

West Oso ISD

Safety and Security Manual



2025~2026 School Year

Kimberly Moore
Superintendent of Schools

RJ Alvarado
Executive Director of
Safety, Security and
Student Services

West Oso Independent School District Safety and Security Manual 2025–2026 School Year

Dear West Oso ISD Students, Families, and Community,

The safety and security of every child in West Oso ISD is our highest responsibility and greatest priority. A strong academic environment can only exist when students, staff, and families feel secure, and we are committed to fostering a culture of safety, vigilance, and preparedness across all campuses.

For the 2025–2026 school year, our Safety and Security Manual reflects both state requirements and best practices in school safety. Among the steps we take are:

- **Controlled campus access** – all visitors must check in through our secure entry systems.
- **Routine safety drills** – students and staff regularly practice fire, lockdown, evacuation, and shelter-in-place procedures.
- **Emergency communication systems** – we utilize mass notification tools to keep families informed in the event of an urgent situation.
- **Partnerships with local law enforcement and first responders** – school resource officers and community partners work hand-in-hand with us to provide expertise and rapid response capabilities.
- **Staff training** – all employees receive ongoing training in safety protocols, emergency response, and student well-being.
- **Student support services** – we prioritize not only physical safety but also emotional and mental health, with counseling and intervention services available.

While our district has taken extensive measures to secure our schools, true safety depends on partnership. We ask for your support by: encouraging your child to take drills seriously, reinforcing the importance of reporting concerns immediately, and working with us to maintain open lines of communication.

Please know that every decision we make is guided by a single truth: **your child is our top priority**. We are deeply grateful for your trust and cooperation as we continue building a safe, supportive, and successful school environment together.

With appreciation and commitment,

Mrs. RJ Alvarado

Executive Director of Safety, Security and Student Services

West Oso ISD

(361) 806-5992

rj.alvarado@westosoisd.net

West Oso ISD Safety and Security Manual

I. Purpose and Authority

A. Purpose Statement The West Oso Independent School District (WOISD) is committed to providing a safe and secure learning and working environment for all students, staff, and visitors. This comprehensive Safety and Security Manual serves as the foundational document for the district's multi-hazards approach to emergency management. It provides clear, actionable, and consistent guidelines for the prevention of, preparedness for, response to, and recovery from a wide range of potential threats and hazards. By establishing a culture of safety and preparedness, this manual aims to protect human life, preserve district property, and minimize the disruption of educational services.

B. Authority and Review This manual is adopted under the authority of the WOISD Board of Trustees and in compliance with all relevant local, state, and federal laws and mandates, including the Texas Education Code (TEC), Chapter 37. It is a living document that will be reviewed and updated annually by the WOISD School Safety and Security Committee and in consultation with local law enforcement, emergency management officials, and fire departments.

II. SITUATION OVERVIEW AND CONCEPT OF OPERATIONS

To provide an effective response to an incident, this multi-hazard safety manual may be activated in part or in whole, as necessary.

This manual intends to prevent or mitigate the effects of hazards that may affect the district. The district is located within Nueces County, the city of Corpus Christi, and is serviced by Education Service Center (ESC) 2. The district has two elementary schools, one junior high school, and one high school. Employees at each campus, as well as administrative buildings, are provided with maps of each facility annotated with evacuation routes, shelter locations, fire extinguishers, first aid kits, AED machines, and other amenities needed for the success of safety among all.

West Oso ISD will use its 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.

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 response to the incident will be redirected or suspended to accomplish response and recovery efforts.

III. Policies

A. Emergency Operations Plan (EOP) WOISD maintains a comprehensive EOP for each campus and the district as a whole, developed in alignment with the Texas School Safety Center and the Federal Emergency Management Agency (FEMA) guidelines. The EOP is based on an "all-hazards" approach, meaning its principles can be applied to any emergency. Key components include:

- **Threat Assessment Teams:** Each campus has a multi-disciplinary threat assessment team that includes administrators, counselors, and law enforcement. The team is responsible for evaluating and acting upon concerning behavior to prevent violence.
- **Response Protocols:**
 - **Lockdown:** "Locks, Lights, Out of Sight." Implemented for threats inside or immediately outside the building. Staff must secure classroom doors, turn off lights, cover windows, and keep students silent and out of sight. No one is to leave the room until an "all clear" is given by law enforcement or an authorized administrator.
 - **Evacuate:** Used to move students and staff away from a dangerous area. An evacuation may be planned (e.g., for a fire alarm) or dynamic, requiring staff to lead students to the nearest safe exit. Designated primary and secondary evacuation routes and reunification sites are detailed in the campus-specific EOP.
 - **Shelter-in-Place:** "Seal the air, seek inner cover." Used for external hazards like severe weather (e.g., tornado) or a hazardous material (HazMat) spill. Students and staff are directed to a designated safe zone, such as an interior hallway or room, and all windows and doors are sealed.
 - **Secure:** "Get inside, stay inside, lock outside doors." Used when a threat is in the general vicinity of the school but not on campus. All outdoor activities are immediately brought inside, and exterior doors are locked. Normal classroom instruction can continue.
- **Special Needs:** The EOP includes specific annexes for assisting individuals with disabilities or special needs during an emergency, ensuring that all students and staff can be safely accounted for and moved to safety.

B. Visitor and Volunteer Policy The safety of our students requires a controlled and monitored campus environment. This policy ensures that all non-staff personnel are properly identified and accounted for at all times.

- **Mandatory Check-In:** All visitors, including parents, contractors, and volunteers, must report to the front office of the campus they are visiting upon arrival.
- **Identification Verification:** Visitors must present a valid, government-issued photo ID (e.g., driver's license, state ID, passport). This ID will be scanned through a visitor management system that checks for registered sex offenders and other security alerts.
- **Visitor Badges:** A visitor badge, with a photo and the name of the individual, will be issued and must be worn visibly at all times. The badge must be returned to the front office upon departure.
- **Escort Requirement:** Visitors are not permitted to wander the campus and must be escorted or have a pre-approved destination.

C. Bullying and Harassment Policy In accordance with Texas's "David's Law," WOISD takes all reports of bullying and harassment seriously, including cyberbullying that occurs off-campus but substantially disrupts the learning environment.

- **Reporting Procedures:** Students and staff are encouraged to report bullying anonymously through an online form or by speaking directly with a teacher, counselor, or administrator.
- **Investigation and Intervention:** All reports will be investigated promptly and confidentially. The district will notify the parents of both the victim and the alleged aggressor within a reasonable timeframe.
- **Consequences:** Disciplinary action will be taken based on the severity of the offense, ranging from counseling and parent conferences to in-school suspension, out-of-school suspension, or expulsion.

D. Technology and Cybersecurity Policy WOISD is committed to protecting its digital infrastructure and sensitive data, including student and staff information.

- **Acceptable Use:** All users of the district's network and devices must adhere to the Acceptable Use Policy, which prohibits unauthorized access, data misuse, and engagement in malicious activities.
- **Network Security:** The district employs firewalls, multi-factor authentication (MFA) for staff, and endpoint detection and response (EDR) to prevent, detect, and respond to cyber threats.
- **Data Privacy:** All data handling and storage practices are in strict compliance with state and federal privacy laws, including FERPA.

IV. Protocols

A. Communication Protocols Effective and timely communication is critical during an emergency.

- **Internal Alerts:** WOISD uses a multi-layered system for internal alerts, including a public address system, two-way radios, and a crisis alert app on staff phones.
- **External Notifications:** The district uses an automated mass notification system (e.g., text, email, phone call) to inform parents and guardians of an emergency. Official information will be disseminated through these channels and the district's website. Social media may be used to provide updates, but only after an official message has been sent. **Parents should not come to the campus during a lockdown or other emergency unless specifically instructed to do so by the district.**

B. Drills and Exercises WOISD conducts regular, unannounced drills to ensure that all students and staff are prepared for a real emergency.

- **Fire Drills:** At least four per school year (two per semester).
- **Lockdown Drills:** At least two per school year (one per semester).
- **Severe Weather and Shelter-in-Place Drills:** At least one per school year.
- **Evacuation Drills:** At least one per school year.

- **Tabletop Exercises:** School administration and the WOISD School Safety and Security Committee conduct tabletop exercises annually to test the EOP in a low-stress environment.

C. Student and Staff Identification All staff members are required to wear a WOISD-issued ID badge with their photo and name visibly displayed. Students are also issued ID badges, which they are encouraged to wear to aid in identification during an emergency and to access district services (e.g., library, cafeteria).

V. State and Federal Mandates

A. Texas Education Code (TEC), Chapter 37 This chapter of the TEC is the legal foundation for school safety in Texas. WOISD complies with all its provisions, including:

- **Emergency Plans:** Mandatory development and annual review of a multi-hazard EOP.
- **Safety and Security Committee:** The district has an active School Safety and Security Committee that includes representatives from local law enforcement, parents, and community members.
- **Disruptive Students:** The TEC grants teachers the authority to remove a student from the classroom for repeated disruptive behavior. The student may not be returned to the classroom without the teacher's consent.
- **Threat Assessment:** All campuses are required to have a threat assessment team.

B. Family Educational Rights and Privacy Act (FERPA) WOISD is a covered entity under FERPA, which protects the privacy of student education records. During an emergency, the district will only release personally identifiable information as permitted by law, such as to protect the health or safety of a student or others.

C. Federal Emergency Management Agency (FEMA) Guidelines WOISD's EOP is modeled after the FEMA Guide for Developing High-Quality School Emergency Operations Plans. This ensures that the district's plan is comprehensive, consistent with national standards, and includes the four phases of emergency management: **mitigation, preparedness, response, and recovery.**

This manual is a living document subject to continuous review and revision by the West Oso ISD School Safety and Security Committee to ensure the highest standards of safety for the school

APPENDIX A:

SAFETY RESPONSIBILITIES

The responsibility for safety is shared at many levels within the school district, including the District Administration, Site Administrators, School Safety Committees, all employees, and all students.

A. District Administration

School safety begins with the commitment and support of the district administration. The district administration:

1. Assumes responsibility for safety planning, ensuring the process includes training and compliance for all employees.
2. Communicates the importance of school safety.
3. Provides leadership and direction to all employees.
4. Initiates and enforces safety policies.
5. Ensures that prompt preventative and corrective action is taken on unsafe conditions/actions.

B. School Principals/Department Managers

Principals and coordinators are responsible for the safety of their sites, students, and employees. They are required to integrate safety into the work process and to monitor potential safety and health concerns.

Duties include:

1. Leading by example
2. Enforcing safety policies and procedures.
3. Training new employees.
4. Thoroughly investigating and reporting accidents.
5. Coordinating efforts of School Safety Committees.
6. Conducting periodic safety inspections.
7. Correcting unsafe acts and conditions.
8. Instructing employees about disciplinary policies for violations of safety rules.

C. Employees

Employees must recognize the hazards inherent in their jobs and abide by safety rules and safe work methods. Involvement on the part of all employees is critical to the success of the safety effort. Employees' responsibilities include:

1. Taking responsibility for personal safety and the safety of students and co-workers.
2. Following all safety rules and procedures.
3. Promptly reporting unsafe conditions to their supervisor.
4. Making suggestions to improve safety in the work environment.
5. Using all personal protective equipment as required.
6. Attending safety training as requested.
7. Following good housekeeping procedures.
8. Knowing the location of safety equipment throughout the campus(es).
9. Promptly reporting any on-the-job accidents to their supervisor.

D. Safety Committees

Safety Committees are comprised of employees, parents, and students who serve in an advisory role to the LEA and are responsible for the following activities:

1. Meeting regularly to review accident and loss incidents.
2. Making recommendations to management for correction of identified hazards.
3. Encouraging the implementation of an effective safety culture.

E. Students

Students also play an important part in school safety. Students should be encouraged to:

1. Take responsibility for personal safety.
2. Promptly report unsafe conditions to their teacher.
3. Follow all safety rules and procedures.
4. Promptly report any accidents to their teacher.

F. Parents and Volunteers

Parents and volunteers should also play an important part in maintaining safe schools. Parents and volunteers should be encouraged to:

1. Take responsibility for the personal safety, and safety of students and other parents/volunteers.
2. Follow all safety rules and procedures.
3. Promptly report unsafe conditions to the administration or an employee.
4. Make suggestions to improve safety in the school environment.
5. Serve as representative on the School Safety Team.
6. Promptly report any accidents to the school.

G. Reporting of Hazards and Unsafe Conditions

Each employee is responsible for taking prompt and appropriate action to determine if a hazard exists. It is the responsibility of each employee to immediately report any hazards or unsafe working conditions. If it is determined that a hazard does exist, immediate attention for correction or interim protective measures will be taken. No job or task regardless of importance or duration should be undertaken if it involves an unsafe act.

APPENDIX B:

KEEPING THE SCHOOL AND WORKPLACE SAFE

This section is meant to provide general loss control guidelines applicable to all schools and support sites.

A. General Safety Precautions

The following rules apply to all employees:

- a. Follow all safety policies and procedures.
- b. Report unsafe acts or unsafe conditions to your supervisor without delay.
- c. Report all accidents and injuries to your supervisor immediately.
- d. Horseplay, and practical jokes, which may lead to injuries are prohibited.
- e. Good housekeeping practices must be maintained in all work areas.
- f. All employees are prohibited from arriving to work or remaining at work when their ability to perform the job safely is impaired.
- g. Use only the machinery, equipment, and tools that you are qualified and authorized to use.
- h. All damaged or worn equipment is to be promptly taken out of service for repair or replacement.
- i. Any facility/ground modifications, additions, or improvements are to be coordinated through M and O.

B. Personal Protective Equipment (PPE)

When appropriate, the use of PPE is required of all employees. PPE includes but is not limited to:

- a. Eye Protection: Appropriate safety glasses, goggles, or a face shield must be worn when there is a chance of eye injury. Examples of where proper eye protection must be worn include exposure to flying particles (chipping, grinding, lawnmowing, etc.), splashing liquid (transfer of chemicals), gases, fumes, and mists (spraying, use of chemicals, etc.). Eye protection must be kept in a sanitary and serviceable condition and shall be replaced when it becomes warped, scratched, or pitted. Safety glasses, goggles, and/or face shields must be provided by WOISD to those employees who work in areas requiring eye protection.
- b. Head Protection: approved head protection (hard hat) is to be worn whenever there is a chance of head injury, such as being struck by falling objects or striking the head against an object.
- c. Hearing Protection: approved hearing protection devices must be worn wherever the district has determined that noise levels exceed the permissible exposure limits. When required, hearing protection devices shall be provided by WOISD.
- d. Clothing & Footwear

Shoes or boots suitable for work area conditions must always be worn. Suitable hand protection (gloves) must be worn where appropriate to prevent hand injury. Examples of where hand protection must be worn include exposure to: Pinch points, sharp edges (cutting, handling sharp edges, etc.), chemicals, cement, and hot objects (welding, hot engine maintenance, etc.).

C. Blood and Body Fluid Exposure

The body fluids and substances of all people should be considered to contain potentially infectious agents. No distinction shall be made between body fluids and substances from individuals with a known disease or infection and those from asymptomatic or undiagnosed individuals. Body fluids and substances include blood, semen, wound drainage, feces, urine, vomitus respiratory secretions (e.g., nasal discharge or sputum), and saliva.

1. The following infection control practices should be followed in all situations involving potential contact with any body fluids and substances:

- a. Always treat any contact with blood or any body fluids as if they are infectious.
- b. Wear gloves when it is likely that hands will be in contact with body fluids or substances. When possible, wear vinyl or latex gloves while holding bloody noses and dealing with cuts that are bleeding.
- c. Gloves should be kept in emergency response kits at controlled substance testing and should be readily accessible in sites where students seek assistance for bloody noses, injuries, or illnesses. (If vinyl or latex gloves are not available, the use of towels or some other clean material as a barrier may provide some protection.)
- d. Cuts and sores on your skin should be routinely covered to avoid infection and contact with body fluids.
- e. When possible, students should wash their cuts and abrasions. After the cuts are washed with soap and water, the wound should be covered with Band-Aids or bandages of the appropriate size. Where possible, students should be taught to hold their bloody noses.
- f. When possible, a pocket face mask should be used for mouth-to-mouth resuscitation.
- g. Wash hands often and well, paying particular attention to areas around and under fingernails and between fingers.
- h. Clean up as soon as possible after any skin contact with anybody fluid or substance:
 - i. Wash skin with soap and water vigorously under a stream of running water for approximately ten seconds and rinse well. Dry hands thoroughly with paper towels.
 - ii. Wash contaminated surfaces and non-disposable items with standard disinfectants (use aerosol germicide cleaner).
 - iii. Wash contaminated clothing and linen in detergent with hot water.
- i. Contaminated tissue, paper towels, gloves, discarded urine

and other used disposable items and equipment should be placed in plastic bags before being discarded in a plastic-lined trash container and should be secured and disposed of daily.

2. Use individual judgment in determining when gloves or other barriers are needed for unpredictable situations. It is strongly recommended to use barriers when contact with body fluids or substances is anticipated.

3. Under no circumstances shall students be asked or allowed to clean up body fluids except their own and then only when appropriate.

D. Office and Classroom Safety

The prevention of accidents and incidents in the classroom is a primary goal to avoid injury and disruption to the educational process.

1. Office/classroom work areas must be kept neat and orderly. Avoid accumulating unnecessary items to eliminate clutter.

2. Close the desk, cabinet, and file drawers after use. To prevent the cabinet from falling over, only one file drawer should be opened at a time.

3. Report all defective equipment and furniture, such as chairs, worn electrical cords, or inoperative machines. All broken District furniture must be immediately removed. Rolling chairs must have at least five wheels.

4. Any personal furniture brought to work from home must first be approved by the campus administrator or immediate supervisor. Employees are responsible for the maintenance and upkeep of all personal furniture and equipment. Any broken and/or unsafe furniture must be removed immediately.

5. Report any unsafe conditions, such as loose floor tiles, loose ceiling tiles, loose handrails, damaged equipment, improper lighting, etc.

6. Keep the aisles and walkways clear to avoid creating trip hazards. Aisles must be at least three feet wide.

7. Only WOISD purchased ladders or self-locking stepstools, of an approved design, are to be used for access to high shelves or to reach items above your reach. It is prohibited to climb on chairs, boxes, or file cabinets.

8. Do not overload electrical outlets with more electrical cords than they are designed to handle. Only use approved power strips for multiple plugs. Common household extension cords are not allowed. Do not connect a power strip to another power strip.

E. Electrical Safety

1. Electrical Panels and Rooms

a. The main electrical equipment room should always remain locked with access only by authorized personnel.

b. All electrical boxes outside of the secured area should be kept locked.

c. There shall be no storage of combustibles/flammables in an

electrical room.

- d. Access to all electrical panels should always be kept free and clear of any storage or obstruction.
- e. Panel box doors should be kept closed.
- f. Service panels should not be warm or hot (this may indicate an overload).
- g. Breakers should never be taped in the “on” position (this prevents them from operating correctly).

2. Electrical Outlets and Cords

- a. Cover plates shall be installed for outlets.
- b. The use of multi-outlet plug adapters should be prohibited (unless these are of an approved type with built-in circuit breaker protection).
- c. Extension cords are not allowed to be used as permanent wiring.
- d. Electrical cords that are cut, frayed, etc., should be replaced.
- e. Any equipment that sparks, stalls, or runs hot should be repaired or replaced by qualified personnel.

3. Repairs/ Modifications

Always contact M&O when building electrical repairs or changes are needed!

F. Fall Safety

Slips, trips, and falls are the most common and most preventable kinds of accidents. Preventing falls is a major responsibility of all employees.

- 1. Wear appropriate shoes with non-slip soles that are in good condition.
- 2. Use care when walking on stairways, hold on to handrails to keep your balance, and maintain a safe pace to avoid slipping or falling.
- 3. Use the handrail when going up or down stairs - be especially careful when carrying an item while on the stairway.
- 4. When it is necessary to climb - use a ladder, not a chair, stool, or box.
- 5. In the winter, be on alert for slippery outdoor sidewalks and steps.

Each school should have a snow removal plan including:

- a. Maintaining an adequate supply of ice melt material.
- b. Prioritizing which walkways need to be cleared first.
- c. Arriving early enough to clear walkways.

- d. Ensuring that walkways are cleared in a reasonable amount of time.
- 6. Report tripping hazards, loose handrails, steps in poor condition, slippery indoor steps, etc.
- 7. Promptly remove debris and litter from floors and walkways.
- 8. When mopping the floor, mop half of the corridor or lobby at a time so that people will not have to walk over wet surfaces.
- 9. Mark wet/slippery floors with orange traffic cones, “Wet/Slippery Floor” signs, or other obvious caution signage. Put signs at both ends of the slippery area.

G. Fire Safety

1. Fire Drills

- a. There will be one (1) drill per week during the first four weeks of school and one (1) per month for the following months. For year-round schools, the weekly drills should be conducted when a track begins so that new students are oriented.
- b. An obstructed drill should be conducted every six (6) months. One or more exits are blocked before the drill. Students should not know in advance that an obstructed drill will occur.
- c. There should be at least one (1) drill during each year when students are in the cafeterias or in the hallways during changes of classes. If the school contains an auditorium, there should be a fire drill during the use of that facility.
- d. Schools must also conduct two (2) Homeland Security drills during the year in addition to fire drills – these may be lockdowns, reverse evacuations, shelter-in-place, room clear, relocation, or duck and cover drills.

2. Fire Evacuation

- a. Turn off nearby equipment, (if applicable, gather students in a calm and organized line) and walk to the nearest exit, when the fire alarm is on and if it is safe to do so.
- b. Assemble away from the building at the designated assembly area.
- c. Remain outside until the all-clear is given by responding fire personnel.
- d. Teachers will account for all students and visitors in their class.
- e. The supervisor or their designee will account for all employees in their work area.

3. General Information

- a. No more than 20% of any wall can be covered with paper at any time.
- b. Do not stack flammable materials on shelves or cabinets within two feet of the ceiling.
- c. Provide separate storage for flammable materials – do not store near water heaters, furnaces, or electrical rooms.

- d. Maintain unobstructed access to electrical panels.
- e. Provide and maintain clear aisleways and a safe means of egress.
- f. Provide clear access to all areas for firefighting equipment.
- g. Keep fire lanes clear.

4. Fire Extinguishers

- a. Know where the nearest fire extinguisher is kept and know how to use it properly. Employees using fire extinguishers should be provided with training.
- b. Fire extinguishers are classified according to a particular fire type and are given the same letter and symbol classification as that of the fire.
- c. The average fire extinguisher only operates for about 10 seconds.
- d. You must get close to the fire ~ as close as 5 or 6 feet.
- e. To effectively operate an extinguisher, think P-A-S-S.
P -- Pull the pin.
A -- Aim the hose at the base of the fire
S -- Squeeze the handle
S -- Sweep the hose back and forth
- f. If you think the fire is too big or out of control to fight with a fire extinguisher, get out!

H. Severe Weather:

- a. Stay inside the building.
- b. If applicable, gather students in a calm and organized line) Proceed to the appropriate designated shelter when directed.
- c. WOISD operations may expose employees to extreme temperatures at times. Employees are responsible for monitoring their physical condition both on and off the job and notifying the supervisor of any condition that may impact their ability to tolerate extreme temperatures.

I. Bomb Threat and Security

- a. Bomb threats must always be taken seriously.
- b. Document as much information as possible
- c. Report the incident immediately to the supervisor.
- d. The supervisor or the authorities will determine if the situation warrants evacuation; if called for, follow the procedures used for a fire evacuation.

J. Ladder Safety

Various types of ladders are available at your location to use. There is no excuse for using a chair, desk, etc. to reach high places. Contact your custodian for the correct ladder.

1. Broken or damaged ladders must not be used. Have them repaired or dispose of them immediately. Ladders to be repaired must be tagged, "DO NOT USE"
2. Do not splice together short ladders to make a longer ladder.
3. All straight ladders must be tied off at the top.
4. Ladders should not be placed against movable objects.
5. The base of the ladder must be set back a safe distance from the vertical - approximately 1/4th of the working length of the ladder.
6. Ladders used for access to a floor, or a platform must extend at least three feet above the landing.
7. The areas around the top or base of the ladder must be free of tripping hazards such as loose materials, trash, electrical cords, etc.
8. Ladders that project into passageways or doorways, where they can be struck by personnel, moving equipment, or materials being managed, must be protected by barricades or guards.
9. You must always face the ladder when ascending or descending.
10. Be sure that your shoes or boots are free from mud, grease, or other substances that could cause a slip and fall.
11. Always move the ladder before ascending to avoid over-reaching
12. Step ladders must be fully opened to permit the spreader to lock. Metal ladders must not be used for electrical work or in areas where they could contact energized wiring. The use of metal ladders is restricted to special applications where heavy wooden ladders or fiberglass are not practical.
13. Wood ladders should never be painted – paint hides cracks and defects.

K. Materials Handling Safety

Before you lift, attempt to check the weight of the object. Try to estimate its weight. If you are not sure, squat down and try to lift the corner. If you do not feel comfortable about the lift, or if it feels too heavy, DON'T LIFT IT! Do not be afraid to ask for some assistance or locate a hand truck or other lifting device to aid you.

.

L. Chemical Handling

1. Chemicals

- a. Employees have the right to know about any chemicals that they encounter as part of their job.
- b. Each facility must have a safety data sheet (SDS) book that outlines the WOISD Hazard policy and provides directions for obtaining SDSs.
- c. Supervisors must ensure that all employees are thoroughly trained in the proper use of chemicals and all applicable personal protective equipment.
- d. All chemicals must be used, stored, and disposed of per the manufacturer's directions.
- e. All chemical containers must be accurately labeled.

M. Drugs and Alcohol

1. Drugs and Alcohol

- a. No employee shall possess, be under the influence, or distribute illicit drugs and/or alcohol while on school premises or at any school-related function. An employee in violation of this policy shall be subject to disciplinary action.
- b. Avoid driving, operating machinery, etc. if you are taking a legal drug (prescription or over the counter) that may cause side effects that could affect job performance (i.e., drowsiness)

2. Tobacco

- a. All WOISD facilities are smoke-free. This includes e-cigarettes, vapor, and electronic cigarettes.

N. Playground Safety Equipment & Ramp; Supervision

1. Equipment

- a. All playground equipment shall be designed, installed, and inspected per the Consumer Product Safety Commission's (CPSC) Handbook for Public Playground Safety, and the American Society for Testing and Material (ASTM) F 1487-95 Standard Consumer Safety Performance Specifications for Playground Equipment for Public Use.
- b. Modifications which include the installation of new or donated equipment or modifications to existing equipment or play areas must be coordinated through Facilities Support & Operations.
- c. All playground equipment shall be inspected, repaired, and maintained by District employees on a regular basis with the necessary documentation.
- d. Site Administrators are responsible for the conduct of regular inspections of their playgrounds.

2. Supervision

- a. At least one teacher per 125 students on the playground (dependent upon the playground's layout and how large an area an individual teacher can observe at any given time)
- b. Duty staff are responsible for providing and supervising rules for the playground.

O. Security Issues

1. During School Day

- a. Require visitors to sign in and sign out from the school office.
- b. Require visitors to wear visitor badges.
- c. Verify the identity of official visitors, such as district employees, police officers, and social workers.
- d. Limit outsider access by securing appropriate gates and doors.

2. After-Hours

- a. Doors - secure and lock all doors, exterior and interior.
- b. Windows – secure and lock all windows and close all blinds.
- c. Cabinets/Closets – secure and lock all cabinets and closets, where possible.
- d. Gates and Fences – secure gates, where possible, and equipped with locks.
- e. Lighting – survey exterior lighting to make sure it is operating during nighttime hours.
- f. Alarms – make sure staff follow alarm use call-in and call-out procedures.
- g. Hi-Tech Equipment – consider the purchase and installation of locking cables to secure computer equipment – during breaks secure where possible in alarmed, interior portions of main buildings.
- h. School Watch – consider a letter to school neighbors asking them to watch for suspicious activity in school after-hours.
- i. Facility Checks – develop procedures that fix responsibility for securing school when the last person leaves.

3. Key Control All sites must maintain effective key control.

P. Cyber Security Safety and Awareness

1. District-Specific Hazard Risk

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

b. West Oso ISD identifies the following cyber incidents as a high priority.

i. Data Breach: A data breach occurs when private, sensitive, or protected information is spilled or leaked from a safe setting into an unsecured one, where it is subsequently seen, copied, communicated, stolen, or used without authorization. Confidential information, like student records, is frequently the

subject of data breaches because it might be improperly seen or used by someone who should not have access.

ii. Denial of Service attacks (DOS and DDoS): A Denial of Service (DOS) attack occurs when hackers use false requests and traffic to overwhelm a system and shut it down. A Distributed Denial of Service (DDoS) attack is the same type

of attack, except the hacker uses multiple breached devices at the same time.

iii. Fraudulent Instruction: Fraudulent Instruction usually occurs

as a targeted phone call or email that convinces an employee

to alter the direct deposit information for a worker, or more

seriously, for a district-funded building project.

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

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

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

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

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

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

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

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

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

xii. Zero-day exploits and attacks: Zero-day exploits are cybersecurity vulnerabilities that exist in software or networks without the manufacturer's knowledge.

Q. Motor Vehicle Safety

1. District Standards for Operating Motor Vehicles

a. All employees must receive authorization from the Department of Human Resources/CFO before being allowed to drive a District vehicle.

b. All District drivers shall possess a valid Texas Driver's License with the appropriate class and endorsements(s).

c. Any person who has been excluded from coverage by the district's auto insurance company shall not be eligible to drive a District vehicle.

d. Employees who are assigned and responsible for a District vehicle must report any moving violations to their supervisor immediately.

e. Any person who receives a DWI/DUI while eligible to drive a District

vehicle will be subject to an investigation to determine if his/her driving privileges are to be revoked.

f. All employees who drive vehicles for WOISD are governed by the Texas Department of Public Safety regulations, WOISD policies, Texas Education Agency, Department of Transportation, and any other regulations established by the district.

g. Employees are required to obey all Texas traffic laws. Costs for violations of traffic laws are the responsibility of the employee.

h. Engines are to be stopped, ignition keys removed, and the doors locked when leaving a vehicle unattended.

i. Every person riding inside a WOISD vehicle must have a designated seat and must use a seat belt.

j. If involved in an injury accident, your first duty is to help the injured. Call 911 or send someone for medical help. Do not attempt anything beyond emergency first aid.

k. In the event of an accident, all employees must contact the Corpus Christi Police Department and their supervisor immediately. Any employee involved in an accident is subject to a drug and alcohol test.

l. Cell phone use is prohibited while driving. Pull over to a safe and legal place to answer or place cell phone calls.

m. Emergency/hazard warning lights must be used when WOISD vehicles are operating (or parking) under conditions that might interfere with other vehicle traffic.

R. Traffic Safety

Site administrators are responsible for the maintenance of safe and orderly traffic on school campuses.

1. Laws and Regulations

a. Vehicles should not park in designated fire lanes and handicapped spaces. Violators shall be directed to move their vehicles and law enforcement authorities summoned if they cannot be located or refuse.

b. Vehicles should park only in designated parking areas and spaces.

c. Vehicles parking in an unauthorized or unsafe manner may be removed at the owner's expense.

2. Safety Recommendations

a. Staff should receive training in traffic safety.

b. Staff assigned traffic safety duty should wear high visibility "orange" vests for visibility.

c. Drivers of vehicles operated on campus in an unsafe manner should be reported to school administration and law enforcement authorities. Administrators may revoke a driver's authorization to remain on campus.

3. Site administrators should report unsafe traffic situations on and off campus for assistance.

4. Requests for crossing guards should be referred to the appropriate law enforcement agency having authority on the surrounding streets.

S. Kitchen Safety

1. Prevent slips, trips, and falls by wearing slip-resistant shoes and immediately cleaning up any dropped food, spilled liquids, or grease.

2. Clean the entire floor with a degreasing agent each day. Post a Wet Floor sign when necessary to alert others to slippery conditions.

3. Keep knives sharp and choose the proper knife for the job. Wear cut resistant gloves when handling knives, as recommended. Keep knives safely stored when not in use.

4. Pick up broken glass and other sharp items with a broom and dustpan. Do not use your bare hands.

5. Pull long hair back and always wear a hair net or restraint while in the kitchen.

6. Remove can lids carefully and completely to avoid cuts.

7. Assume that all objects on the range or in the oven are hot. Use mitts or potholders to move hot pots, pans, etc. Be sure that the equipment is cool before cleaning.

8. Direct steam away from the body when removing the lid of a pot or pan by raising the far edge of the lid with a mitt or potholder.

9. Avoid reaching across steam tables when serving food.

10. Use pressure cookers only if you have been professionally trained. Keep a Close watch on gauges. Always vent the pressure cooker before opening it.

11. Help prevent fires by regularly cleaning hoods, convection ovens, ranges, and broiler trays of accumulated food drippings and grease.

V. HAZARD IDENTIFICATION, ANALYSIS AND CONTROL

The identification, analysis, and control of hazards before accidents and losses occur is the primary objective of the district's safety and loss control efforts.

A. Reporting Losses

1. Students and employees must report accidents and losses.
2. Supervisors and administrators must thoroughly investigate and report all accidents, losses, and injuries.

B. Analysis of Loss Data

A comparison of accidents and loss information with data from previous occurrences will allow the identification of trends and patterns.

C. Safety Committees

Safety Committees are comprised of employees who serve in an advisory role to the Principal/Manager on issues of school safety.

1. Safety Committees may be existing committees formed for other purposes and are responsible for the following activities:

- a. Meet regularly.
- b. Review each accident and property loss incident report submitted.
- c. Assisting in the conduct of periodic safety inspections.
- d. Make recommendations to management for correction of identified hazards.

2. Recommendations for Conducting a Safety Committee Meeting

- a. Notify members of the date, time, and place with advance notice and identify important agenda items.
- b. Prepare agenda and set time limits:
 - i. Call to order
 - ii. Read and approve the previous minutes.
 - iii. Unfinished business

- iv. New business – review loss reports
- v. Recommendations/suggestions for inclusion in the report to management
- vi. Special Announcements
- vii. Adjournment
- c. Start meetings promptly and do not make prompt attendees wait.
- d. Structure agenda topics, discuss the pros and cons, draw conclusions based on facts, and stay within designated time limits.
- e. Allow everyone to actively participate and express their views.
- f. Publicize all meetings and their findings, by utilizing newsletters, bulletin boards, staff meetings, and other acceptable means.
- g. Maintain Site Safety Team records and documentation.

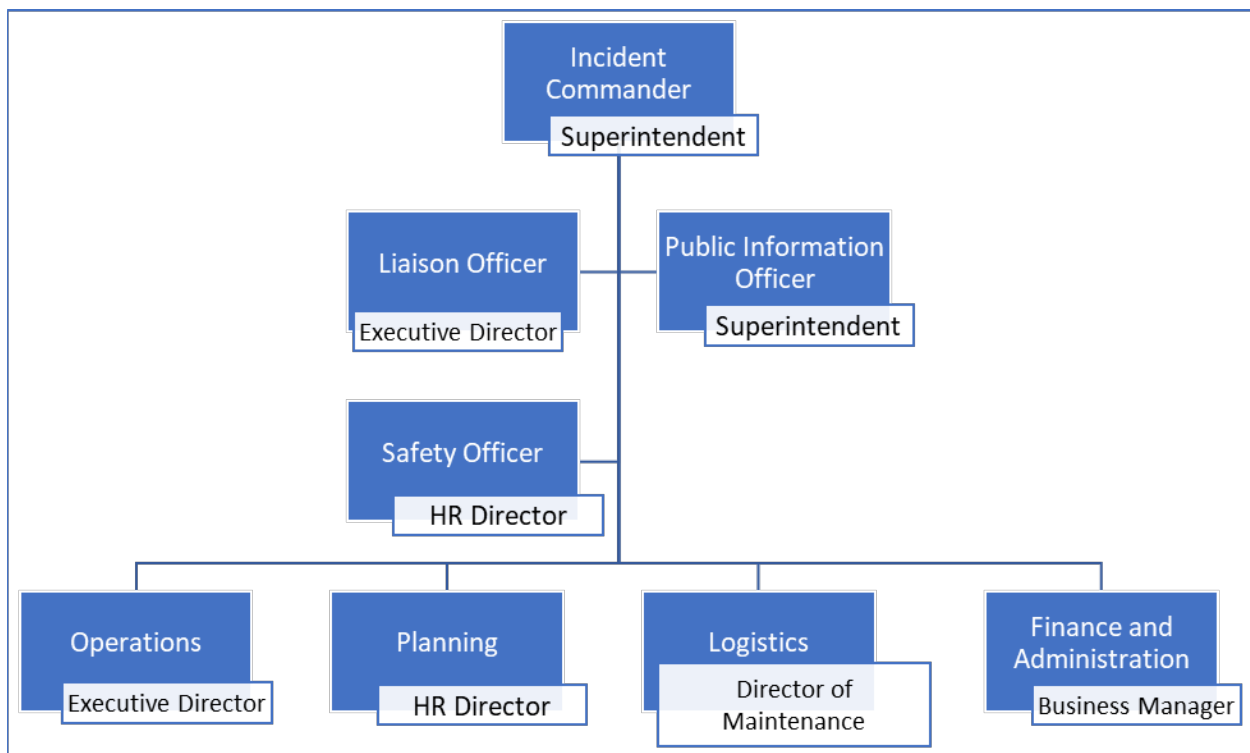
D. Control of Hazards

1. Implement corrective measures to prevent accidents and injuries.
2. All employees must take steps to correct unsafe situations.
3. Administrators and employees must monitor the effectiveness of corrective action.

APPENDIX C: Organizational Chart

In accordance with Texas Education Code 37.108, the district has established the following line of succession for making district decisions during an incident, or an Incident Command System (ICS)

Organizational Chart.



West Oso ISD 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, training, and after-action reviews.

1. Department of State Health Services
2. Nueces County Emergency Management Agency
3. Corpus Christi Police Department
4. Corpus Christi-Nueces County Public Health Department
5. Corpus Christi Fire Department

Please note that After-Action Reports (AARs) will be conducted by the district after every drill, exercise, planned event, and incident. It is the responsibility of supervisors to follow the chain of command

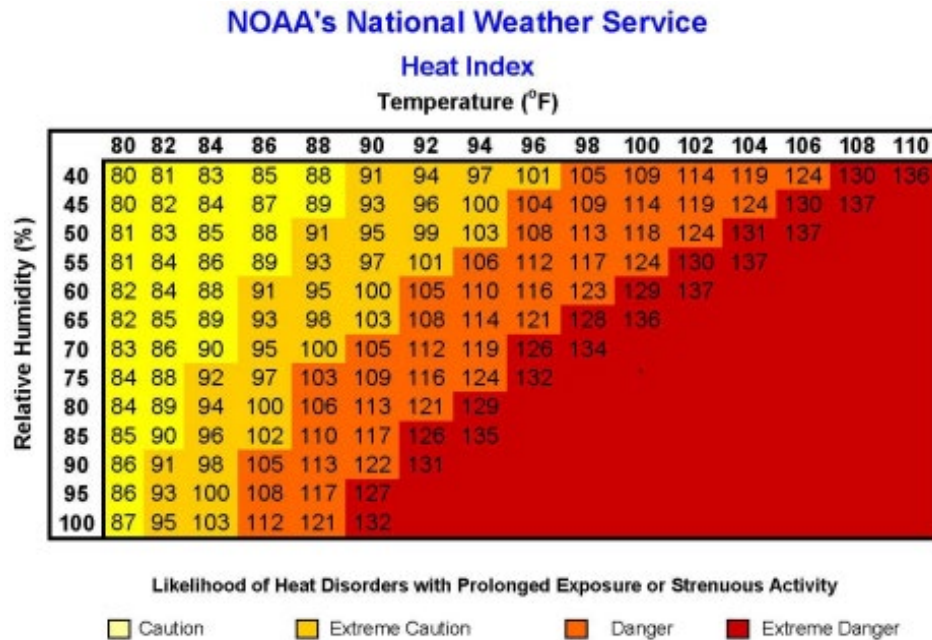
APPENDIX D

District Hazard Analysis Summary Data

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
Active Shooter (Attacker)	3	10	2	6	21
Chemical Plant Release	3	6	2	4	15
Communicable Disease	9	8	2	4	23
Cyber Attack/Ransomware	6	0	3	4	13
Earthquake	1	0	0	0	1
Flooding	3	6	3	6	18
Highway Accident/HAZMAT	9	6	1	4	20
					0
Major Utility Loss	9	2	2	4	17
	5				5
Severe Thunderstorm	9	6	3	4	22
Tornado	3	0	1	2	6
Train Derailment	3	2	1	2	8
Wildfire	3	2	2	4	11
Winter Storm	3	6	3	4	16

APPENDIX E

Severe Weather



School Administrators

1. Monitor the weather closely via weather radio, television, cell phone, or computer.
2. Communicate to all staff to monitor students and staff that may exhibit signs of heat stress. Staff should check emergency supplies and student rosters.
3. Consider limiting outdoor activities such as recess, athletics, and band practice during periods of excessive heat.
4. Instruct staff to use extreme caution when working outdoors and to hydrate regularly.
5. Review the school's emergency operations plan (EOP) and prepare to implement
6. Check administrative pre-stocked emergency supplies and go-kits
7. Prepare a printed copy of student rosters and contact information in the event of a utility failure.
8. Closely monitor facility temperatures and equipment. Be prepared for HVAC failures which may require schedule/operational changes.
9. Provide time and places for water distribution for students and staff.
10. Notify support staff to hydrate and monitor each other for signs of heat stress.
11. Continue to monitor the weather closely—conditions could lead to wildfires.

Teachers and Staff

1. Listen for communication from campus administrators concerning excessive heat.
2. Check classroom emergency supplies and student rosters.
3. Review emergency procedures and protective actions related to extreme heat
4. Be prepared for additional time for restroom breaks and hydration for students. Be aware of students with special needs and their reactions to extreme heat.
5. Be prepared with materials to occupy students in the event outdoor schedules are modified or activities are curtailed.
6. Remain calm and await further instructions from campus administrators.

Severe Weather: Cold Weather Guidelines and Checklists

Cold exposure can be uncomfortable and even become life-threatening. Conditions created by cold exposure include frostbite and hypothermia. Wind chill can make activity uncomfortable and can impair performance when muscle temperature declines.

Frostbite is the freezing of superficial tissues, usually of the face, ears, fingers, and toes. Hypothermia, a significant drop in body temperature, occurs with rapid cooling, exhaustion, and energy depletion. The resulting failure of the temperature-regulating mechanisms constitutes a medical emergency.

Hypothermia frequently occurs at temperatures above freezing. A wet and windy 30-50-degree exposure may be as serious as a subzero exposure. For this reason, West Oso ISD uses the wind-chill factor, not the ambient temperature. Wind speed interacts with ambient temperature to significantly increase body cooling. When the body and clothing are wet (whether from sweat, rain, snow, or immersion), the cooling is even more pronounced due to the evaporation of the water held close to the skin by the wet clothing.

Wind-Chill Factor Chart (in Fahrenheit)

	Wind Speed in mph									
		0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	>40
>40		40	36	34	32	30	29	28	28	27
35-39		35	31	27	25	24	23	22	21	20
30-34		30	25	21	19	17	16	15	14	13
25-29		25	19	15	13	11	9	8	7	6
20-24		20	13	9	6	4	3	1	0	1
10-19		10	1	4	7	9	11	12	14	15

- Keep in mind that air temperature and wind speed combined will determine the length of outdoor play during cold conditions.
- Students should be dressed properly.

Severe Weather: Lightning Guidelines & Checklists

Within the United States, the National Severe Storms Laboratory (NSSL) estimates more than 100 fatalities and 400-500 injuries requiring medical treatment occur from lightning strikes every year. While the probability of being struck by lightning is extremely low, the odds are significantly greater when a storm is in the area and the proper safety precautions are not followed. Lightning often strikes outside of rain and may occur as far as ten miles away from any rainfall.

If you hear thunder, even a distant rumble, immediately move all students back into the school building. If you are off campus, seek a fully enclosed building with wiring and plumbing to provide the best protection. Sheds, picnic shelters, tents, or covered porches do not protect you from lightning. If a sturdy building

is not nearby, get into a hard-topped metal vehicle (like a bus) and close all the windows. Stay inside until 30 minutes after the last rumble of thunder.

Once lightning has been detected, the “30 Minute Rule” takes effect.

Remember, if you are outdoors and can hear thunder, you are in danger of being struck by lightning. If you are off campus, use the “Flash to Bang” method to estimate the distance between you and a lightning flash. The Flash to Bang method is the most dependable, easiest, and most convenient way to estimate how far away lightning is occurring. Thunder always accompanies lightning, even though its audible range can be diminished by background noise in the immediate environment, and its distance from the observer. The audible range of thunder is about 810 miles. The Flash to Bang method is based upon the premise of the fact light travels faster than sound.

How to use Flash to Bang

Once lightning is sighted (flash), count the number of seconds until the thunder (bang) is heard; divide by five to obtain how far away (in miles) the lightning occurs. Example: If a person counts 15 seconds between seeing the flash and hearing the bang, fifteen divided by five equals three, therefore, the lightning flash is approximately three miles away. Outside activities are suspended until the Flash to Bang reaches 30 seconds. This indicates that the lightning is at the six-mile range. Lightning awareness should be increased with the first flash of lightning or the first clap of thunder, no matter how far away. The important aspect to monitor is how far away lightning occurs and how fast the storm is approaching, relative to the distance to safe shelter.

Severe Weather: Tornado Watches and Warnings Guidelines and Checklists

TORNADO WATCHES & WARNINGS

West Oso ISD guidelines for tornado watches and warnings issued by the National Weather Service (NWS):

Tornado Watch – (a tornado watch occurs when weather conditions exist that make a tornado possible)

When the NWS issues a tornado watch, the District will do the following:

- Continue a normal school day schedule.
- Move recess and other scheduled outdoor activities to inside the building.
- Ensure that a staff member in each building monitors official weather bulletins and local radar.
- Consider the impact of storm fronts and squall lines on the transportation of students; transportation times may be altered to avoid transporting students during a thunderstorm when a tornado watch is in effect.
- Consider canceling or postponing after-school activities and athletic events if the watch is issued before the start of these activities.

- Designate a staff member to monitor weather bulletins and local radar if a watch is issued during after-school activities and athletic events (these events may be halted at the discretion of the on-site supervisor).

Tornado Warning – (presence of radar-indicated cloud rotation)

When the NWS issues a tornado warning for any geographical area of the Lovejoy ISD, the District will do the following:

- Issue the tornado warning alert/alarm/ announcement.
- Move people to designated shelter areas.

When sent to the designated areas, teachers should carry their class roll and identify each student present in the area. Students are to be seated as soon as possible. o When directed by the area supervising staff member, everyone should take to a crouched position, back facing the wall (hands interlocked over the head, elbows to knees)

- Continuously monitor weather bulletins and local radar.
- Suspend all routine operations until the warning has expired (this may include delay of the starting and ending of the school day).
- If a tornado appears so quickly that the above action cannot be followed, all occupants should seek cover at once. For those inside the building, heavy furniture provides good protection. Interior closets also provide shelter. Once in the sheltered area, persons should assume the protective position.
- Anyone caught outside should not attempt to run to the building unless he or she is sure to arrive before the tornado strikes. Instead, the person should take shelter by assuming a protective position on the ground. If a ditch, creek, or other depression is close, the person should take shelter in it.

Recently, the NWS has changed many of its long-standing practices and protocols as it pertains to tornado warnings. Specifically, the NWS is no longer issuing tornado warnings for an entire county. Instead, warnings are issued for geographic areas in the probable path of a tornado.

Also, the NWS is no longer only issuing warnings based on the visual sighting of an actual tornado or funnel cloud. Instead, the NWS will issue a warning in the presence of radar-indicated cloud rotation. Since radar-indicated cloud rotation is more prevalent than an actual tornado, we should expect tornado warnings to be more frequent than in the past.

We urge parents to refrain from coming to school to pick up their children during a tornado warning. The process of checking a child out of school diverts the attention of staff when their presence is needed to perform other important tasks during a warning.

Finally, children take their emotional cues from the caring adults in their lives. Please discuss with your students what should be done during periods of threatening weather. Severe weather watches and warnings are a common aspect of living in North Central Texas, and children can learn to respond to tornado watches and warnings calmly and deliberately.

APPENDIX F

Emergency Communications Plan

1. Purpose

The purpose of this Emergency Communications Plan is to ensure timely, accurate, and coordinated communication during emergencies affecting West Oso ISD students, staff, and facilities. Effective communication is essential to protect lives, maintain order, and provide critical information to parents, staff, first responders, and the community.

2. Objectives

Provide clear lines of communication before, during, and after emergencies.

Establish a chain of command for communications.

Ensure timely dissemination of accurate information.

Prevent misinformation and panic by controlling official communications.

Maintain continuity of operations following an incident.

3. Chain of Command for Communications

Primary Spokesperson: Superintendent of Schools

Alternate Spokesperson: Executive Director, HR Director, CFO

Campus Principals (for campus-specific updates)

Note: No other staff members are authorized to release official information to media, parents, or the public.

4. Notification Procedures

A. Internal Notifications

Immediate Threats (lockdown, shelter-in-place, evacuation):

Campus staff alerted via intercom, text/email alert system, and handheld radios.

District administration notified simultaneously through emergency alert software.

Staff Responsibility:

Teachers secure students and follow emergency protocols.

Office staff initiate parent/student reunification communication when safe.

B. External Notifications

Parents/Guardians:

Notified via mass notification system (phone, text, email, app).

Updates provided as information is verified.

Parent reunification site information communicated only when location is secured.

First Responders:

Campus staff immediately call 9-1-1.

Superintendent and Safety & Security Director maintain ongoing coordination.

Community & Media:

All media inquiries directed to the Superintendent or PIO.

Press releases issued via district website, social media, and approved news outlets.

5. Communication Tools

West Oso ISD will utilize multiple redundant systems to ensure message delivery:

Mass Notification System (phone, SMS, email, mobile app)

District website emergency banner

Social media (district Facebook, Twitter/X, Instagram)

Local media (radio/TV) coordination

Two-way radios for staff and first responders

Campus intercom systems

Printed notices (if digital systems are unavailable)

6. Message Development

All emergency communications will:

Be clear, concise, and factual

Avoid speculation and unverified details

Use plain language (avoid codes/jargon when addressing public) Include:

1. Nature of emergency
2. Actions being taken by the district
3. Instructions for parents/staff/students
4. Commitment to provide updates

Example Parent Notification:

“This is West Oso ISD. A lockdown is in place at West Oso High School due to a police matter nearby. All students and staff are safe. Please do not come to the school. We will provide updates as soon as possible.”

7. Parent-Student Reunification Communication

Parents will be notified of the reunification location only after law enforcement secures the site. Clear instructions will be sent through all communication platforms. Parents must bring identification to pick up their child. Updates on reunification progress will be provided at regular intervals.

8. Post-Incident Communication

Within 24 hours, the district will issue an update summarizing the incident and next steps. Counseling and support services will be communicated to students, staff, and families. A debrief with staff and first responders will include communication effectiveness review.

9. Training & Drills

All staff will receive annual training on emergency communications protocols. Communication procedures will be tested during emergency drills (lockdown, evacuation, reunification). District Communications Director will review and update protocols annually.

10. Plan Review & Maintenance

This Emergency Communications Plan will be reviewed annually as part of the West Oso ISD Safety and Security Manual review process. Updates will incorporate lessons learned from drills, real incidents, and changes in technology.

APPENDIX G~1, G~2

School Safety and Security Requirements for Texas Schools

Purpose:

To ensure a safe and secure learning environment for all students and staff, Texas public schools must comply with state laws and regulations governing physical security, emergency preparedness, staff responsibilities, and student protections.

1. Physical Security Measures

- **Controlled Access and Visitor Management:**
Texas Education Code § 37.105 authorizes school administrators and peace officers to refuse entry or eject individuals who pose a risk or behave inappropriately. Identification may be required, and records of warnings must be maintained.
- **Surveillance and Monitoring:**
While Texas law doesn't mandate surveillance, schools often implement cameras consistent with FERPA guidelines regarding student privacy.
- **Emergency Exits and Fire Safety:**
Compliance with Texas Administrative Code Title 19, Part 2, Chapter 74 requires schools to maintain clear emergency exits and conduct regular inspections. Fire drills are mandated by Texas Education Code § 37.108.
- **Perimeter Security:**
Local school districts typically require fencing and lighting to secure school grounds under their own policies aligned with state safety expectations.

2. Emergency Preparedness and Response

- **Emergency Drills:**
Per Texas Education Code § 37.108, schools must conduct fire drills at least once per month during the school year, along with lockdown and evacuation drills each semester.
- **Safety and Emergency Plans:**
Texas Education Code § 37.108 mandates each district to develop a multi-hazard emergency operations plan, including protocols for lockdowns, evacuations, and shelter-in-place. Plans must align with guidance from the Texas School Safety Center.
- **Communication Systems:**
Schools must maintain effective communication systems, including PA systems, to ensure rapid notification during emergencies (TEA guidelines).
- **First Aid and Medical Response:**
According to Texas Education Code § 38.003, schools must have personnel trained in first aid and CPR and maintain first aid supplies on campus.

3. Staff Training and Policies

- **Safety and Threat Response Training:**
Texas Education Code § 37.108 mandates annual safety training for school personnel, including instruction on violence prevention, emergency procedures, and mental health awareness.
- **Background Checks:**
Texas Education Code § 22.083 requires criminal background checks for all employees and volunteers working on campus.
- **Reporting and Investigation:**
Texas Education Code § 37.015 requires schools to adopt policies for reporting and investigating incidents of bullying, harassment, and violence.

4. Student Safety Policies

- **Bullying and Harassment Prevention:**
Texas Education Code § 37.0832 requires districts to adopt policies prohibiting bullying and harassment, with procedures for investigation and discipline. Senate Bill 2050 (2021) added § 37.0832(c-1), requiring the Texas Education Agency (TEA) to adopt minimum standards for bullying prevention policies. TEA finalized these standards on January 31, 2023.
- Schools must comply with district policies requiring visitors to register and wear badges while on campus.
- **Student Transportation Safety:**
Texas Education Code § 34.012 governs safe transportation practices, including school bus safety standards and training for drivers.

5. Oversight and Compliance

- The Texas School Safety Center provides resources and oversight for compliance with safety requirements.
- Districts are subject to inspection and must submit safety plans to the Texas Education Agency (TEA) for review.
- Failure to comply with safety laws can lead to sanctions, loss of funding, or legal liability under Texas Education Code § 39.105.

Conclusion:

Texas schools must rigorously implement safety and security measures as outlined by Texas Education Code and state regulations. These measures protect students and staff by ensuring controlled access, emergency preparedness, trained personnel, and policies to prevent and address threats.

19 Tex. Admin. Code § 61.1031 ~ School Safety Requirements

State Regulations

(a) Definitions. The following words and terms, when used in this section, shall have the following meanings.

(1) Actively monitored--supervised by an adult who can visibly review visitors prior to entrance, who can take immediate action to close and/or lock the door, and whose duties allow for sufficient attention to monitoring.

(2) Exterior secured area--an area fully enclosed by a fence and/or wall that:

(A) is utilized when keeping doors closed, locked, and latched is not operationally practicable;

(B) if enclosed by a fence or wall, utilizes a fence or wall at least 6 feet high with design features that prevent it from being easily scalable, such as stone, wrought iron, chain link with slats or wind screen, or chain link topped with an anti-scaling device, or utilizes a fence or wall at least 8 feet high;

(C) is well maintained; and

(D) if gated, features locked gates with emergency egress hardware and has features to prevent opening from the exterior without a key or combination mechanism.

(3) Instructional facility--this term has the meaning assigned in Texas Education Code (TEC), §46.001, and includes any real property, an improvement to real property, or a necessary fixture of an improvement to real property that is used predominantly for teaching curriculum under TEC, § 28.002. For purposes of this section, an instructional facility does not include real property, improvements to real property, or necessary fixtures of an improvement to real property that are part of a federal, state, or private correctional facility or facility of an institution of higher education, medical provider, or other provider of professional or social services over which a school system has no control.

(4) Modular, portable building--

(A) an industrialized building as defined by Texas Occupations Code (TOC), §1202.002 and §1202.003;

(B) any relocatable educational facility as defined by TOC, §1202.004, regardless of the location of construction of the facility; or

(C) any other manufactured or site-built building that is capable of being relocated and is used as a school facility.

(5) Primary entrance--

(A) the main entrance to an instructional facility that is closest to or directly connected to the reception area; or

(B) any exterior door the school system intends to allow visitors to use to enter the facility during school hours either through policy or practice.

(6) School system--a public independent school district or public open-enrollment charter school.

(7) Secure vestibule--a secured space with two or more sets of doors and an office sign-in area where all but the exterior doors shall:

- (A) remain closed, latched, and locked;
- (B) comply with subsection (c)(3)(B) of this section; and
- (C) only unlock once the visitor has been visually verified.

(8) All instructional facilities, including modular, portable buildings, must include the addition of graphically represented alpha-numerical characters on both the interior and exterior of each exterior door location. The characters may be installed on the door, or on at least one door at locations where more than one door leads from the exterior to the same room inside the facility, or on the wall immediately adjacent to or above the door location. Characters shall comply with the International Fire Code, §505, which requires numbers to be a minimum of four inches in height. The primary entrance of an instructional facility shall always be the first in the entire sequence and is the only door location that does not require numbering. The numbering sequence shall be clockwise and may be sequenced for the entire campus or for each facility individually. The door-numbering process must comply with any and all accessibility requirements related to signage.

(9) All exterior doors shall:

- (A) be set to a closed, latched, and locked status, except that:
 - (i) a door may be unlocked if it is actively monitored or within an exterior secured area; and
 - (ii) for the purposes of ventilation, a school system may designate in writing as part of its multi-hazard emergency operations plan under TEC, § 37.108, specific exterior doors that are allowed to remain open for specified periods of time if explicitly authorized by the school safety and security committee established by TEC, § 37.109, when a quorum of members are present, and only if it is actively monitored or within an exterior secured area;

(10) A communications infrastructure shall be implemented that must:

- (A) ensure equipment is in place such that law enforcement and emergency responder two-way radios can function within most portions of the building(s); and
- (B) include a panic alert button, duress, or equivalent alarm system, via standalone hardware, software, or integrated into other telecommunications devices or online applications, that includes the following functionality.
 - (i) An alert must be capable of being triggered by campus staff, including temporary or substitute staff, from an integrated or enabled device.
 - (ii) An alert must be triggered automatically in the event a district employee makes a 9-1-1 call using the hardware or integrated telecommunications devices described in this subparagraph from any location within the school system.
 - (iii) With any alert generated, the location of where the alert originated shall be included.
 - (iv) The alert must notify a set of designated school administrators as needed to provide confirmation of response, and, if confirmed, notice must be issued to the 9-1-1 center of an emergency situation requiring a law enforcement and/or emergency response and must include the location of where the alert originated. A notice can simultaneously be issued to all school staff of the need to follow appropriate emergency procedures.
 - (v) For any exterior doors that feature electronic locking mechanisms that allow for remote locking, the alert system will trigger those doors to automatically lock.

(11) A school system shall perform at least twice-yearly maintenance checks to ensure the facility components required in subsection (c) of this section function as required. At a minimum, maintenance checks shall ensure the following:

- (i) instructional facility exterior doors function properly, including meeting the requirements in subsection (c)(3)(A) and (C) of this section;
- (ii) the locking mechanism for any ground-level windows that can be opened function properly;

(12) A school system shall promptly remedy any deficiencies discovered as a consequence of maintenance checks required by subparagraph (A) of this paragraph or reports made under subparagraph (B) of this paragraph.

(e) In implementing the requirements of this section, school systems shall comply with the provisions of § 61.1040(j) of this title (relating to School Facilities Standards for Construction on or after November 1, 2021).

(13) Certification.

(1) A school system must annually certify compliance with subsections (c) and (d) of this section as part of ongoing security audits under TEC, § 37.108(b); maintain the certification locally; and provide documentation upon request by TEA. Non-compliance with subsections (c) and (d) of this section and all information received upon completion of a district vulnerability assessment under TEC, § 37.1083, shall be reported to the school system's safety and security committee, the school system's board, and TEA, as applicable.

TEA.

Educ. Code Section 37.109

School Safety and Security Committee

- (a) In accordance with guidelines established by the Texas School Safety Center, each school district shall establish a school safety and security committee.
- (a-1) The committee, to the greatest extent practicable, must include:
 - (1) one or more representatives of an office of emergency management of a county or city in which the district is located;
 - (2) one or more representatives of the local police department or sheriff's office;
 - (3) one or more representatives of the district's police department, if applicable;
 - (4) the president of the district's board of trustees;
 - (5) a member of the district's board of trustees other than the president;
 - (6) the district's superintendent;
 - (7) one or more designees of the district's superintendent, one of whom must be a classroom teacher in the district;
 - (8)

if the district partners with an open-enrollment charter school to provide instruction to students, a member of the open-enrollment charter school's governing body or a designee of the governing body; **and**

- (9) two parents or guardians of students enrolled in the district.
- (b) The committee shall:
 - (1) participate on behalf of the district in developing and implementing emergency plans consistent with the district multi-hazard emergency operations plan required by Section 37.108 (Multi-hazard Emergency Operations Plan; Safety and Security Audit)(a) to ensure that the plans reflect specific campus, facility, or support services needs;
 - (2) periodically provide recommendations to the district's board of trustees and district administrators regarding updating the district multi-hazard emergency operations plan required by Section 37.108 (Multi-hazard Emergency Operations Plan; Safety and Security Audit)(a) in accordance with best practices identified by the agency, the Texas School Safety Center, or a person included in the registry established by the Texas School Safety Center under Section 37.2091 (Registry of Persons Providing School Safety or Security Consulting Services);
 - (3) provide the district with any campus, facility, or support services information required in connection with a safety and security audit required by Section 37.108 (Multi-hazard Emergency Operations Plan; Safety and Security Audit)(b), a safety and security audit report required by Section 37.108 (Multi-hazard Emergency Operations Plan; Safety and Security Audit)(c), or another report required to be submitted by the district to the Texas School Safety Center;
 - (4) review each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility, or support service in accordance with criteria established by the center; **and**
 - (5) consult with local law enforcement agencies on methods to increase law enforcement presence near district campuses.
- (c) Except as otherwise provided by this subsection, the committee shall meet at least once during each academic semester and at least once during the summer. A committee established by a school district that operates schools on a year-round system or in accordance with another alternative schedule shall meet at least three times during each calendar year, with an interval of at least two months between each meeting.
- (d) The committee is subject to Chapter 551 (Open Meetings), Government Code, and may meet in executive session as provided by that chapter. Notice of a committee meeting must be posted in the same manner as notice of a meeting of the district's board of trustees.

APPENDIX H : Annual and Ongoing Safety Training

Pre-School Year Training

- **Mandatory Staff Training:** All educators, substitutes, and staff must participate in a comprehensive safety and security training session prior to the first day of school.
- **Training Content Includes:**
 - District safety policies and procedures
 - Emergency response protocols
 - Student supervision expectations
 - Substitute-specific responsibilities and protocols
- **Acknowledgment Requirement:** All staff must sign the *Safety & Security Training Acknowledgment Form* before reporting for duty.

Ongoing Training Throughout the Year

- **Monthly Drills:**
 - Fire drills
 - Lockdown drills
 - Severe weather drills
 - Shelter-in-place drills
- **Quarterly Refresher Sessions:**
 - Review of updated safety protocols
 - Lessons learned from incidents and case studies
 - Reinforcement of emergency preparedness procedures
- **Substitute Orientation Sessions:**
 - Conducted at the beginning of each semester
 - Additional sessions scheduled as needed for new substitutes
- **Crisis Response Workshops:**
 - Medical emergency response
 - Mental health crisis management
 - Threat assessment and reporting procedures

Specialized Safety Training Modules

In addition to annual and ongoing training, all staff will participate in targeted modules designed to strengthen awareness and compliance in critical safety areas:

1. Bloodborne Pathogens Refresher Training
2. Bullying Prevention for School Personnel
3. Child Maltreatment Responsibilities
4. CIPPA & COPPA Compliance for Teachers
5. Cyberbullying Awareness (David's Law)
6. Cybersecurity Awareness for Educators
7. Drug & Alcohol Prevention for Students

8. FERPA and PPRA in Schools
9. Human Trafficking Awareness and Prevention
10. Improper Student Relationships Awareness
11. Narcan in Schools: Emergency Use Training
12. Preparing for an Active Shooter
13. Sexual Harassment Prevention for Educators
14. Social Media Guidelines for Educators
15. Suicide Awareness and Prevention
16. Teen Dating Violence Awareness for Educators
17. Title IX Responsibilities in Schools

This appendix ensures that all district personnel receive consistent, comprehensive training in safety, security, compliance, and crisis response—supporting West Oso ISD’s commitment to maintaining a safe learning environment.

Appendix I: Psychological Resilience and Mental Health Safety

Purpose

The purpose of this appendix is to ensure that West Oso ISD promotes a safe, supportive, and resilient learning environment by equipping all employees with the knowledge, tools, and resources to recognize, respond to, and prevent mental health crises, including suicide risk, while strengthening district-wide psychological resilience.

1. Suicide Awareness and Prevention Training

- Annual Requirement: All West Oso ISD employees will complete suicide awareness and prevention training annually, aligned with Texas Education Code §38.351.
- Content Focus:
 - Warning signs of suicide and self-harm.
 - How to engage in supportive conversations with students in distress.
 - Protocols for reporting concerns to counselors, administrators, and the Behavior Threat Assessment Team (BTAT).
 - Resources available for students and families.
- Delivery: Online modules, in-person professional development sessions, and periodic refresher training.

2. First-Contact Training for Classified Staff

Recognizing that maintenance, transportation, and cafeteria employees often have informal, early interactions with students, these staff members will receive specialized first-contact training twice per year.

- Topics Include:
 - Identifying observable changes in student behavior (withdrawal, aggression, isolation, signs of neglect).
 - Basic de-escalation skills.
 - Immediate reporting protocols.
- Goal: Ensure all staff—regardless of role—can serve as the “eyes and ears” of student well-being and connect students with appropriate supports.

3. Behavior Threat Assessment Teams (BTAT)

- Structure: Each campus will maintain a Behavior Threat Assessment Team composed of administrators, counselors, teachers, and district security personnel.
- Training: BTAT members will participate in biannual training sessions focused on:
 - Threat assessment models and best practices.
 - Suicide risk screening and referral.
 - Case study simulations and tabletop exercises.
- Function: BTATs will meet regularly to review referrals, monitor student well-being, and implement safety interventions.

4. Campus-Based Counselors

- Each West Oso ISD campus will maintain at least one full-time, certified counselor.
- Counselors will serve as the primary point of contact for student mental health concerns, crisis intervention, and coordination of outside referrals.
- Counselors will collaborate with staff, parents, and community providers to ensure continuity of care.

5. Community & State-Supported Partnerships

West Oso ISD will leverage external resources to expand student access to mental health services:

- TCHATT (Texas Child Health Access Through Telemedicine): Provides students with virtual access to psychiatric and counseling services.
- Circles of Care: Local mental health provider offering comprehensive services for students and families in need.
- Other Partnerships: Collaboration with juvenile justice, child protective services, and community nonprofits as appropriate.

6. Ongoing Support and Professional Learning

- Refresher Trainings: Suicide prevention, trauma-informed practices, and resilience training will be provided annually to all staff.
- Wellness Programs: West Oso ISD will promote staff wellness initiatives, stress management resources, and employee assistance programs (EAP).
- Evaluation & Continuous Improvement: The district will annually review the effectiveness of psychological resilience programs, gather staff feedback, and adjust training and supports as needed.

7. Reporting & Documentation

- **Mandatory Reporting:** All staff are required to immediately report suspected suicidal ideation, threats, or concerning behavior to the campus counselor or administrator.
 - **Documentation:** Reports will be documented in compliance with district policy and state law, ensuring timely review by the BTAT.
-

8. Commitment to Safety & Resilience

West Oso ISD acknowledges that psychological safety is essential to physical safety. By empowering staff with knowledge, fostering collaboration with community partners, and ensuring students have access to appropriate resources, the district affirms its commitment to a comprehensive safety and security approach that protects both mind and body.

APPENDIX J-1, J-2

Glossary

School Safety Glossary

School safety is complex. Not only must you stay updated on the latest trends and challenges, but you also need to know the terms and phrases that are common within the school safety space. To help you, we put together this glossary of school safety definitions.

A

504 Plan: This plan ensures that any student with a disability receives accommodations that will ensure their access to the learning environment and help them achieve academic success.

Applied Behavioral Analysis (ABA): Applied Behavioral Analysis is a type of therapy where a child works one-on-one with a practitioner that focuses on improving social skills, reading, academics, and learning skills, such as hygiene, grooming, and punctuality.

Active Shooter: Someone who is actively attempting to hurt and/or kill people by using guns.

ALICE: Stands for: Alert, Lockdown, Inform, Counter, Evacuate. It's a training method for active shooter response for schools and other organizations.

Alyssa's Law: "Alyssa's Law"—named after Alyssa Alhadeff, a victim of the 2018 Marjory Stoneman Douglas High School tragedy—requires public schools, including charter schools, to have silent panic alert systems linked directly to first responders and law enforcement agencies.

American Rescue Plan (ARP) Act: American Rescue Plan Act, which is one of three COVID-19 relief acts, alongside CARES and CRRSA. All three include ESSER (Elementary and Secondary School Emergency Relief) funds for K-12 schools.

American Rescue Plan (ARP) Elementary and Secondary School Emergency Relief (ESSER) Fund: The ARP ESSER fund has set aside \$122 billion in available funds to help schools safely reopen. The funding allows for expenses that reduce the pandemic's impacts on students through the purchase of health screening tools, funds for learning loss, and additional resources to address the mental well-being of students impacted by the isolation of the lockdown.

The Association of Threat Assessment Professionals (ATAP): The Association of Threat Assessment Professionals (ATAP) was founded in 1992 as a non-profit organization comprised of law enforcement, prosecutors, mental health professionals, corporate security experts, probation and parole personnel and others involved in the area of threat and violence risk assessment.

Autism Spectrum Disorder (ASD): Autism is a developmental disability that can impact how individuals communicate with and respond to the world around them. Students, staff, and

visitors with ASD may need a different approach to school safety planning and training than their peers.

B

Blended Learning: A combination of instructor-led learning (synchronous) which can be in-person or virtual and student-led learning (asynchronous) which is typically conducted online.

Behavioral Threat Assessment (BTA): Behavioral Threat Assessment (BTA) is an evidence-based approach that helps schools identify students and/or other individuals who may pose a threat. The goal is to intervene with the appropriate resources and prevent school emergencies and incidents. This improves school safety for everyone.

Bullying: Bullying is aggressive, unwanted behavior among K-12 students that is intended to cause emotional and/or physical harm. It is considered a prevalent form of youth violence.

C

Coronavirus Aid, Relief and Economic Security (CARES) Act: In March 2020, the U.S. Congress passed the Coronavirus Aid, Relief and Economic Security (CARES) Act in response to the pandemic. This is one of three COVID-19 relief acts, alongside ARP and CRRSA. All three include ESSER (Elementary and Secondary School Emergency Relief) funds for K-12 schools.

Centers for Disease Control and Prevention (CDC): Centers for Disease Control and Prevention (CDC) is the nation's health protection agency that provides updated information and best practices for health, safety, and other threats.

Charter Schools: Charter schools are independent public schools that are open to all students. These schools enable students to attend a different school than their zoned public school and are free to attend.

Columbine High School Shooting: This tragic school shooting and attempted bombing occurred April 20, 1999, in Littleton, Colorado. The perpetrators, Eric Harris and Dylan Klebold, killed 12 students and one teacher.

Competitive Grant: These are school competitive funding opportunities with limited awards available. The grant process requires schools to submit strong applications that align with the grant program's goals.

Contagion: Research suggests that violent incidents tend to lead to more violent incidents within a short period of time.

Copypat Effect: Copypats are individuals who attempt to copy previous violent acts, such as school shootings. There is typically an increase in copypat threats and actions immediately following the violent incident. These copypats typically make threats for attention and do not understand the severe consequences of their actions.

COVID Screening for Schools: This screening involves testing students, staff, and other community members as appropriate for COVID-19 symptoms and/or active infections.

CPOMS: Child Protection Online Monitoring and Safeguarding (CPOMS) is the market-leading software solution for monitoring Safeguarding, wellbeing, and all pastoral issues. CPOMS is a Raptor Technologies company.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act: The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, signed into law in December 2020, provides an additional \$54.3 billion in an ESSER II Fund. This is one of three COVID-19 relief acts, alongside CARES and ARP. All three include ESSER (Elementary and Secondary School Emergency Relief) funds for K-12 schools.

D

Department of Education: The U.S. Department of Education is the agency of the federal government. It develops policy for, administers, and coordinates most federal assistance to education.

District: A school district is a special-purpose district that operates the local public primary and secondary schools. The majority of U.S. K–12 public schools are units of local school districts. The largest districts in our nation operate hundreds of schools.

Department of Homeland Security (DHS): Department of Homeland Security (DHS) is responsible for securing the United States from threats that range from aviation and border security, to cybersecurity, to emergency response.

Drills (School Safety Drills): Every state requires schools to conduct drills. These drills prepare schools for any emergency by practicing and instilling confidence in the community.

Drill Management Software: A school drill management system automates scheduling, conducting, and reporting on drills.

E

Emergency Management for Schools: Emergency management encompasses many elements of school safety, including how the school will prevent, respond to, and recover from both large-scale and localized incidents. These incidents can be things from active shooters to a busted pipe to a tornado to a chemical spill in the lab.

Emergency Management Systems for Schools: School emergency management software can help schools prevent, prepare for, respond to, and recover from emergencies.

ESSER (Elementary and Secondary School Emergency Relief) Funding: ESSER (Elementary and Secondary School Emergency Relief) is included in the CARES, CRRSA, and ARP acts. It's part of the COVID-19 relief funds for k-12 schools to address the pandemic.

Emergency Operations Plan (EOP): A comprehensive Emergency Operations Plan (EOP) that outlines how your school will prepare for, respond to, and recover from emergencies is critical for school safety.

Evacuate: The school emergency response protocol used to move people from one location to a different location within or outside of the school campus.

Early Intensive Behavioral Intervention (EIBI): Based on the principles of Applied Behavior Analysis (ABA), this therapy promotes skill development and behavior change. The therapy breaks larger tasks into smaller actions to make it easier to learn. This therapy approach is used with children who have Autism Spectrum Disorder (ASD).

F

Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It applies to every school that receives funds under the U.S. Department of Education. (20 U.S.C. § 1232g; 34 CFR Part 99)

Federal Emergency Management Agency (FEMA): The Federal Emergency Management Agency (FEMA) supports citizens and emergency personnel to develop improve the nation's capability to prepare for, protect against, respond to, recover from, and mitigate all hazards.

Formula Grant: These are funds that are allocated based on a set—or pre-determined—amount. Title I is an example of a well-known formula grant.

Full-Scale (Advanced) Simulation Exercises and School Safety Drills: These exercises require schools to collaborate with emergency response teams to run through multiple different types of emergency scenarios. They are complex, require a lot of time and resources, and participants must undergo mental health screening to ensure they are prepared to participate in them.

G

Greeters (Reunification Role): As part of the reunification team, Greeters are responsible for guardian check-in and verifying the guardian's identity.

Greeter Zone (Reunification Site Area): Where guardians enter the reunification site. A basic setup will include an entryway for arriving guardians, a check-in station, and a path for the guardians to navigate to the Guardian Holding Area.

Guardian Holding Area (Reunification Site Area): Where guardians are grouped and wait to be reunified with their child(ren) during a school reunification. A basic setup will include an area where guardians can be grouped (and ideally organized by student last name), and a path for them to exit the area with their Guardian Runner escort as they are taken to the reunification area.

Grants: Many districts and schools rely on funding and grants to implement projects and extend their budget. There are many different types of funding.

H

Hybrid learning: A combination of instructor-led learning that is both virtual and in-person.

Health Insurance Portability and Accountability Act (HIPAA): The Health Insurance Portability and Accountability Act of 1996 (HIPAA) is a federal law that safeguards sensitive patient health information from being disclosed without the patient's consent or knowledge. Schools had to ensure compliance with HIPAA as they screened for COVID-19.

H.E.R.O. Program: From Safe Kids Inc, the HERO Program stands for Hide. Escape. Run. Overcome. Vetted by parents, teachers, and psychologists, the program is age and developmentally appropriate and includes a student accessibility guide for students with special needs. Raptor customers get a one-school-year free subscription.

I

The "I Love U Guys" Foundation (ILUG): The "I Love U Guys" Foundation has programs for crisis response and post-crisis reunification. The programs, like the Standard Reunification Method and the Standard Response Protocol, are used in more than 30,000 schools, districts and departments nationwide. Raptor is a proud partner of the Foundation.

Independent School District (ISD): An independent school district (ISD) is a type of school district in some US states. They serve primary and secondary education.

Inclusive School Safety Planning: Inclusive school safety considers everyone, including students, staff, visitors, volunteers, and contractors.

Individualized Education Plans (IEP): School districts must provide an IEP for all students receiving special education services.

Individual Safety Plan (ISP): An individual safety plan addresses specific behavior that is short-term but dangerous to the student and/or others.

Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) ensures children with disabilities are entitled to a free appropriate public education. This education must meet their needs and prepare them for further education, as well as future employment and independent living.

Incident Commander: The Incident Commander is in a central location and oversees, stages, and delivers instruction to the team during a school emergency.

Introductions School Safety Drill: An Introduction is a type of school safety drill that provides students and staff with a brief review of their school's processes for managing crises.

K

K-12 COVID 19 Stimulus: Several COVID relief acts have provided much-needed funds to the education sector. In March 2020, the U.S. Congress passed the Coronavirus Aid, Relief and Economic Security (CARES) Act. The Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, signed into law in December 2020. In March 2021, President Biden signed the American Rescue Plan (ARP) Act into law.

L

Learning Loss: Remote learning throughout the COVID-19 pandemic has resulted in unfinished learning and/or learning loss for countless students. Research shows that the typical student in grades 3 to 8 returned to school this year 9 to 11 percentile points behind in math and 3 to 7 percentile points behind in reading. It could take up to 14 weeks of additional instruction for these students to return to grade level.

Lockdown: The school emergency response protocol that is used to secure individual rooms and keep people within those rooms quiet and in place.

Low-Level Concerns: Low-level concerns are observations a staff member may have about a student's behavior or appearance. These can include irregular attendance, outbursts or meltdowns, unexplained bruising, new slang, appearing unkempt/disheveled, suspicions about food insecurity, or withdrawal symptoms, for example.

M

Mobile Panic Alert for Schools: A mobile panic alert and button for schools allow users to activate an emergency response. Some schools are required to have these alarms to comply with Alyssa's Law.

Multi-Tiered System of Supports (MTSS) Multi-Tiered System of Supports (MTSS) is a universal framework that helps schools identify struggling students and intervene early. MTSS is focused on the whole child and aligns behavioral, social, emotional, and academic support.

N

National Threat Assessment Center (NTAC): The National Threat Assessment Center (NTAC) is part of the U.S. Secret Service. The NTACT provides research and best practices for preventing targeted acts of violence.

National School Counseling Week (NSCW): National School Counseling Week, sponsored by the American School Counselor Association (ASCA), highlights the significant impact school counselors have on student success, both inside and outside of the classroom.

National Association of School and Campus Police Chiefs (NASCP): The National Association of School and Campus Police Chiefs is dedicated to being a powerful ally for executives who are responsible for keeping our schools and campuses safe.

National Association of School Psychologists (NASP): The National Association of School Psychologists is a national professional organization for school psychologists.

Notice of Funding Availability (NOFA): Document that provides details about the grant and what schools need to submit with their applications. Can also be referred to as a Request for Proposal (RFP) or the Program Guidance.

National Association of School Resource Officers (NASRO): The National Association of School Resource Officers (NASRO) provides training to school-based law enforcement officers.

O

Oxford High School Shooting: The Oxford High School shooting was the deadliest shooting on school property in 2021.

Orientations (School Safety Drill): Orientations are a type of school safety drill that allow students, staff, and first responders the opportunity to familiarize themselves with the layout of the campus.

P

Plotter: A plotter is someone who is considering and/or planning how to implement targeted acts of violence.

Parent-Teacher Association (PTA): A parent–teacher association/organization is a group of parents, teachers, and school staff that work together to facilitate parental participation in a school.

Parent Runner (Reunification Role): As part of the reunification team, the Parent Runner locates parents at the reunification site and bring them to reunification zone to be reunited with their child(ren).

Parent Monitor (Reunification Role): As part of the reunification team, the Parent Monitor manages the parents after they are checked into the reunification site and are waiting to be reunified with their student(s).

Preannounced Drills (School Safety Drill): Pre-announced drills involve notifying participants of a drill before it occurs, so that they understand that there is no real emergency.

Program Guidance for Grants: Document that provides details about the grant and what schools need to submit with their applications. Can also be referred to as a Request for Proposal (RFP) or the Notice of Funding Availability (NOFA).

Positive Behavioral Interventions and Supports (PBIS): Positive behavioral interventions and supports (PBIS) promotes good behavior and school safety. Evidence-based, it has a layered framework that improves outcomes for all students.

R

Reunification Exercise: A school reunification exercise brings the district, its schools, and community together to be trained on parent-student reunification.

Reunification for Schools: Eliminates chaotic paper-and pencil-based methods and lets the reunification team quickly confirm the status of each student and staff member.

Remote learning: Remote learning is virtual learning, where students and teachers are connecting over technology instead of face-to-face. Remote/virtual learning became popular during the COVID-19 pandemic as schools were forced to shut their doors.

Readiness & Emergency Management for Schools (REMS): The Readiness and Emergency Management for Schools (REMS) Technical Assistance Center supports U.S. schools with developing, implementing, and maintaining emergency operations plans (EOPs).

Risk Assessment: Districts and schools should conduct school safety risk assessments to evaluate potential vulnerabilities and risks in their schools.

Reunification Site: This is typically an off-site location where schools evacuate. Examples include churches, recreation centers, athletic facilities, meeting halls, movie theaters.

Reunification Area (Reunification Site Area): The Reunification Area is the designated zone where the reunification process is completed.

Reunification Team: Responsible for developing, implementing, and conducting school reunifications.

Request for Proposal (RFP): Document that provides details about the grant and what schools need to submit with their applications. Can also be referred to as a Notice of Funding Availability (NOFA) or the Program Guidance.

S

Safeguarding: Safeguarding promotes the welfare of all children and focuses on preventing harm, including from abuse and maltreatment. The whole-child approach ensures children have safe and effective care needed for bright lives and futures.

Standard Response Protocol (SRP): The Standard Response Protocol is from The “I Love U Guys” Foundation. The protocol describes emergency response actions for various school-related emergencies, from severe weather, bomb threats, to an active shooter.

Standard Reunification Method (SRM): From The “I Love U Guys” Foundation, this school emergency protocol provides proven methods for K-12 schools to plan, practice, and complete parent-student reunification.

Secure: The school emergency response protocol used to safeguard (secure) individuals in the school building when there is an active school emergency or incident.

School Safety Drills: School safety drills play an essential role in developing the skills that students and staff need to protect themselves during an emergency

School Resource Officer (SRO): The National Association of School Resource Officers (NASRO) defines an SRO as “a carefully selected, specifically trained, and properly equipped full-time law enforcement officer with sworn law enforcement authority.” They are trained in school-based law enforcement and emergency response and are typically armed, unless prohibited by law.

School Climate: The school climate is based on the learning environment and relationships between staff, teachers, counselors, students, and other community members.

School Safety Solution: School safety solutions include software, technology, and other components that help promote safe learning environments.

School Safety Ecosystem: A toolbox of various components that can help schools quickly and efficiently respond to incidents.

Shelter: The school emergency response protocol used when everyone in the school needs to shelter in place during a school emergency.

Superintendent: The superintendent is similar to the CEO of a company. They are responsible for implementing the school board’s vision and leading the district.

Student Information System (SIS): A student information system (SIS) collects and stores school-wide data, including staff, guardian, and student data, and makes it accessible to the appropriate school and district staff. SIS data includes information like names, birthdates, addresses, class rosters, etc.

Student Runner (Reunification Role): As part of the reunification team, Student Runners locate students at the reunification site and bring them to the reunification zone to reunify them with their guardian.

Student Holding Area (Reunification Site Area): Where evacuated students wait to be reunified. A basic setup will include an area where the students can be seated (and ideally organized by student last name), and a path for them to exit the area with their Student Runner escort.

Simulation drills (School Safety Drill): Simulation drills involve modifying the environment to resemble different emergency scenarios. Due to the graphic nature of the scenarios presented, these drills should be conducted professionally to avoid causing harm to participants.

Seminars/Workshops (School Safety Drill): Seminars/workshops utilize instructional media such as, videos, books, and songs to teach students and staff how to effectively respond to emergencies.

T

Texas School Safety Center (TxSSC): The Texas School Safety Center (TxSSC) is an official university-level research center at Texas State University. The TxSSC serves as a clearinghouse for safety and security information and is a leader in key school safety initiatives and mandates.

Threat Assessment: This process involves assessing risk from a specific threat.

Targeted Violence: This is premeditated violence that is directed towards a specific target.

Threat Assessment Team: An internal, multidisciplinary team who evaluates, investigates, and analyzes potential threats to school safety.

Tabletops (School Safety Drill): Tabletops are small group exercises where each member is assigned a distinct role in a safety scenario. Groups then communicate their ideas with one another and develop solutions which can later be shared with a larger group.

U

Unannounced drills (School Safety Drill): Unlike preannounced drills, unannounced drills are not discussed with all participants beforehand. Instead, participants are notified once the drill has begun that there is no real emergency.

V

Visitor Management for Schools: School visitor management systems help increase school safety by making sure all school entrants, visitors, contractors, etc. are screened against sex offender registries and custom databases (custodial restrictions, banned visitors, etc.). The most powerful systems alert school staff and security when a visitor is identified as a risk. The system should sync with Student Information Systems (SIS) to help ensure students are only released to appropriate guardians.

Volunteer Management for Schools: School volunteer management systems can simplify the volunteer process with an online application, time tracking, event management, and robust reporting.

W

Werther Effect: The werther effect is copycat suicides that take place after a highly publicized suicide.

Walk-through drills (School Safety Drill): Walk-through drills are slowed down drills that allow students to practice how they would respond to emergency. These drills provide students with a great opportunity to ask questions and develop a better understanding of other teams' roles.

School Security Assessment Tool Glossary

Glossary of Terms

Name	Definition
Active assailant	An individual actively engaged in killing or attempting to kill people in a confined and populated area
Building perimeter layer	The outer boundary of a school building as well as satellite structures such as portable units and other detached buildings
Building interior layer	The space inside school buildings, such as classrooms, administrative offices, common spaces, and hallways
Complementary (measures)	Measures that enhance the ability of another measure to respond to a threat. For example, lighting can improve the ability of security staff to detect a threat. Lighting and security staff are complementary measures.
Communications capability	Technology that allows school staff to communicate, such as cell phones or two-way radios. Communications capability may only be within the school (e.g., among staff or between staff and administrators) or it could connect staff directly with local emergency responders or police.
Confidence (in the context of assessing security measure performance)	The SSAT asks users to assess how likely it is that a given security measure will perform as expected to detect, delay, or respond to a threat. For example, the SSAT asks users to rate their confidence that school security staff will detect a threat. SSAT users might consider many things in their assessment, such as the policies in place to guide staff behavior, staff training, lighting, visibility, whether staff have other duties that would distract from their security mission, the specific SSAT scenario, or other factors.
CPTED	Crime prevention through environmental design. CPTED principles recommend improving security through “natural surveillance,” established via clear sightlines rather than surveillance technology or security personnel; perimeter barriers constructed from landscaping instead of fencing; and clear signage to aid building evacuation and first-responder access instead of equipment- and personnel-reliant communication or surveillance systems
Detect	Identification of a security threat that is occurring or about to occur
Delay	Extending the amount of time it takes for an assailant to reach their intended target either through impediments or barriers (that take

Glossary of Terms

Name	Definition
	time to overcome) or security responses that stop or slow the assailant
Detection measures	Measures communicate that a safety-related violent threat or incident is occurring or about to occur. Examples can include monitored closed-circuit TV (CCTV), security staff patrols, or open-sight designs that allow for natural surveillance.
Delay measures	These measures increase the level of effort, resources, and time necessary for violent threats or incidents to occur. Examples can include fencing, reinforced window, staff patrols, or automatic lock mechanisms.
Effectiveness (in the context of confidence judgments)	The SSAT asks users to assess how likely it is that a given security measure will respond effectively to a threat. For example, the SSAT asks users to state whether school security staff will respond effectively a threat. SSAT users might consider many things in their response, such as whether staff have functional communications equipment, policies in place to guide staff behavior, staff training, whether staff have other duties that would distract from their security mission, the specific SSAT scenario, or other factors.
Evacuation policy/plan	Plans describing actions to take for a rapid, orderly process for students, staff, and visitors to exit school buildings and reunite at a predetermined location a safe distance away
Functional (in the context of assessment of measures)	In the SSAT, functional means that the security measure is fully implemented and working properly. For example, functional CCTV cameras would be installed properly, switched on, and feeding video that can be watched live. Fully functional lighting would be installed at regular intervals and include working lightbulbs, sensors, or switches.
Grounds perimeter layer	The layer corresponding to the outermost boundary of the school campus or grounds. The grounds perimeter is the layer furthest away from school where security measures can be implemented.
Interior	The inside of a school building or facility, including administrative offices, classrooms, hallways, and common spaces such as lounges, cafeteria, gym, or theatre.
Lockdown policy/plan	Plans describing actions to take for securing school facilities with staff and students from threats inside the building when evacuation is impossible. Staff, students, visitors, and other members of the community shelter in place.
Lockout policy/plan	Plans describing actions to take for securing school facilities from violent threats outside the building. Limited movement within the building may be possible.
Modular units	School classrooms or administrative offices housed in portable, prefabricated buildings separate from the main facility but located on the school campus.
Non-custodial parent	A parent who does not have physical custody of their child as the result of a court order and is therefore not authorized to pick the child up from school

Glossary of Terms

Name	Definition
Open plan interior	A building interior in which there are no, or few, floor-to-ceiling walls separating classrooms
Perimeter	The outer boundary of an area protected by physical security measures. The SSAT includes two different perimeters as layers in the school security system: (1) the grounds perimeter, corresponding to the outermost boundary of the school campus or grounds and the furthest away from the school that security measures could be put in place, and (2) the building perimeter, corresponding to the outer walls (including windows and doors) of school buildings where security measures can be implemented to prevent or detect entry into the buildings.
Response	Actions taken that directly address the assailant or violent threat (e.g., interdict to halt the incident) or act to mitigate harm (e.g., treat injured after a violent incident)
Response measures	These measures contribute to overcoming violent threats or incidents or limiting the damage caused by an incident. Examples can include security guards, communication and notification equipment, or first aid kits placed at various locations throughout a school building.
School grounds layer	Buildings and features outside of school buildings and within the school perimeter, such as parking lots, playgrounds, outdoor walkways, or athletic facilities
School resource office (SRO)	Sworn law enforcement officers responsible for safety and crime prevention in schools. These individuals are typically employed by a local police or sheriff's department and work closely with school administrators and may be physically located at the school for part or all of the school day.
School security staff	Staff whose primary duties entail school security. Such staff could include school resource officers, school safety officers, other law enforcement officers, volunteers, private security guards, or instructional or administrative staff. See School Resource Officer, School Security Officer
School security/safety officer (SSO)	Non-sworn school security staff who have been trained to act as a first line of defense and respond to acts of crime and violence in schools
Security incident	In the context of the SSAT, a criminal or violent acts that occurs within school boundaries--that is, at the school perimeter, on the school grounds, at the building perimeter, or inside the building. Security incidents vary and include vandalism, student fights, entry by an unauthorized parent, bomb threats, weapons in school, or active assailants.
Systems approach	A systems approach requires conceptualizing school physical security as a component of the broader school safety system. When implemented, this approach also includes the elements of prevention and response and recovery. Protection and risk mitigation extend beyond physical security measures to elements of

Glossary of Terms

Name	Definition
	school violence prevention, such as student mental health and school climate, as well as emergency response and recovery efforts.
Tip line	A mechanism that allows reporting of potential threats to the authorities, such as a website, text messaging service, or designated phone number
Urban, suburban, rural	"Urban areas are densely settled and contain 50,000 or more people. Urban areas contain a major city. Suburban areas are densely settled areas within the metropolitan area of a major city but outside the city itself. Rural areas are those not designated as urban or suburban. They generally contain less than 50,000 people and are more than 5 miles from a densely populated metropolitan area."
Unauthorized entry	In the SSAT, unauthorized entry means either (1) an authorized or unauthorized person gaining entry to school grounds or facilities by breaking in or (2) an unauthorized person gaining entry without breaking in due to the failure of entry control measures such as visitor databases or entering through a propped open exterior door.
Unauthorized person	A person who is not authorized to have access to school grounds or facilities.

Security Measures Information

Security Measures	Definition	Applicable Layers
Building design features to prevent entry at unauthorized locations	Measures that prevent unauthorized persons from entering the building at points that are not the main entrance. Examples include inoperable windows, bars on windows or doors.	Building perimeter
Building design features to prevent gunshots or other breakage (including bullet resistant or reinforced doors, windows, walls)	Measures that are part of the physical school building designed to prevent gunshots from reaching human targets. Examples include bullet resistant film on glass, shatter proof glass, bullet resistant or reinforced doors or windows in interior spaces such as entrances to classrooms and interior windows	Building perimeter
CCTV cameras	Closed circuit television cameras that surveil various points at the school grounds or building perimeters or within buildings.	Grounds perimeter, school grounds, building perimeter, building interior
Emergency alarms to notify LE	Devices that individuals can use to send a warning signal directly to local law enforcement	Building interior

Security Measures Information

Security Measures	Definition	Applicable Layers
	if a threat is detected. Examples include duress alarms include panic buttons, badge alarms, silent alarms, and smartphone alarms.	
Emergency call boxes that notify LE	A permanent device, often outdoors, that enables a person in distress to directly communicate with local law enforcement	School grounds, building perimeter, building interior
Emergency notification systems (e.g., public address system)	A system that can simultaneously send information regarding an emergency event through multiple modes, such as a phone call, text message, smartphone app, email, or public address system	School grounds, building perimeter, building interiors
Entry points not monitored by staff but controlled in another way	Perimeter, grounds, or building entry points that are not monitored by staff but are instead secured in another way. For example, doors or gates could be locked, or monitored by CCTV.	Grounds perimeter, school grounds, building perimeter, building interior
Gunshot detection systems	These systems are used to detect a gunshot, identify the gunshot's location, and alert first responders and school staff. Some systems automatically trigger security cameras near the sensors in an effort to capture real-time information.	Building interior
Identification system for staff, students, visitors	These measures are a means of identifying staff, students, visitors, and others who are authorized to be on school property and, at the same time, identifying unauthorized persons. Examples include identification badges, or a visitor database.	Building perimeter
Interior barriers	Barriers within the building that can be secured (e.g., hallway partitions that lock) that make it more difficult for an intruder to move freely throughout the entire building	Building interior
Intrusion detection systems	Systems that monitor for indicators of unauthorized activity, such as doors or windows opening, glass being broken, movement, and temperature changes and silently alert law enforcement and/or school personnel if such activity is detected. Examples include open door or window alarms, motion sensors	Building perimeter, building interior

Security Measures Information

Security Measures	Definition	Applicable Layers
Lighting	Lighting that is always on or motion-activated that illuminate the perimeter of the school and is bright enough to help detect an intruder.	Grounds perimeter, school grounds, building perimeter, building interior
Locks on doors that are not entry points (includes automatic locks, locks triggered by detection systems, manual locks)	Means to secure a door and control access to a space such as a building or classroom. Locks could be manually operated by a physical key, a key card or other electronic means or engaged automatically if triggered by a detection system such as a motion detector.	Building perimeter, building interior
Master key access to locked doors for local law enforcement	A master key provides law enforcement officers with entry to any locked door on school property.	Building perimeter, building interior
Measures to slow traffic	Measures to slow traffic to prevent speeding and rapid vehicle approach include speed bumps, curved driveways	School grounds
Perimeter barrier that is difficult for someone to scale without being detected	A barrier at the outermost boundary of a school campus or around the perimeter of an outdoor athletic facility, such as a fence around an outdoor football field. Perimeter barriers include walls, fences, or landscaping	Grounds perimeter, school grounds
Physical entry control measures	A physical means of preventing unauthorized persons entry to a building. Some such measures limit entry to one person at a time. Examples include vestibules that can be locked, turnstiles that can be fixed in place	Building perimeter
Screening devices or systems for people and/or bags	These devices are intended to detect weapons concealed on persons or in personal belongings. Examples include metal detectors or magnetic wands.	Building perimeter
Signage	Visible signage at the boundary of or within the school campus that, for example designates school property, directs visitors to entrance, notifies visitors of CCTV coverage, or designates evacuation routes.	Grounds perimeter, school grounds, building perimeter, building interior
Single or small number of entry points in the perimeter barrier	One, or a few, entry points in the perimeter barrier at the outermost boundary of a school campus or around outdoor athletic facilities.	Grounds perimeter, school grounds

Security Measures Information

Security Measures	Definition	Applicable Layers
Staff, volunteers, or law enforcement officer on patrol or at a station	Staff are school employees who might be able to detect or respond to an attack. Such staff may be stationed at perimeter entrances, on patrol within the school grounds, or stationed or patrolling within the school building. By law enforcement officer we mean an SSO, SRO, or local LE officer who would be trained and equipped to detect and respond to an attack. See also SRO, SSO.	Grounds perimeter, school grounds, building perimeter, building interior
Vehicle barriers	Vehicle barriers prevent vehicles from driving on to sidewalks or into the school building. Examples include bollards, planters, or jersey barriers.	Grounds perimeter, school grounds
Visibility to enable detection	Lines of sight throughout school grounds or within school building that would enable an intruder to be detected	Grounds perimeter, school grounds, building perimeter, building interior