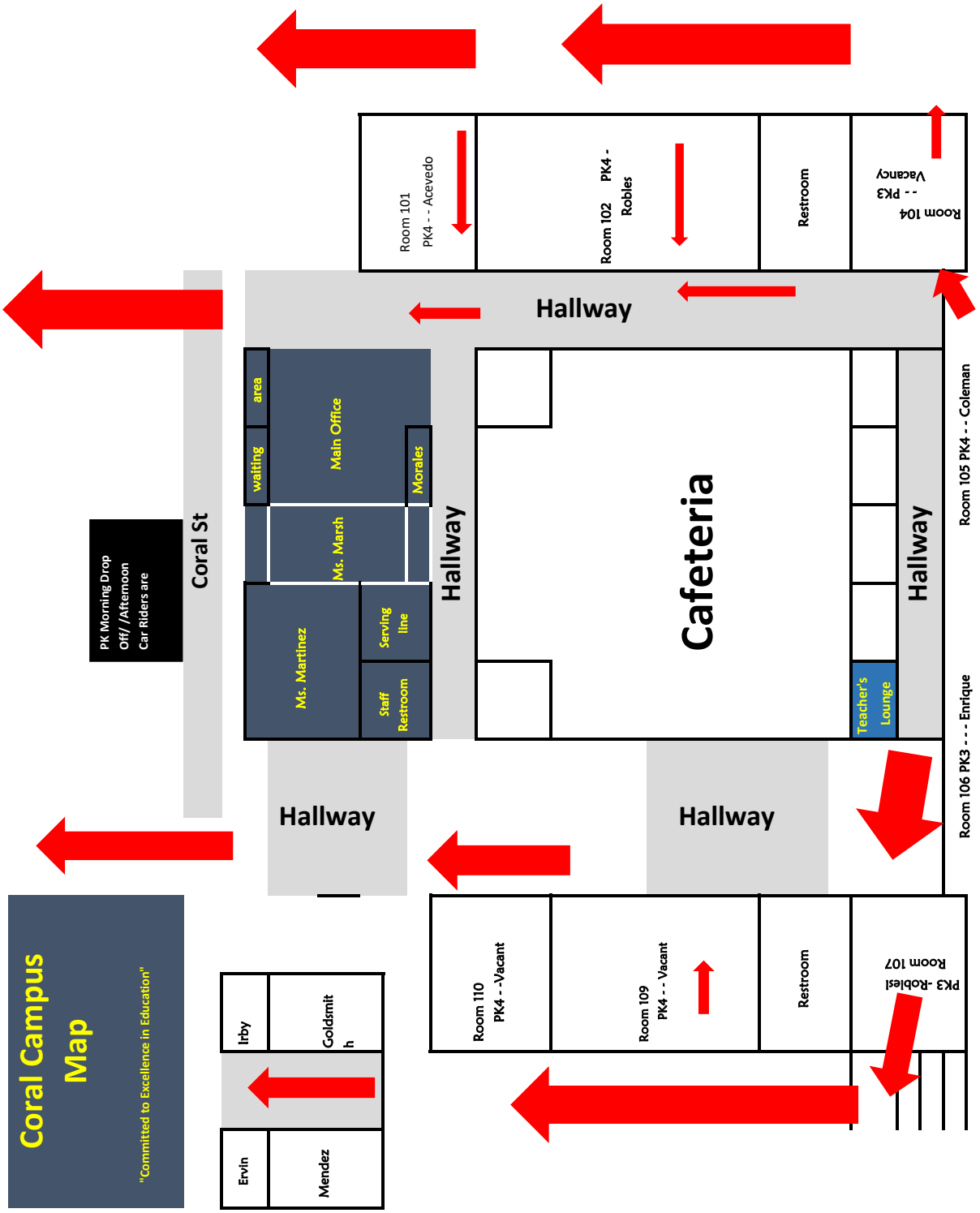
Right Hall

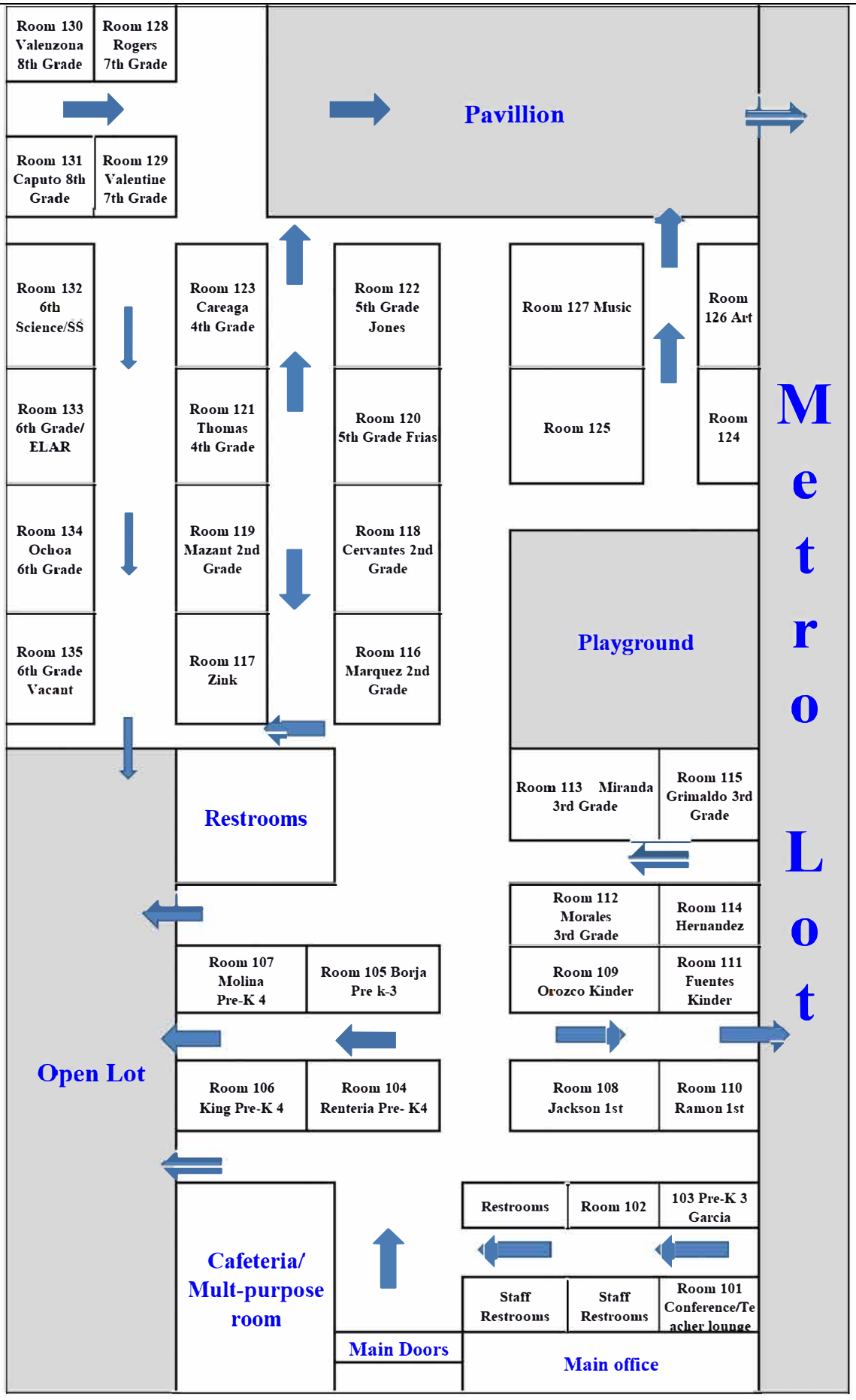
Room	Grade	Teacher	Cell Phone	Ext#
108		**Conference Room**		
109	School Nurse	Ms. Zhang		3109
116	Kinder	Ms. Lazo		3116
118	Kinder	Ms. Maxwell		3118
120	ART	**Ms. Gonzalez**		3120
122	**Technology Lab**	**Ms. Neira**		3122
124	Kinder	Ms. Gomero		3124
126	Kinder	Ms. Garnica		3126
128	Third	Ms. Carbajal		3128
130	Third	Ms. Arredondo		3130
132	Third	Ms. Sepulveda		3132
134	Third	Ms. Morgan		3134
136		**Media Room**		3136
*****Second Floor*****				
201	District Secretary	Ms. Muniz	(713)906-0142	3201
203	PEIMS	Ms. McClintock		3203
204	Accounting	Ms. Zapata		3204
205	IT	Jay Stansel		3205
214	6th-12th Admin.	Ms. Estrada		3214

Ms. Estrada Fax # (713) 649-3093 / District Fax # (713) 649-8268

Evergreen Campus (713) 644-8292 — 2000

214	6th-12th Admin.	Ms. Estrada	(832) 640-9747	3214
214	6th-12th Admin.	Ms. Estrada	(832) 640-9747	3214
214	6th-12th Admin.	Ms. Estrada	(832) 640-9747	3214


Coral Campus Map
"Committed to Excellence in Education"
Irby
Goldsmith
Ervin
Mendez
Coral St
PK Morning Drop Off/ /Afternoon Car Riders are
Room 101 PK4 - - Acevedo
Room 102 PK4 - Robles
Restroom
Room 104 -- PK3 Vacancy
Hallway
waiting area
Main Office
Morales
Ms. Marsh
Ms. Martinez
Serving line
Staff Restroom
Cafeteria
Teacher's Lounge
Room 105 PK4 - - Coleman
Room 106 PK3 - - - Enrique
Room 110 PK4 - -Vacant
Room 109 PK4 - - Vacant
Restroom
PK3 -Robles Room 107


Room 130 Valenzona 8th Grade
Room 128 Rogers 7th Grade
Pavillion
Room 131 Caputo 8th Grade
Room 129 Valentine 7th Grade
Room 132 6th Science/SS
Room 123 Careaga 4th Grade
Room 122 5th Grade Jones
Room 127 Music
Room 126 Art
Room 133 6th Grade/ ELAR
Room 121 Thomas 4th Grade
Room 120 5th Grade Frias
Room 125
Room 124
Metro Lot
Room 134 Ochoa 6th Grade
Room 119 Mazant 2nd Grade
Room 118 Cervantes 2nd Grade
Playground
Room 135 6th Grade Vacant
Room 117 Zink
Room 116 Marquez 2nd Grade
Restrooms
Room 113 Miranda 3rd Grade
Room 115 Grimaldo 3rd Grade
Room 112 Morales 3rd Grade
Room 114 Hernandez
Room 107 Molina Pre-K 4
Room 105 Borja Pre k-3
Room 109 Orozco Kinder
Room 111 Fuentes Kinder
Open Lot
Room 106 King Pre-K 4
Room 104 Renteria Pre- K4
Room 108 Jackson 1st
Room 110 Ramon 1st
Restrooms
Room 102
103 Pre-K 3 Garcia
Cafeteria/ Mult-purpose room
Staff Restrooms
Staff Restrooms
Room 101 Conference/Teacher lounge
Main Doors
Main office

EVERGREEN CAMPUS DIRECTORY

Evergreen Campus

3400 Evergreen Dr.
Houston, TX 77034
Phone # 713-644-8292 Fax # 713-649-8165

OFFICE		Phone #
2000	**Ramos,**Liliana	713-898-9184
2001	**Garcia,** Yuridia	713-927-6267
2003	**Smith,** John	409-457-8447
2004	**Torres,** Manuela	713-320-7803
Pre K3		**Phone #**
2105	**Borja,** Claudel	713-367-9454
2103	**Garcia,** Karem	956-243-0991
Pre K4		**Phone #**
2104	**Renteria,** Zita	832-259-2637
2106	**King,** Priscilla	713-906-9865
2107	**Molina,** Noemi	832-605-7635
Kindergarten		**Phone #**
2109	**Orozco,** Anairis	832-461-3947
2111	**Fuentes,** Blanca	713-208-5858
1st Grade		**Phone #**
2108	**Jackson,**Terri	903-407-8029
2110	**Ramon,** Mariana	713-501-5164
2114	**Hernandez,** Ivonne	832 570-4297
2nd Grade		**Phone #**
2118	**Cervantes,** Elvia	832-370-5502
2119	**Mazant,** Kendall	346-802-0630
2116	**Marquez,** Michelle	832-470-1131
3rd Grade		**Phone #**
2115	**Grimaldo,** Karla	281-995-8322
2112	**Morales,** Aracely	832-364-9254
2113	**Miranda,**Jessica	832-763-6436
4th Grade		**Phone #**
2123	**Careaga,** Maria	713-305-5071
2121	**Thomas,**Shane	832-523-4105
5th Grade		**Phone #**
2120	**Frias,**Jennifer	832-382-4776
2122	**Cisneros,**Brittany	832-445-7401
6th Grade		**Phone #**
2134	**Ochoa,** Maria	832-746-3499
2133	**Harper,**Briana	832-870-7766
2132	**Vacant**	

7th Grade		Phone #
2128	**Rogers,** Cecilia	832-763-1736
2129	**Valentine,** Lee	832-276-1494
8th Grade		**Phone #**
2130	**Valenzona,** Alfred	832-279-6841
2131	**Sub**	
Success Class		**Phone #**
2117	**Sub**	
Ancillary		**Phone #**
	Avila, Liliana	832-470-8621
	Martin, Da'Juan	832-436-7981
	Saint Thomas,Elijah	718-704-8142
IA		**Phone #**
	Canales, Brenda	832-470-7510
	Licerio, Olga	713-705-7127
	Garcia, Teresa	713-340-6532
	Jimenez, Delilah	832-627-9186
	Licerio, Claudia	832-459-4531
	Amaya,Yojaira	832-459-2899
	Ramirez, Jareny	832-459-8729
	Zagal, Marlene	832-851-6178
	Balderas,Brisa	832-523-3528
	Garcia, Teresa	832-627-7481
	Bonilla,Senia	832-763-5007
	Avila, Priscilla	832-799-8989
	Benavides,Delilah	713-898-7835
Maintenance		**Phone #**
	Arroyo, Raul	832-257-8816
	Mr. Luna	832-531-4176
	Peña, Lucia	281-384-1989
	Zuniga,	346-282-9149
	Villa,	832-588-2894
Cafeteria		**Phone #**
	Rodriguez, Jovita	832-523-2761
	Castro, Monica	832-523-4272
	Vazquez, Maribel	337-570-5595
Bus Services		**Phone #**
Gidaldhy Bus Services		832-413-7778
Regional Bus Service		832-740-4688

District Office

7310 Bowie St. Houston, TX 77012
Phone # 832-649-2700 Fax # 713-649-8268

3201	**Izaguirre**, Daniella	713-906-0142
3202		
3203	**McClintock,** Asia	
3204	**Zapata**, Melissa	832-627-8895
3205	**Stansel**, Jay	281-757-8002

3105	**Penning**, Francisco	832-661-7757
3236	**McCarthy**, Elizabeth	713-540-3629
3239	**Paz**, Elena	713-530-6677

Elite Elementary

Phone# 832-649-2700

3101	**Longoria**, Tiffany	713-705-4285
3106	**Marsh**, Shelia	713-397-8473
3102	**Chavez,** Abby	713-248-9914

Elite Middle & High School

Phone# 832-644-8292 Fax# 713-649-3092

3214	**Estrada**, Melissa	832-640-9747
3213	**Wright**, Tiffany	832-754-7919
3237	**Yanez**, Artur	832-274-6973

Coral

1020 Coral St, Houston, TX 77012
Phone# 713-923-5060 Fax# 713 923-9070

1002	**Morales**,Maricela	832-681-9032

All Call Evergreen Campus	**3400 # 11**
Houston Police	**713-884-3131**

Appendix 1: Consultations

1. Inspector Jonathan Dennis
   City of Houston
   Fire Marshal's Office
   June 23, 2022

2. Constable Jerry Garcia
   Harris County Constable Precinct 2
   June 2, 2022

3. Mark S. Rayen
   Deputy Emergency Manager
   City of Houston, Office of Emergency Management
   August 17, 2022

Appendix 1: Drills

1. Secure (Lockout) - One per school year.
2. ALICE Lockdown - Two per school year.
3. Evacuate - One per school year.
4. Shelter-in-place for hazmat - One per school year.
5. Shelter for severe weather - One per school year.
6. Fire evacuation drill - Four per school year.