

Westhoff Independent School District

Basic Safety Plan



Revised June 2024

PROMULGATION STATEMENT

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

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

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

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

_____ Date: _____

James Stansberry
Interim Superintendent

Approval for Implementation

This document is hereby approved for Implementation and supersedes all previous versions.

Approved: _____ Date: _____
James Stansberry
Interim Superintendent

Concurred _____ Date: _____
Andrew Weikel
Board President/Fire Chief

Concurred _____ Date _____
DeWitt County Sheriff Office/Delegate

Concurred _____ Date _____
Billy Jorden
De Witt County Emergency Management Coordinator

RECORD OF CHANGES, ANNUAL REVIEW, AND DISTRIBUTION

RECORD OF CHANGES AND ANNUAL REVIEW

This district EOP has been reviewed or updated according to the dates below. This Record of Changes and Annual Review identifies only significant changes made to this Basic Plan as part of the EOP review process.

“Annual EOP Review Conducted” must be placed in the *Summary of Significant Changes and Annual Review* column.

Record of Changes Table

CHANGE NUMBER	DATE OF CHANGE	NAME OF PERSON OR AGENCY MAKING THE CHANGE	SUMMARY OF SIGNIFICANT CHANGES AND ANNUAL REVIEW
1	02/24/2023	Safety and Security Committee	Annual EOP Review Conducted
1	06/11/2024	Safety and Security Committee	Annual EOP Review Conducted

RECORD OF DISTRIBUTION

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

Record of Distribution Table

TITLE AND NAME OF PERSON RECEIVING THE PLAN	NAME OF AGENCY RECEIVING THE PLAN	DATE OF DELIVERY	NUMBER OF COPIES
David Kennedy - Superintendent	Westhoff Independent School District	March 2, 2023	1
Paddy Burwell – Board President	Westhoff Independent School District Board of Trustees	March 2, 2023	1
James Stansberry – Interim Superintendent	Westhoff Independent School District	July 23, 2024	1
Andrew Weikel – Board President	Westhoff Independent School District Board of Trustees	July 23, 2024	7
Dustin Kenne – District Coordinator	Westhoff Independent School District	July 23, 2024	1
Chief Andrew Weikel	Westhoff Volunteer Fire Department	July 23, 2024	1
Billy Jordan – Emergency Management Coordinator	De Witt County Emergency Management	July 23, 2024	1
Carl Bowen - Sherriff	De Witt County Sheriff Office	July 23, 2024	1
Marianna Flores – Administrative assistant	Westhoff Independent School District	July 23, 2024	1
Lesli Sturm - Technology Director	Westhoff Independent School District	July 23, 2024	1

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SECTION 1.0 – PURPOSE AND SCOPE

A. Purpose

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

Westhoff Independent School District will review and update this EOP at least annually. These revisions will enhance our ability to support all phases of emergency management.

B. Scope

This EOP addresses district planning for all incidents and is applicable to all proficiency are addressed.

SECTION 2.0 – LEGAL REQUIREMENT

Texas Education Code 37.108 states that “each school district or public junior college district shall adopt and implement a multi-hazard emergency operations plan for use in the district’s facilities. The plan must address prevention, mitigation, preparedness, response, and recovery.”

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

SECTION 3.0 – SITUATION OVERVIEW AND ASSUMPTIONS

A. Situation Overview

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

The intent of this EOP is to prevent or mitigate the effects of hazards that may affect the district. The district is located within DeWitt County, Westhoff, and is serviced by the Education Service Center (ESC) 3.

1. Individuals with Disabilities or Access and Functional Needs

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

2. Individuals with Limited English Proficiency

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

3. Facilities and Campuses

The district has a total of 1 facility. The district has no high school, and one combination middle school and elementary school campus. A map of the facility annotated with evacuation routes, shelter locations, fire alarm pull-stations, fire alarm control panel stations, fire standpipe connections, fire hydrants, fire extinguishers, first aid kits, bleeding control stations, automated external defibrillators (AEDs), hazardous materials storage, server rooms, mechanical rooms, electrical rooms, and utility shutoffs is included in the main office.

4. Hazard Summary

There are many hazards that have the potential to disrupt district operations resulting in loss of life and damage to property. Specific hazards have been identified through conducting a district hazard analysis. The Hazard Priority Table for identified district's hazards is located in Attachment 1: District Hazard Analysis Summary Data (page 27). The district has addressed each hazard in a separate annex.

5. Resources

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

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

A list of current agreements is found in Attachment 2: Formal Agreements (page 28). These agreements can be obtained through the district's legal office.

B. Assumptions

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

1. This EOP is a framework that provides guidance and structure to support our educational mission within a safe and secure environment.
2. This EOP is intended to provide guidance but does not imply performance guarantees. We may deviate from this plan, as necessary.
3. Those individuals or agencies listed in the Record of Distribution acknowledge receipt, review, and intent to use this plan during an incident.
4. All facilities and campuses have created site-specific plans addressing their identified hazards.
5. Students, faculty, and staff are empowered to assess the seriousness of a situation and respond accordingly, which may prevent an incident from occurring.
6. An incident such as a fire, gas leak, or hazardous material spill could occur without warning. Faculty and staff should not wait for directions from local response agencies before activating this EOP, thus protecting lives and property.

7. Probable or developing conditions may result in leadership making the decision to delay or cancel events to avoid potential injury or loss of life if conditions were to evolve into an incident.
8. Incident management will be conducted in a manner consistent with the principles contained in the U.S. Department of Homeland Security National Incident Management System (NIMS) doctrine.
9. We are prepared to take initial response actions until help from responding agencies is available.
10. Upon arrival, a member of a responding agency (for example: law enforcement, fire) may assume the Incident Commander (IC) position or establish a Unified Command (UC) depending on the incident.
11. An intentional threat against the district will result in security and law enforcement response actions.
12. A quick and appropriate response will reduce the number and severity of injuries.
13. A large-scale incident requires an effective and coordinated response between the district, community, and response agencies resulting in minimizing public concern; assisting in recovery efforts; and reducing the impact on students, faculty, and staff.
14. During an incident, faculty and staff are expected to perform tasks beyond their daily duties.
15. Utilities (for example: water, electrical power, natural gas, telephones, radio systems, cell towers, information systems) may be interrupted due to an incident.
16. Buildings, major roads, overpasses, bridges, and local streets may be damaged. Individuals may become stranded on campus due to unsafe traveling conditions.
17. Conducting regular drills, exercises, and training with students, faculty, staff, and substitutes on the hazards identified in this EOP improves our readiness to respond to incidents and reduce incident related losses.

SECTION 4.0 – CONCEPT OF OPERATIONS

A. Approach to Emergency Management

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

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

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

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

B. Emergency Operations Organization

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

C. Phases of Emergency Management

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

- 1. Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Examples: Cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc.
- 2. Mitigation:** Includes activities to reduce the loss of life and property from natural or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Examples: Structural changes to buildings, elevating utilities, bracing, and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc.

3. **Preparedness:** A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action to ensure effective coordination during incident response. Examples: Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc.
4. **Response:** Activities that address the short-term, direct effects of an incident. Examples: Lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc.
5. **Recovery:** Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Examples: Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding.

D. Physical and Psychological Safety

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

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

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

SECTION 5.0 – ASSIGNMENT OF RESPONSIBILITIES

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

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

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

Roles and Responsibilities for Emergency Management Phases Table – EXECUTIVE STAFF

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Executive Staff	Responsibility	During Which Phase of Emergency Management it is Fulfilled
Superintendent		
	Assumes responsibility for emergency management planning, ensuring the process includes each phase of emergency management.	All Phases
	May designate an individual to serve as the emergency management coordinator who oversees the emergency management program.	Preparedness
	May identify individuals whose responsibilities are to support the emergency management program.	All Phases
	Approves and ensures promulgation of the multi-hazard emergency operations plan (EOP).	Preparedness
	Signs-off on all significant changes to this EOP.	Preparedness
	Activates, in part or in whole, this EOP to provide for an effective response to an incident.	Response

	Provides guidance for the direction and control of an incident according to NIMS and the district's emergency management program.	All Phases
	Assigns a district representative, with decision-making authority, to the Emergency Operations Center (EOC) to support and coordinate district activities during the community response to an incident.	Response
	Establishes a line of succession for making district decisions during an incident.	Preparedness Response
	Ensures this EOP is reviewed annually.	Preparedness
	Communicates with the School Safety and Security Committee regarding the objectives and priorities for the emergency management program.	All Phases
	Advises the board of trustees of incidents and provides periodic reports as needed.	Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Principals		
	Ensures development of campus site-specific emergency management plans.	Preparedness
	Responsible for the emergency management program on their campus.	All Phases
	Takes steps to ensure overall safety of students, faculty, and staff.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

Roles and Responsibilities for Emergency Management Phases Table – COMMITTEES

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Committees	Responsibility	During Which Phase of Emergency Management it is Fulfilled
School Safety and Security Committee	Participates in the development and implementation of emergency plans ensuring they are consistent with this EOP and reflect the specific needs that exist for each facility and campus.	Preparedness
	Provides, periodically to the board of trustees and administration, recommendations to	Preparedness

	update this EOP according to the best practices identified by the Texas Education Agency (TEA), the Texas School Safety Center (TxSSC), or an individual in the Registry established by the TxSSC.	
	Provides information required to complete the safety and security audit, safety and security audit report, or any other report required to be submitted to the TxSSC.	Preparedness
	Ensures a safety and security audit has been conducted for all facilities at least once every three years in compliance with Texas Education Code 37.108.	Preparedness
	Ensures a Safety and Security Audit Report is submitted to the board of trustees.	Preparedness
	Reviews each report submitted to the TxSSC to ensure it contains accurate and complete information regarding each facility and campus and follows the criteria established by the TxSSC.	Preparedness
	Consults with local law enforcement agencies on how to increase their presence near campuses.	Preparedness
	Selects where bleeding control stations are to be placed in schools, ensuring they are in easily accessible areas.	Preparedness
	Meets as required by Texas Education Code 37.109.	Preparedness
	Attends Psychological First Aid Training.	Preparedness
School Safety Committee		
	Provides policy and strategic guidance.	All Phases
	Helps ensure adequate resources are available.	All Phases
	Keeps elected officials and other executives informed of situations and decisions.	Response Recovery

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Departments	Responsibility	During Which Phase of Emergency

		Management it is Fulfilled
Administrative Assistant		
	Develops plans to recall bus drivers.	Response
	Develops plans to adjust bus routes.	Response
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Maintenance Department		
	Develops plans to surveys and reports the condition of buildings.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Food Service Department		
	Develops plans to inventory existing food and supplies.	Preparedness Response Recovery
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery
Legal Department		
	Creates formal agreements with agencies and community organizations to ensure the district has access to needed resources during an incident	All Phases
	Protects, maintains, and stores essential records in collaboration with the Superintendent or President or Authorizing Official, in accordance with legal requirements for document retention.	All Phases
	Participates in drills, exercises, trainings, and after-action reviews.	Preparedness Recovery

**Roles and Responsibilities for Emergency Management Phases Table –
PERSONNEL**

ROLES, RESPONSIBILITIES, AND DURING WHICH PHASE OF EMERGENCY MANAGEMENT EACH RESPONSIBILITY IS TO BE FULFILLED		
Personnel	Responsibility	During Which Phase of

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

SECTION 6.0 – DIRECTION AND CONTROL

A. General Information

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

and the emergency management program. The district will implement the Incident Command System (ICS) to manage the incident.

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

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

B. Chain of Command

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

1. First individual responsible for making decisions - Superintendent
2. Individual responsible if Superintendent is not available – District Coordinator
3. Additional individual if the prior two are not available – Administrative assistant

C. Coordination with Response Agencies

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

1. Department of State Health Services
2. Dewitt County emergency management
3. Dewitt County Sherrif Department
4. Cuero Regional Hospital
5. Westhoff Volunteer Fire department

SECTION 7.0 – PUBLIC INFORMATION OFFICER

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

SECTION 8.0 – ADMINISTRATION AND SUPPORT

A. Purchasing

1. The WISD business office / District Administrative Assistant follows established policy while:
 - a. Overseeing all financial activities during an incident including purchasing resources.
 - b. Arranging contracts for services.
 - c. Tracking incident costs.
 - d. Timekeeping for personnel.
 - e. Verifying compliance with applicable laws and policies for financial coding.
 - f. Submitting forms for reimbursement.
 - g. Preserving all incident-related documentation
2. Westhoff ISD is a political subdivision of the State of Texas and operates under specific legal requirements for the procurement of goods and services. The district is a tax-exempt entity and will supply tax-exempt verification upon request. The purchasing process is outlined in a separate district document titled Westhoff ISD Budgetary Manual.

B. Reporting

1. Situational Reports

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

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

- a. ICS Form 213, General Message, will be used immediately as needed.
- b. ICS Form 214, Activity Log, will be completed throughout the incident by individuals assisting with the incident.
- c. The FEMA forms can be downloaded using this link:
<https://training.fema.gov/emiweb/is/icsresource/icsforms/>.

C. Recordkeeping

1. The following records will be kept during an incident and retained in the manner described in point three below for as long as the district's legal department recommends:
 - a. Records related to purchases (mentioned above in the Purchasing paragraph).
 - b. Activation and deactivation of incident policies, procedures, and resources.

- c. Major commitments of resources or requests for additional resources through formal agreements.
 - d. Significant changes in the incident situation.
- 2. Records can be easily damaged during an incident. Efforts will be made to protect them in order to resume daily operations. These records include but are not limited to: legal documents, student files, and faculty and staff files.
- 3. Essential records will be protected and are maintained in collaboration with the Superintendent and the Administrative Assistant. These records will be stored and kept in accordance with legal requirements for document retention.

SECTION 9.0 – DEVELOPMENT AND MAINTENANCE PROCESS

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

- A.** After-action reviews (AARs) will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.
- B.** The current EOP will be reviewed annually by the EOP Planning Team, response agencies, and others having roles and responsibilities mentioned in this EOP. This annual review has been established by the Superintendent. This review process also includes AAR feedback captured since the previous annual review.
- C.** Once the annual review has been completed, minor edits (such as grammar or spelling changes) require no notification to stakeholders. Significant changes (such as changes in guidelines, roles, or responsibilities) will be tracked in an updated version of this EOP and distributed to all relevant stakeholders for a period of review and comment.
- D.** At the end of the review and comment period all significant changes will be recorded in the Record of Changes and Annual Review table. If no significant changes were made to the current EOP, the phrase “Annual EOP Review Conducted” will be noted in the Summary of Significant Changes and Annual Review column of the Record of Changes and Annual Review table. The Record of Changes and Annual Review table also verifies the EOP has been reviewed annually. The updated EOP is then forwarded to the appropriate authorities for their review and approval for implementation.
- E.** Once the EOP’s Approval for Implementation page has been signed, the updated EOP will be forwarded to the Superintendent to sign the Promulgation Statement. Additionally, the Promulgation Statement will be signed, as soon as possible, when a new Superintendent assumes leadership.
- F.** The Record of Distribution indicates who receives each version of this EOP. Specifically, the Record of Distribution is updated to identify the receipt, review, and intent to use this EOP during an incident by those individuals and agencies (both internal and external) responsible for assisting the district during all phases of emergency management.

SECTION 10.0 – EXPLANATION OF TERMS

A. Acronyms

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

B. Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 11.0 – ATTACHMENTS**Attachment 1: District Hazard Analysis Summary Data (more information found in Section 3.0, A.4)**

Westhoff ISD Hazard Analysis Tool 2024

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)	2	10	3	6	21
Chemical Plant Release	0	0	0	0	0
Communicable Disease	2	1	1	1	5
Cyber Attack/Ransomware	3	2	2	2	9
Earthquake	1	1	1	1	4
Flooding	1	0	0	1	2
Highway Accident/HAZMAT	3	2	1	1	6
Hurricane/Tropical Storm	3	2	3	3	11
Major Utility Loss	3	2	2	2	9
Pipeline Release	3	2	1	2	8
Severe Thunderstorm	4	2	2	2	9
Tornado	3	4	4	4	15
Train Derailment	0	0	0	0	0
Wildfire	2	2	2	3	9
Winter Storm	3	2	1	2	8
List additional hazards					

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

A. Resources Needed by the District

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

Resources Needed by the District Table

RESOURCES NEEDED BY THE DISTRICT PROVIDED THROUGH FORMAL AGREEMENTS WITH AGENCIES AND COMMUNITY ORGANIZATIONS		
Agency	Type of Agreement	Resource(s)
none		

B. Resources Needed by Agencies and Community Organizations from the District

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

Resources Needed by Agencies and Community Organizations Table

RESOURCES NEEDED BY AGENCIES AND COMMUNITY ORGANIZATIONS PROVIDED THROUGH FORMAL AGREEMENTS WITH THE DISTRICT		
Agency	Type of Agreement	Resource(s)
none		

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

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

School Safety and Security Committee Members Table

AGENCY	NAME	TITLE
Dewitt County's Office of Emergency Management	Billy Jorden	Dewitt County's Office of Emergency Management Coordinator
Sheriff's Office	Carl Bowen	Sheriff
President of the Board of Trustees	Andrew Weikel	Board President
WISD Administrator	James Stansberry	Interim Superintendent
A member of the Board of Trustees	Cindy Burnett	Board Secretary
Designees of the Superintendent	Dustin Kenne Marianna Flores Lesli Sturm	District Coordinator Administrative Assistant Technology/PEIMS
Parents of Enrolled Parents	Amber Gloor Kerry Kenne	Parents
Westhoff Volunteer Fire Department	Andrew Weikel	Fire Chief

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

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

School Safety and Security Committee Meeting Schedule

SCHOOL SAFETY AND SECURITY COMMITTEE MEETINGS	
Meeting Date	Meeting Time
October 25, 2023	11:00 AM
August 7, 2024	10:00 AM

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

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

Safety and Security Audit Certification

SAFETY AND SECURITY AUDIT CERTIFICATION STATEMENT		
Date Safety and Security Audit Was Completed	Person or Agency Who Conducted the Safety and Security Audit	Date Safety and Security Audit Report Was Submitted to the Board of Trustees
06/11/2024	Westhoff ISD Audit Team and Dan Morales, TEA	06/20/2024

Attachment 5: Providing Maps and Walkthroughs to First Responders

Accurate emergency response maps of each district campus and school building related to developing site and floor plans, access control, and exterior door numbering have been provided to the Texas Department of Public Safety and the following local first responder agencies (Police, Fire, EMS), in compliance with Texas Education Code 37.108(f)(9).

Emergency Response Map Distribution

EMERGENCY RESPONSE MAP CERTIFICATION STATEMENT		
Date Map Provided	Agency Receiving Map	Agency Receiving Map
July 24, 2024	Westhoff Volunteer Fire Department	Chief Andrew Weikel
Pending	Department of Public Safety	Department of Public Safety
July 24, 2024	Dewitt County Sheriff Department	Dewitt County Sheriff Department
July 24, 2024	Dewitt County Emergency Management Department	Billy Jorden

The district has provided opportunities to conduct walkthroughs of district facilities to the Texas Department of Public Safety and the following local first responder (Police, Fire, EMS) agencies in compliance with Texas Education Code 37.108(f)(9).

First Responder Walk-Through Certification

First Responder Walk-Through Certification		
Date Walkthrough Offered	Agency Contacted	Date of Communication
7/24/24	Department of Public Safety	7/24/24
7/30/24	DeWitt County Emergency Management	7/24/24
7/24/24	Westhoff Volunteer Fire Department	7/24/24

Reserved

Westhoff ISD

Active Threat Annex



August 7, 2024

Section 1 – Purpose and Scope

1.1 Purpose

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

1.2 Scope

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

Section 2 – General Information

2.1 Hazard Overview

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

2.2 District Specific Hazard Risk

Westhoff ISD identifies the following active threats as high priority.

Shooting

A shooting incident involves an attack with firearms being discharged at others.

An **Active Shooter Appendix** to this Active Threat Annex includes specific tasks taken before, during, and after an active shooter incident.

Stabbing and Blunt Force Trauma

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

Bomb Threat

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

Vehicular Assault

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

2.3 Hazard Preparedness and Warning

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

Threat Assessment Team

Westhoff ISD has a threat assessment team(s), consistent with Texas Education Code 37.115. Threat assessment team operations are rooted in best practices established by the United States Secret Service National Threat Assessment Center and are guided by state legislation. The threat assessment team is a multidisciplinary group that meets regularly to assess two distinct categories of behavior: concerning and prohibited. The threat assessment team maintains a low threshold for intervention and may offer resources from the MTSS to assist in the prevention and de-escalation of threats.

Westhoff ISD’s threat assessment team acts as a buffer to violence and provides support to district community members in crisis before persons pose a threat to themselves or others. The threat assessment team reviews observes and reports concerning and prohibited behaviors objectively to assess the risk to the school community. The team maintains a record of these reviews within its case

management system. Westhoff ISD acknowledges that a key goal of threat assessment is to distinguish between *making* a threat and *posing* a threat.

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

Detecting Suspicious Activity

Westhoff ISD uses the following methods to detect suspicious activity on campus:

- Westhoff ISD use of cameras in halls and exterior
- All employees and students wear name badges
- All visitors check in at main office and must be approved before a visitor badge is issued.
- No one allowed on campus unless prior approval

2.4 Safety in Portable Buildings

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

- There are no portable buildings on campus/district.

2.5 Access and Functional Needs

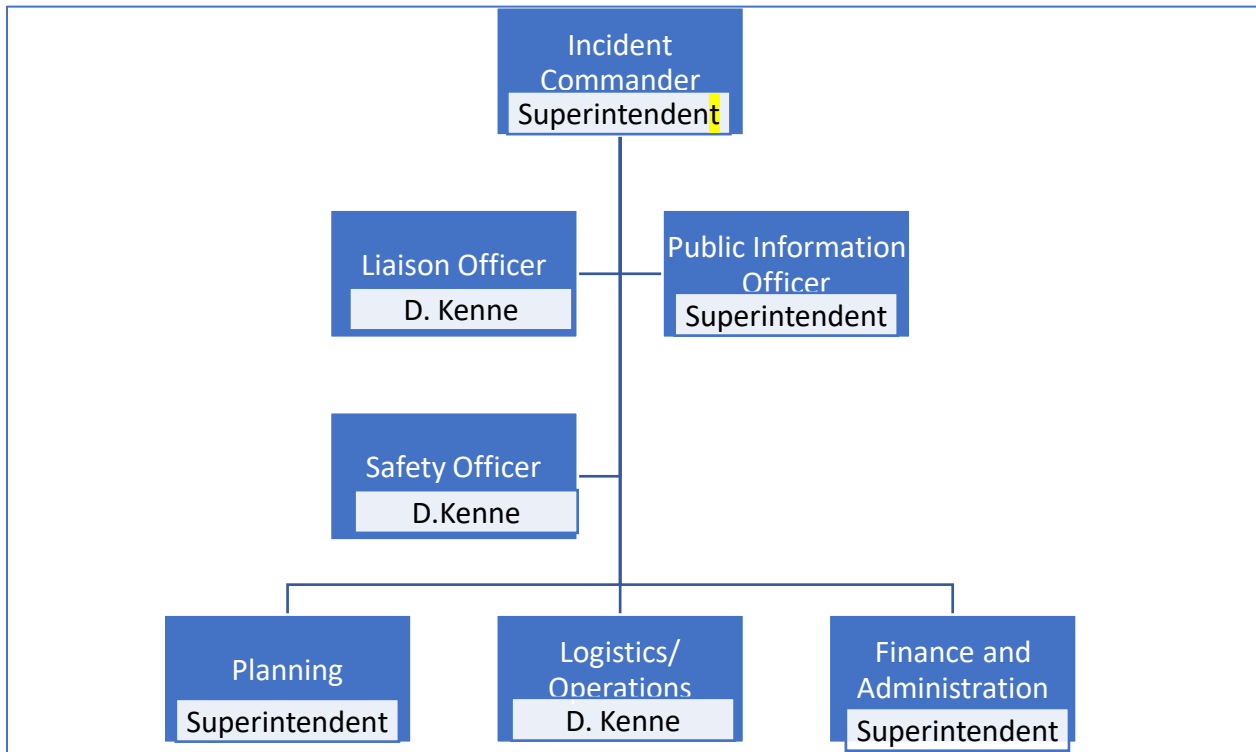
In compliance with Texas Education Code 37.108, Westhoff ISD utilizes the following measures to ensure the safety and security of individuals with access and functional needs during an active threat incident:

- Teacher/staff locks all doors
- Teacher/staff applies shield to door
- Teacher/staff spreads out children out of sight
- Teacher/staff shelters in place

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

3.1 Annex-Specific ICS Organizational Chart

Westhoff ISD will designate an Incident Commander for an active threat incident. The Incident Commander will have the ability to expand or contract the ICS structure as necessary during the incident.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase

Safeguard against consequences unique to an active threat incident.

District Actions	Responsible Role
ID potential behavioral threats	Staff
Security Cameras interior and exterior of building	Administration
Procedures /policies for entrance of building	Committee
Name badges /checking of ID of all people on premises	administration

Mitigation Phase

Reduce the impact of an active threat incident.

District Actions	Responsible Role
Ensure policy of locked classrooms	staff
Placement of Door Shields	staff
communication	staff

Preparedness Phase

Regularly review district readiness for an active threat incident.

District Actions	Responsible Role
Training of staff	administration
Planning/drills	administration
Daily checks of doors and policies	administration
Monitoring of security equipment	administration

Response Phase	
District actions during an active threat incident.	
District Actions	Responsible Role
Remain calm; professional	staff
Communication with staff; responders	administration
Locked door with doorshield	staff
Remain out of sight	staff

Recovery Phase	
Return to normal district operations following an active threat incident.	
District Actions	Responsible Role
Re-establish safety procedures; address physical, emotional, and psychological impacts of staff, student and families	administration
Counselling for staff/students	Esc3
Cleanup /repair facilities	district

Section 5 – Resources

5.1 Acronyms

ICS Incident Command System

5.2 Definitions

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

Westhoff ISD

Active Shooter Appendix to the Active Threat Annex



August 7, 2004

Purpose and Scope

Purpose

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

Scope

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

Specific Tasks Taken Before, During, and After an Incident

Before an Active Shooter Incident

Tasks	Responsible Role
Obtain lifesaving resources such as bleeding control kits. Install these resources in common spaces and regularly inform the community of their presence. Floorplans should clearly identify the locations of lifesaving resources.	Dustin Kenne, District Coordinator
Train staff in lifesaving techniques, including the use of bleeding control kits.	
Train staff on how to administer all actions for the Standard Response Protocol (SRP). <ul style="list-style-type: none"> During SRP training, encourage staff members supervising any student activities outside the building to make the best decision for students under their supervision. Train staff and students to use programs such as Civilian Response to Active Shooter Events (CRASE) to help them make individual decisions during an attacker incident. Consider adaptations for noninstructional facilities, such as stadiums, administration buildings, etc. 	Dustin Kenne, District Coordinator
Train district and campus administration on the Incident Command System (ICS), including the concept of Unified Command.	Dustin Kenne, District Coordinator
Train staff on how to find and use critical campus response resources such as bleeding control kits and two-way radios.	Dustin Kenne, District Coordinator
Train staff to notify first responders of an attacker by using multiple communication options.	Dustin Kenne, District Coordinator
Request that local emergency response agencies help develop training programs designed to educate staff members to safely observe and report information that would be useful to responders during an attack.	Dustin Kenne, District Coordinator
Design and conduct drills and exercises that impart necessary skills without unduly creating trauma for staff and students. <ul style="list-style-type: none"> Use a progressive schedule, beginning with applicable SRP drills and culminating in full-scale exercises (without live fire). Refer to Texas Education Code 37.1141 for specific mandates to follow during these exercises. 	Dustin Kenne, District Coordinator

Before an Active Shooter Incident

Tasks	Responsible Role
<ul style="list-style-type: none"> Consider designing drills and exercises for after-hour and extracurricular activities. 	
Conduct After-Action Reviews (AARs) and develop improvement plans after each drill and exercise.	Dustin Kenne, District Coordinator
Empower all staff members to initiate SRP actions. Include this concept in drills and exercises.	Dustin Kenne, District Coordinator
Assign two-way communication devices (e.g., radios, cell phones, etc.) to administrators and ensure that each major interior and exterior area has these devices.	Dustin Kenne, District Coordinator
Ensure that attendance records, staff rosters, and visitor lists can be accessed offsite by district staff and first responders.	Dustin Kenne, District Coordinator
Establish primary and secondary evacuation sites. Incorporate these into drills and exercises.	Dustin Kenne, District Coordinator D
<p>Install and test panic button(s) at regular intervals. Include any staff members who would be in proximity to the panic alarm during an attack.</p> <ul style="list-style-type: none"> Place panic buttons in a space that encourages legitimate use and discourages false alarms. Consider wearable panic buttons. Notify first responder agencies before testing panic buttons. Ensure that both first responders and district administrators receive alerts from panic buttons. 	Dustin Kenne, District Coordinator
Ensure that persons with access and functional needs have equal access to safety.	Dustin Kenne, District Coordinator
Meet with law enforcement to identify additional or unique resources that might be needed during and after an attack.	Dustin Kenne, District Coordinator
<p>Provide opportunities for police, fire, and EMS to become familiar with district facilities.</p> <ul style="list-style-type: none"> Host first responder tours on a regular basis. Encourage law enforcement training on school campuses. 	Dustin Kenne, District Coordinator
<p>Provide first responders with access and navigation aids such as the following:</p> <ul style="list-style-type: none"> Offsite access to your video surveillance camera system. 	Dustin Kenne, District Coordinator

Before an Active Shooter Incident

Tasks	Responsible Role
<ul style="list-style-type: none"> Digital floor plans. Secure access boxes (Knox Boxes) with multiple sets of master keys and access cards. 	
<p>Encourage, celebrate, and advertise positive police relationships with staff and students. Consider the following:</p> <ul style="list-style-type: none"> Lunch visits with students. Using police officers as mentors and reading buddies. Using police officers for class chats about safety. Establish report writing spaces for police officer use while on patrol. Invite law enforcement to attend and conduct informative sessions during parent–teacher association meetings and activities to develop and foster relationships with parents. 	Dustin Kenne, District Coordinator
Prepare mass notification scripts for attacker incidents to include within your Communications Annex. Consider different audiences and situations, such as a common school day versus after-hours activities.	Dustin Kenne, District Coordinator
Designate and train multiple users on how to access mass notification systems and scripts. Empower users to send appropriate messaging using a protocol if necessary.	Dustin Kenne, District Coordinator
<p>Develop and implement a written schedule for regular safety and security inspections. Perform a monthly inspection and test of safety and security components such as the following:</p> <ul style="list-style-type: none"> Locking hardware: Ensure that hardware allows for legitimate access and denies entry to unauthorized persons. Consider testing automation technology. Surveillance cameras: Ensure that video surveillance systems are installed in appropriate locations and provide video resolution that aids in identification. Continually evaluate the need to upgrade or expand the surveillance system. When possible, install systems that enable offsite monitoring by district administrators and emergency response agencies. Lighting: Conduct facility inspections after dark to evaluate the effectiveness of existing lighting and identify areas where facilities 	Dustin Kenne, District Coordinator

Before an Active Shooter Incident	
Tasks	Responsible Role
<p>may benefit from additional lighting. Repair or upgrade lighting as needed.</p> <ul style="list-style-type: none"> Emergency communications systems: Ensure that emergency communications systems effectively notify the intended audience and appropriate response agencies. 	
<p>Enforce and celebrate district safety and security policies. Ensure that administrators support practices that create a security-minded culture.</p> <ul style="list-style-type: none"> Conduct a staff and student orientation session on district safety and security measures and stress the importance of maintaining security. Support an environment that celebrates the reporting of suspicious activity by policy and practice. 	Dustin Kenne, District Coordinator
<p>Identify and mark safe rooms for visitors, staff, and students who may be away from their normal space.</p>	Dustin Kenne, District Coordinator
<p>Determine which armed defenders (ISD Police, School Resource Officer, School Marshal, School Guardian) will be your first line of defense against an attacker.</p> <ul style="list-style-type: none"> Ensure that armed defenders meet regularly with local law enforcement officers who would be responding to an attacker. Ensure that armed defenders train with local police officers at intervals that are decided between district and local law enforcement. Ensure that armed defenders can be readily identified by staff members and emergency responders during an attacker incident. Before the end of the spring semester, consult with local law enforcement to evaluate the feasibility of having armed defenders on campus. Develop and implement policies and procedures that help establish and maintain a viable armed defender program. 	Dustin Kenne, District Coordinator
<p>Secure and review written agreements for the use of non-district resources that may be needed for an attacker incident, such as, but not limited to, the following:</p> <ul style="list-style-type: none"> Assistance with offsite evacuation and transportation needs Support for food services 	Dustin Kenne, District Coordinator

Before an Active Shooter Incident

Tasks	Responsible Role
<ul style="list-style-type: none"> Classroom space needed after an incident Additional law enforcement support following resumption of campus activities Additional psychological support services 	
<p>Ensure that the School Behavioral Threat Assessment Team convenes in a timely manner to discuss concerning and prohibited behavior.</p> <ul style="list-style-type: none"> Ensure that the School Behavioral Threat Assessment Team errs on the side of early intervention and timely support to individuals exhibiting concerning behaviors. 	Dustin Kenne, District Coordinator
At a minimum, provide suicide prevention and trauma-informed care training to required staff members.	Dustin Kenne, District Coordinator

During an Active Shooter Incident

Tasks	Responsible Role
Call for help using redundant communications systems.	
<p>Decide on SRP action.</p> <ul style="list-style-type: none"> Lockdown is followed by “Locks, Lights, Out of Sight” and is the protocol used to secure individual rooms and keep occupants quiet and in place. Evacuation may be followed by a location and is used to move people from one location to a different location in or out of the building. 	

During an Active Shooter Incident

Tasks	Responsible Role
<ul style="list-style-type: none"> Secure (Lockout) is followed by the Directive: “Get Inside, Lock Outside Doors” and is the protocol used to safeguard people within the building. Encourage staff members who are supervising student activities outside the building to make the best decisions for their students. 	
<p>Initiate SRP action using brief, clear language offered by SRP over the campus announcement system.</p> <ul style="list-style-type: none"> Lockdown: “Locks, Lights, Out of Sight” Evacuate: “Evacuate to _____.” Secure (Lockout): “Get inside. Lock Outside Doors.” 	Dustin Kenne, District Coordinator
Follow directions from law enforcement. Wait for law enforcement directions before leaving secured areas.	Dustin Kenne, District Coordinator
Use a simple response protocol, such as CRASE, when necessary. Avoid, Deny, Defend against Attackers.	Dustin Kenne, District Coordinator
Begin to account for all staff, students, and visitors.	Dustin Kenne, District Coordinator
<p>Inform your community of the current threat and status of the incident.</p> <ul style="list-style-type: none"> Coordinate public information activities with local response agencies. Conduct joint briefings when possible. Send a timely message to the community using prepared scripts from your Communications Annex. Develop and publish a schedule for when and where authorized officials will provide incident updates. 	Dustin Kenne, District Coordinator
If necessary, implement your Continuity of Operations Plan (COOP) to ensure that the district continues to perform essential functions.	Dustin Kenne, District Coordinator
Add more tasks specific to your district	

After an Active Shooter Incident

Tasks	Responsible Role
Perform an incident debriefing (hotwash) while staff and responders are still on scene.	Dustin Kenne, District Coordinator
Account for all personnel.	Dustin Kenne, District Coordinator
Reunite children with parents using your Reunification Annex.	Dustin Kenne, District Coordinator
Conduct an AAR session for staff and responders to discuss what went well and what needs to improve.	Dustin Kenne, District Coordinator
Develop and implement an Improvement Plan that includes recommended changes from the incident debriefing and AAR. <ul style="list-style-type: none"> Assign specific tasks to ensure accountability. Incorporate changes into future drills and exercises. 	Dustin Kenne, District Coordinator
Activate your damage assessment team to identify replacement and repair needs. <ul style="list-style-type: none"> Consult and involve your city or county Emergency Management Coordinator. Ensure that proper documentation of damages and expenses is maintained for potential insurance or reimbursement claims. 	Dustin Kenne, District Coordinator
Initiate repairs and cleanup of affected areas after they are cleared and released by investigators.	Dustin Kenne, District Coordinator
Assess the trauma-informed and grief-informed care needs of the district community after an attacker incident and provide appropriate mental health resources. <ul style="list-style-type: none"> Call on neighboring districts and third-party providers to assist with resources needed for the initial return to school. Anticipate returning to instruction while providing for the ongoing and prolonged mental health needs of the district community. Reintroduce staff and students to school carefully after repairs have been made. 	Dustin Kenne, District Coordinator
Provide a visible security presence as staff and students transition back to school.	Dustin Kenne, District Coordinator

After an Active Shooter Incident

Tasks	Responsible Role
Ensure that personnel are made available to provide statements to law enforcement and other investigating authorities.	Dustin Kenne, District Coordinator

Resources

Acronyms

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

Definitions

1. **After-Action Review:** An AAR will be conducted by the district following every drill, exercise, planned event, and incident. An AAR captures feedback on what went right, and what went wrong; gathers information and perspectives to create lessons learned; generates recommendations for the next drill, exercise, planned event, or incident; and becomes a catalyst for updating the current EOP.
2. **Civilian Response to Active Shooter Events:** CRASE was developed in 2004 to provide civilians with knowledge and training on the Avoid, Deny, Defend strategy for responding to active shooter events.
3. **Improvement Plan:** A document that includes a consolidated list of corrective actions and responsible parties and a timeline for completion.
4. **Incident Debriefing or Hotwash:** A guided discussion usually held immediately after an exercise or event while elements of the exercise are fresh on participants' minds.
5. **School Behavioral Threat Assessment Team:** A multidisciplinary behavioral threat assessment team of school personnel, including faculty, staff, administrators, coaches, and available school resource officers, who will direct, manage, and document the threat assessment process.
6. **School Guardian:** A school board may adopt a local policy that authorizes the designation of specified employees who are authorized to carry firearms on school premises.
7. **School Marshal:** State law (TEC 37.0811) allows a school district or charter school to appoint one or more specially trained and licensed employees as school marshals. The appointment must be made by the board of trustees, and the Marshal must have the appropriate licensing and certification by the Texas Commission on Law Enforcement. Information on the School Marshal Program can be found on the TCOLE website.

- 8. Standard Response Protocol: Provides clear, consistent language and actions to be used by all students, staff, and first responders in an emergency. These include SRP actions [Secure (Lockout), Lockdown, Evacuate, Shelter, and Hold] in a school setting.**

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

**Westhoff ISD
Emergency Communications
Annex**



August 7, 2024

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the district's policies and procedures to manage communications during an emergency affecting operations. This will include Preparedness, Response, and Recovery regarding emergency communications within the school district.

1.2 Scope

This annex addresses district planning for emergency communications and applies to the whole district community and all district property.

Section 2 – General Information

2.1 Overview

In this annex, the word **emergency** refers to:

An emergency, threat, or potential situation that can impact district operations, cause potential harm, loss of life, impact the reputation of the district, or become an incident of significance in the media.

2.2 What are Emergency Communications?

Emergency communications ensure that the district has the technology and infrastructure to ensure the timely and accurate sharing and receiving of information concerning incidents impacting the safety of district personnel, and students.

2.3 When an Emergency Occurs

In any emergency threatening a campus or district, the person that first notices it should call 911 using either a cell phone or landline and report the emergency. In a perfect world, the front office of the affected campus will notify 911. When life safety is at stake, do not delay calling the proper authorities (police, fire, EMS, etc.).

At the first possibility, internal notification of the emergency should flow in the following order:

1. Front Desk Staff (at the affected campus)
2. School Principal (at the affected campus)
3. District Superintendent (when time permits)
4. President of the District Board (when time permits)

It is the Superintendent's responsibility to communicate with the Board President if the emergency is one that will be worthy of local or national news.

2.4 Policies and Procedures Concerning Mandated Communications

In compliance with TEC 37.108(a)(3), Westhoff ISD employs the following measures to **ensure district communications technology and infrastructure are adequate** to allow for communication during an emergency:

1. Panic Button
2. Radio Communication
3. Telephone

In compliance with TEC 37.108(f)(4), Westhoff ISD employs the following measures to **communicate with individuals with access and functional needs** during an emergency as part of our provisions for ensuring that students and district personnel with disabilities are provided equal access to safety during a disaster or emergency situation:

1. Panic Button
2. Radio
3. telephone

In compliance with TEC 37.108(a)(2), Westhoff ISD employs the following measures to ensure district employees, including substitute teachers, **have classroom access to a telephone, including a cellular telephone, or another electronic communication device** allowing for immediate contact with district

emergency services OR emergency services agencies, law enforcement agencies, health departments, and fire departments:

1. telephone
2. radio

In compliance with TEC 37.108(c-2) (9)(F)(5), Westhoff ISD employs the following measures to provide immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving **a significant threat to the health or safety of students**:

1. telephone
2. website

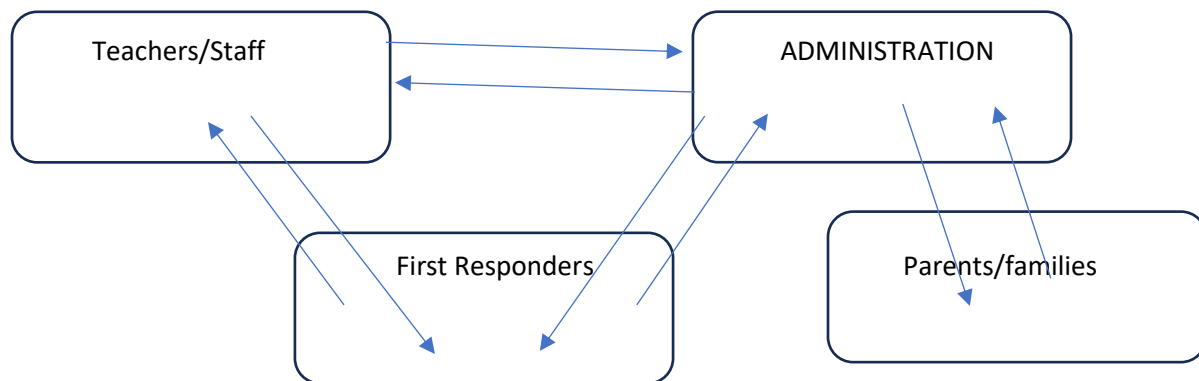
In compliance with TEC 37.113, Westhoff ISD employs the following measures to provide notification, as soon as possible, to the parent or guardian of or other person standing in parental relation to each student who is assigned to the campus or who regularly uses the facility, as applicable, of **a bomb threat or terroristic threat** related to a campus or other district facility at which students are present:

1. telephone
2. website
3. email

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

3.1 Annex-Specific ICS Organizational Chart

Westhoff ISD will refer to the hazard-specific annex that is being supported by this functional annex for Incident Commander and other ICS assignments.



Section 4 – Internal and External Communications During an Emergency

4.1 Internal Communications

Westhoff ISD Required Internal Communications

1. Central Office Notification

The District Superintendent or designee will be notified of any incident at a district-sanctioned event, both on-district and off-district property. The School Board President will be informed of the emergency at the Superintendent or designee's discretion.

2. Classroom immediate contact with district emergency services (if district emergency services exist remove item #2 in 4.2 below; if district emergency services do not exist, remove this item and complete item #2 in 4.2 below)

The district has ensured that all district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with district emergency services.

3. Faculty, Staff, and Students

- A. Reports of Emergencies: All faculty, staff, and students are expected to report all emergencies to the school office (when an incident threatens life safety, call 911 immediately).
- B. Emergency General Assembly: If crucial information must be shared immediately, the district or campus will assemble all students and staff and provide them with essential information.
 - 1) If an emergency assembly is impractical or unsafe, one or more of the following means of communication will be used:
 - a) Intercom system
 - b) Telephone
 - c) Text
 - d) Internal alert software or program
 - e) Email
 - f) Add additional means if needed
 - 2) If hard-wired electronic devices are not operational, such as the intercom and telephone systems, the following alternatives will be used:
 - a) Runners, 2-way radios, and megaphones

- b) Faculty Meeting: The principal or Incident Commander can hold a faculty meeting as soon as possible to provide accurate and updated information about the emergency, review emergency procedures, and plan for the next steps. This will facilitate the response and reduce misinformation and rumors.
- C. Senior Staff Meeting: If a separate meeting with senior staff is needed, the Incident Commander (IC) will call them to the conference room before or during the Emergency General Assembly. The IC will re-emphasize that only one spokesperson has been authorized to speak to the media.

4. Transportation Staff

Bus drivers traveling with their buses to or from school will notify the transportation coordinator as soon as possible of any significant incident that interrupts expected arrival times or will attempt to seek help from those who can communicate that message.

4.2 External Communications

Westhoff ISD Required External Communications

- 1. Call Team
 - A. A Call Team is used to place or receive large volumes of calls to or from parents, community leaders, etc., and is activated by the IC. These calls may be regarding selected incidents, such as the death of a student or when the automatic dialing system is not operational or needs to be augmented. The Call Team includes a member of the IT Department who will:
 - 1) Update the school website with information about the incident and what parents can do to help.
 - 2) Send broadcast messages via the parent and community email network when school office staff are tending to other issues.
 - 3) Produce information sheets or scripts for the Call Team or principal's use, the content of which is provided by the principal or superintendent.
 - B. The Call Team occupies a location where multiple phone jacks, extra phones, and a LAN connection are located for this purpose.
 - C. Call Team Members
 - 1) 1 IT Department staff (minimum)
 - 2) Other staff as assigned
 - D. Call Team Responsibilities:

- 1) Provide up-to-date information to parents when they call pre-designated cell or landline phone number(s).
- 2) When directed, initiate calls to parents to inform them of an emergency and the status of their students.
2. Classroom immediate contact with emergency service agencies, law enforcement agencies, health departments, and fire departments (if district emergency services exist and is included above in 4.1, either retain or remove this item depending on the extent of your district emergency services)

The district has ensured that all district employees, including substitute teachers, have classroom access to a telephone, including a cellular telephone, or another electronic communication device allowing for immediate contact with emergency service agencies, law enforcement agencies, health departments, and fire departments.

3. Media requests

All faculty, staff, students, and visitors will direct news media calls and questions to the principal, Incident Commander, Information and Media Representative, or local Public Information Officer, who will address the media and remain available for continued media updates.

- A. The Information and Media representative serves as a liaison to the media if needed.
- B. The principal or IC will decide whether to allow the media on school grounds. The media is not permitted inside the school unless authorized by the principal.
- C. Primary media assembly area: Soft Ball Field
- D. Alternate site: Fire Department
- E. All media requests for faculty, staff, or student interviews must be submitted to the principal or IC for approval before the interview. No unauthorized information should be provided to the media.
- F. All questions and inquiries from local officials or responders will be directed to the IC. Inquiries from State or Federal officials and school board members will be referred to the Superintendent's office.
- G. Requests for resources needed in response to the emergency are submitted through the IC to the local Emergency Management Agency.

4. Parents and Guardians

- A. Parents and guardians of all students directly involved in or affected by an emergency will be contacted by the principal or staff member designated by the principal as soon as possible. The principal or designated staff member will inform parents fully of the circumstances and the school's response. The IC will consider the district's medical, counseling, legal, or other advisors' guidance in addressing the situation.
- B. If many parents and guardians must be notified of an emergency affecting their children, the principal or designated school staff member will utilize an Emergency Notification Script to contact parents.

5. School Website and Social Media Accounts

- A. Updates for parents, parent organizations, community leaders, etc., will be posted on the school's website (insert campus website) and social media accounts using the same information provided to the Call Team.
- B. Recovery activities such as counseling sessions, memorials, post-incident question-and-answer meetings, and post-recovery open houses for parents will also be posted.
- C. Messages will be approved by the principal or superintendent and provided to the Webmaster (IT Staff) for posting. The webmaster will co-locate with the Call Team to enhance the continuity of information.

Section 5 – Public Information Officer

5.1 Goal of the Public Information Officer (PIO)

The goal of the PIO is to create effective communication between the school and the public.

5.2 PIO Responsibilities During Normal Operations

During normal operations, the PIO's responsibility is promoting the school and educating the public about the educational accomplishments and the variety of services and programs the district provides.

Under the general direction of the Superintendent, the PIO:

- Develops and implements strategic communications regarding all aspects of the district's public information plan.
- Advises and manages effective media, community, and public relations.
- Maintains editorial and graphics standards.
- Facilitates public information and community relations activities, events, and projects, inclusive of internal and external communications.

5.3 PIO Responsibilities During an Emergency

During an emergency, the PIO is responsible for communicating with the public and with the media. The PIO ensures the community understands what is happening during a severe weather incident, global pandemic, or school closures. The media also needs accurate and timely information to mitigate public anxiety and mistrust.

Other critical duties of the PIO during an emergency are as follows:

- Planning and hosting press conferences to announce significant news or address crises.
- Preparing press releases, speeches, articles, social media posts, and other materials for public consumption.
- Developing strategies and procedures for working effectively with the media.
- Maintaining good working relationships with media organizations.
- Collaborating with executive management and the marketing team to ensure a cohesive public image.
- Working with teams to organize and host public events and promotions.
- Speaking directly to the public or media to address questions and represent the organization.

Section 6 – Communications Tools

Effective district emergency communications programs employ multiple and layered methods of communication with constituencies, including students, employees, parents, trustees, and community members. In an emergency, district leadership and the PIO can deploy one or all of the following communications methods:

- **School Alert System** allows the campus or district to notify students and employees via call, text message, and email.
- **Campus-wide mass communications and alarm systems** broadcast emergency signage and voice notifications targeted to the affected buildings or campuses via LED signs and PA systems.
- **School District Webpage** – www.homedistrict.edu.

- **District Information Hotline** – 555-321-4567.
- **Social Media** – Facebook, Twitter, and Instagram accounts.
- **Local News Media** – The district has a detailed news media call list that will be activated in an emergency.

Section 7 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase

This phase is usually not applicable to a functional annex

Mitigation Phase

This phase is usually not applicable to a functional annex

Preparedness Phase

Regularly review district readiness for Emergency Communications

District Action	Responsible Role by Position
Purchase communication equipment	Campus Administration
Train teachers and aides; train office Staff	Campus Administration
Check batteries in equipment routinely	Campus Administration

Response Phase

District actions during Emergency Communications

District Action	Responsible Role by Position
Maintain communication with responders	Central Office
Maintain communication with staff	Central Office

Recovery Phase	
Return to normal district operations following Emergency Communications	
District Action	Responsible Role by Position
Maintain contact with parents / families	Central Office
Return to safety protocol	Central Office

Section 8 – Resources

8.1 Abbreviations and Acronyms

IC	Incident Commander
ICS	Incident Command System
PIO	Public Information Officer

8.2 Definitions

Call Team - A Call Team is used to place or receive large volumes of calls to or from parents, community leaders, etc., and is activated by the IC. These calls may be regarding selected incidents, such as the death of a student or when the automatic dialing system is not operational or needs to be augmented.

Public Information Officer – Interfaces with the public, media, various agencies, and the private sector to meet incident-related information needs. The PIO gathers, verifies, coordinates, and disseminates accessible, meaningful, and timely information about the incident for internal and external audiences. The PIO also monitors the media and other sources of public information to collect incident-related information and transmits this information to the appropriate representatives in the incident management organization (FEMA-NIM)

Westhoff ISD Facilities Access Management Annex



August 7, 2024

Section 1 – Purpose and Scope

1.1 Purpose

This annex establishes the policies and procedures under which the district will operate to provide Facilities Access Management support for a hazard or special event by addressing planning and operational actions for the five phases of emergency management (prevention, mitigation, preparedness, response, and recovery).

1.2 Scope

This annex addresses district planning to provide Facilities Access Management support during a hazard and applies to the whole district community and all district property.

Section 2 – General Information

2.1 Accessing Facilities During a Hazard

Outside of a hazard or special event, Westhoff ISD will follow internal policy directing facility access management.

Hazards and special events often overburden everyday resources with visitors and other variables different from the norm. These events may disrupt the ability of district staff to adhere to the internal policy for facility access management.

2.2 Access Management and Visitor Screening

In compliance with TEC 37.108(c-2)(9), Westhoff ISD has established an access management and visitor screening policy and identifies the provisions governing access to a district building or other district property.

District Access Management Policy

Westhoff ISD policy for access management can be found in the Internal District Policy Document.

Special Event – Indoors

Indoor special events may pose problems with a large influx of visitors to the school at one time, possibly overwhelming access management staff and procedures.

When a special indoor event makes it difficult or impossible to use standard access management procedures, Westhoff ISD will use the following modifications to screen incoming visitors:

- Officer present
- This special event category might include a holiday-related event, grandparent event, parent-teacher conferences.
- Administration at entrance

Special Event – Indoors After Hours

Special events held after hours often result in a reduced number of, or different, staff members monitoring visitor access to the school facility. When a special indoor

event is held after hours, Westhoff ISD will make the following modifications to the standard visitor policy:

- Officer present
- Administration at entrance

Special Event – Outdoors

When a special outdoor event makes it difficult or impossible to use standard access management procedures, Westhoff ISD will use the following modifications to screen incoming visitors:

- Officer present
- Administration at entrance

Densely Populated Athletic Event

When a densely populated athletic event makes it difficult or impossible to use standard access management procedures, Westhoff ISD will use the following modifications to screen incoming visitors:

- Officer present
- Administration at entrance

2.3 Access by First Responders

First responders must have immediate access to all district facilities without delay to save lives in response to a hazard.

Westhoff ISD makes facility access, emergency response maps, and surveillance cameras readily available to first responders (Police, Fire, EMS), as evidenced by the following practices:

- Notification
- invitations.

Westhoff ISD makes first responder agencies aware of the above practices by:

- Notification
- invitations.

2.4 Access by All District Staff (including substitutes)

Westhoff ISD acknowledges that it is ideal to provide immediate staff access to all district facilities before a hazard impacts the population.

Substitute Teachers

Substitute teachers may be called into the district to assist with responding to and recovering from a hazard or assisting with school drills.

In compliance with TEC Code 37.108(f)(7), Westhoff ISD utilizes the following practices for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill:

- Notification
- training

2.5 Outside Entity Facility Usage, Agreements

When Westhoff ISD allows outside organizations to use district facilities, a written agreement must first be completed and signed by administrators of both organizations.

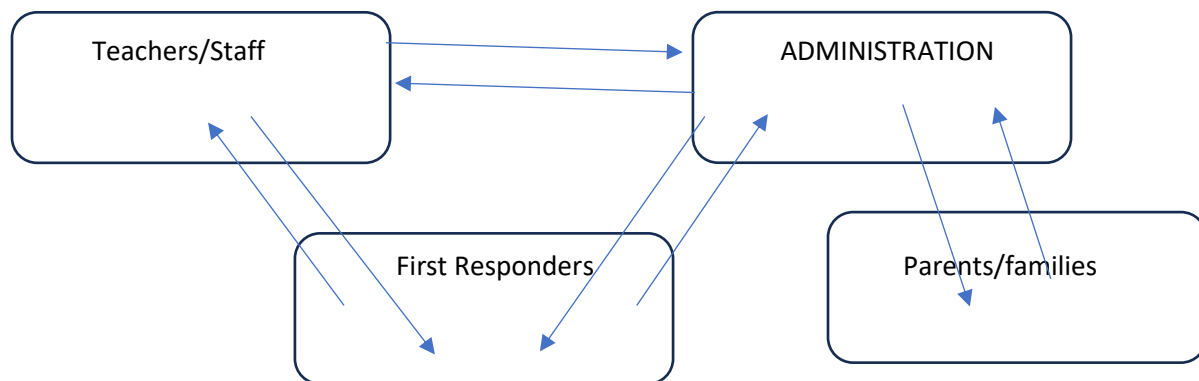
The following are the safety and security responsibilities required of outside organizations using district facilities:

- Responsibility for access control and key requirements.
- Responsibility for the safety of event attendees.
- Responsibility for damage to or loss of district property.
- Financial liability for injury, death, and destruction of property.
- District staff required to supervise access to facilities.
- Event first responder needs (Police, Fire, EMS).
- Visitor screening requirements.

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

3.1 Annex-Specific ICS Organizational Chart

Westhoff ISD will refer to the hazard-specific annex supported by this functional annex for Incident Commander and other ICS assignments.



Section 4 – Actions and Responsibilities

District Actions and Responsibilities Table

Prevention Phase

This phase is usually not applicable to a functional annex

Mitigation Phase

This phase is usually not applicable to a functional annex

Preparedness Phase

Regularly review district readiness to support Facilities Access Management

District Actions	Responsible Role by Position
Maps made available to first Responders	Central office
Training / walkthroughs with first responders	Central office
Planning sessions with first responders	Central office

Response Phase

District actions to provide support for Facilities Access Management

District Actions	Responsible Role by Position
Adequate maps for responders	Central office
Communication with first responders	Central office

Recovery Phase

Return to normal district access management operations

District Actions	Responsible Role by Position
Restore to standard safety procedures	Central office
Cleanup/repair facilities	Central office
Communicate with families	Central office

Section 5 – Resources

5.1 Abbreviations and Acronyms

ICS Incident Command System

5.2 Definitions

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

Westhoff Independent School District



Crisis Management Plan Annex

**Completed June 3, 2024
244 Lynch Ave
Westhoff, Texas 77994**

Westhoff ISD Board of Trustees

Andrew Weikel	Board President
Melinda Weikel	Vice-President
Cindy Burnett	Board Secretary
Sue Hilbrich	Member
Dwayne Parker	Member
Gayle Smith	Member
H. R. Krause	Member

EMERGENCIES

Emergencies are unexpected, unpredictable, and take many forms. No one can be fully prepared for everything that may happen, but some simple measures are helpful in any emergency.

- Think of everyone's safety first.
- Use common sense and training.
- Act quickly and calmly. —
- Be factual and unemotional with students and the community.

For more major kinds of emergencies some preparations can be made. Knowing whom to call can save time, property, and lives. The following is intended as a practical outline of what to do in a variety of emergencies, but it requires each school to develop its own evacuation plan and make assignments.

WESTHOFF ISD CRISIS PLAN

- I.** Campus Crisis Team Principal, Coordinator, Counselor (ESC3), School Nurse, Faculty Member(s)
- II.** Develop Plan
- III.** Train Staff
- IV.** Inform Off-Campus Resources (local School Board, Family Outreach)
- V.** Develop Mechanism Through Which All Crisis Team Members Can Be Networked
- VI.** Crisis Committee Will Meet And Decide If Faculty Should Be Notified—Then Read Statement
- VII.** Implement Plan During A Crisis
- VIII.** Review Plan Periodically

MEDIA PROCEDURES

In emergency or disaster situations, **DO NOT** make any statements to the media. If pressed for information, simply state that you must apprise the Central Office of the situation prior to releasing any statement.

If a statement is made, follow these guidelines:

- **DO NOT RELEASE THE NAMES OF VICTIMS** until families have been notified.
- **BE HONEST**; only give facts; if they aren't available at the time, say the facts are being gathered and they will be released at a later time.
- **INSTRUCT ALL PERSONNEL** to refer questions from the media to the District spokesperson.
- **SET UP A DESIGNATED AREA FOR THE MEDIA**, as part of the Crisis Plan, inform all personnel where the area is and have them send all media people to that area.
- **ALWAYS** get the reporter's name, the name of the newspaper or station they are working for, the telephone number for their work, a mailing address, and the questions they would like answered.
- **A CENTRAL OFFICE ADMINISTRATOR** will prepare and deliver a factual statement/news release concerning the crisis as soon as appropriate. This statement will be distributed to all school staff and media.

STAFFING ROLES DURING A CRISIS

Superintendent:

- Address Media
- Set tone and direction
- Remain highly visible
- Provide counseling for students
- Coordinate all counseling activities
- Cancel scheduled activities
- Communicate with faculty

Principal/Coordinator

- Call 911 and an ambulance if needed
- Contact Superintendent
- Remain highly visible
- Chair crisis team

Note: If the injured party is transported to an area hospital, the principal, nurse, or a staff member should accompany the person to the hospital until the person is secure or out of danger.

- Seek additional secretarial support
- Provide information to parents

Faculty:

- Notify the school nurse
- Announce events to students
- Lead class discussion
- Identify students in need of counseling
- Generate activities to reduce impact of trauma
- Structure and shorten assignments
- Postpone testing

LOCATION OF CAMPUS

**Westhoff School
244 Lynch St.
Westhoff, Texas 77994
830-236-5519**

Emergency Phone Numbers

EMS, Fire, Ambulance, Police, & Civil Defense Emergency.....911

Local Assistance

Westhoff Volunteer Fire Department	830-236-5787
Westhoff Volunteer Fire Department (Chief Andrew Weikel)....	830-806-7394
Cuero Community Hospital	361-275-6191
DeWitt County Sheriff's Department	361-275-5734
DeWitt County Emergency Management.....	361-275-0878
DeWitt County Juvenile Probation Office	361-275-5162
TX Department of Public Safety.....	361-275-6154

Social Services

TX Dept. of Human Services-Child Protective	361-275-5737
TX Dept. of Transportation	361-275-3821

Children's Services Hotline Numbers

Child Find/Missing Children	1-800-426-5678
Heidi Search Center for Missing Children	1-800-547-4435
National Youth Crisis Hotline	1-800-448-4663
National Domestic Violence	1-800-799-7233
Runaway Hotline	1-800-392-3352
Suicide Prevention Hotline	1-800-784-2433
Texas Youth Hotline	1-800-210-2278

Counseling Services

Gulf Bend.....	361-575-0611
Reclamation Group	361-576-3385
Treatment Associates of Victoria	361-572-3006

Television and Radio

KXIS Radio	361-573-0777
KAVU Television	361-575-2500

Surrounding Hospitals

Citizen's Hospital	361-573-9181
DeTar Hospital	361-575-7441
Detar North Hospital	361-573-6100
Cuero Regional Hospital	361-275-6191

Crisis Services

Abuse/Neglect.....	800-252-5400
American Red Cross.....	361-573-2671
Poison Control Center	800-222-1222
Runaway Hotline	800-392-3352
Women's Crisis Center Hotline	800-870-0368

Health Services

Alcohol/Drug Abuse Hotline	800-832-9623
Infectious Diseases	800-252-8239 / 713-693-5000
Mental Health Crisis Hotline	877-723-3422
National Pesticide Telecomm Network	800-858-7378
Poison Control Center	800-222-1222

Abuse

Suspected Abuse:

- Ensure oral report to local police, Child Abuse Unit, County Sheriff's Department, or Child Protective Services is made within 48 hours.
- Document actions and decisions
- Do not attempt to investigate or verify information until or unless given direction by the superintendent
- Permit interview with child by authorized, properly identified officials only.
- Cooperate with the request of the investigator regarding notice to parents.
- Provide follow-up counseling.

Accusation Against School Personnel:

- Document report. Do not investigate or attempt to verify information until or unless given direction by superintendent or personnel department.
- Notify the superintendent.
- Notify personnel department and follow instructions.
- Report to local police, Child Protective Services, as needed.
- Provide for police investigators and notify parents of procedures.
- Allow time for employee to be interviewed and arrange for substitute.
- Prepare fact sheet and media statement.
- Activate Crisis Management Team as needed.
- Plan for parental inquiries, staff meeting, and safety measures.
- Notify parents of affected students that crisis counseling is being provided for alleged incident.
- Provide crisis counseling only after statements are taken.
- Crisis Management Team meets to debrief at the end of the day.

Accident/Serious Illness

on campus

- Apply First Aid/CPR, utilizing school nurse/trained staff.
- Call 911.
- Activate Crisis Management Team.
- Remove students from the area.
- Secure student/staff roster/emergency cards.
- Notify central administration (specify needs if any).
- Notify families.
- Transport the person, if necessary, for medical assistance via EMS (be sure to take student health form with permission to receive treatment).
- Prepare fact sheet and media statement.
- Update communications.
- Complete incident report. Crisis Management Team meets to debrief at the end of the day.

off campus

- Follow emergency procedures.
- Call 911.
- Apply First Aid/CPR.
- Activate Crisis Management Team.
- Determine who is involved.
- Secure an event roster.
- Notify central administration (specify needs if any).
- Secure emergency health cards if possible.
- Evaluate the situation and develop a plan.
- Set up incident command center, if needed.
- Notify families.
- Prepare a fact sheet and media statement.
- Update communications.
- Complete incident report.
- Crisis Management Team meets to debrief at the end of the day.

Bleeding

External

- Place direct pressure over the wound and keep as clean as possible
- Immobilize the injured person and area in a comfortable position
- Elevate the bleeding extremity above the level of the heart
- **DO NOT** remove any impaled object and **DO NOT** apply a tourniquet

Internal

- Keep the patient calm
- Lay the patient down with their feet raised and protect their airway

Bomb Threat

When a threatening call is received, attempt to learn information listed on the Bomb Threat Form.

Do Not Hang Up on phone threats; try to keep the caller talking.

- Use Bomb Threat Form (keep caller on the telephone as long as possible).
- Suspend all bells. Should any bells ring, including the fire alarm, they are to be ignored until the “all clear” signal is given.
- Call 911 (use a different line).
- Activate the Crisis Management Team.
- Notify transportation if site evacuation may be needed or in case of inclement weather.

- Evacuate building beginning with rooms nearest device (do not use electric bells or radios). —
- DO NOT:
 - Handle or attempt to dismantle device.
 - Use two-way radio.
 - Use pagers.
 - Turn lights on/off.
 - Secure student/staff rosters.
 - Notify Superintendent (specify needs if any).
 - Re-enter building only after advised to do so by police.
 - Update staff.
 - Prepare fact sheet and media statement.
 - Update communications.
 - Crisis Management Team meets to debrief at the end of the day.

Bomb Threat Call Checklist

Time and date reported: _____ How reported: _____

Exact words of the caller:

Ask:

When is the bomb going to explode?

Where is the bomb right now?

What kind of bomb is it?

What does it look like?

Why did you place the bomb?

Where are you calling from? _____

Description of the caller's voice: _____

Male _____ Female _____ Young _____ Middle Age _____ Old _____ Accent _____

Tone of Voice _____ Intoxicated _____ Speech problem _____

Background noise: _____

Time caller hung up: _____ Remarks: _____

Name, address, and telephone number of recipient:

BUS TRANSPORTATION ACCIDENT

Bus Driver Procedures:

- Stay calm, turn off bus motor, remove the key, set parking brake, and activate hazard lights.
- Protect the scene—set up emergency reflectors.
- Check for injuries.
- Call Office / Superintendent
- Give the following information: bus number, location, situation, need for EMS, fire truck, wrecker.
- Administer first aid.
- Evacuate bus (if necessary) to a place of safety.
- Enlist aid of citizens and older students, if needed/available.
- Keep students calm and grouped together.
- Obtain names and grades of students injured.
- **Do Not Talk To Anyone Except The Police And Superintendent and office**

- **Do Not Leave The Scene Until The Police, Insurance Company, & The Superintendent Clears You To Do So.**
- Report to the office to fill out Accident Report.

Central Office Procedures:

- Transportation Director will contact the DeWitt County Sheriff's Department/ TX Department of Public Safety and the police/sheriff's department of the surrounding county (if outside of DeWitt County).
- School Office notifies superintendent.
- Superintendent (or Principal if superintendent not available) goes to the scene of the accident, assess the situation, make sure students are transported to the hospital (if needed).
- Superintendent (or Principal if superintendent not available) will obtain the list of all students, including list of students sent to the hospital, and communicate information to parents.
- Superintendent/designee(s) will field all calls from parents.
- Superintendent/designee will contact hospital(s) and obtain status of all students, making sure all have been treated and released to parents/guardian.

Chemical Leak/Spills

- Obtain Material Safety Data Sheet for spilled chemical if known.
- If life threatening, call 911.
- Activate Crisis Management Team.
- Determine source of leak/spill.
 - Evaluate what chemicals.
 - What are the visible signs?
 - What are the physical symptoms?
 - Check for reports of spills.
- Notify central administration (specify needs if any). —
- **If advised by police or fire department to remain in building:**
 1. Move all students inside building away from affected area.
 2. Have students and personnel breather through wet paper towel
 3. Close up and secure affected area. Shut down electricity and gas.
 4. Post warning signs at entrance.
- **If advised by police or fire department to evacuate the school site, proceed as follows:**
 1. Call transportation for buses (if needed).
 2. Sound alarm by ringing three (3) bells.
 3. Instigate evacuation plan.

4. Teachers keep class list and go to designated areas. —
- Secure student/staff roster/emergency cards.
- Document disposition of affected students.
- Estimate extent of injuries or potential physical danger with school nurse and health services.
- Keep list of hospitalized persons and where students/staff are evacuated.
- Send information about incident with anyone going for medical treatment.
- Notify families of affected persons.
- Ring all-clear bell when appropriate.
- Prepare fact sheet and media statement.
- Update communications.
- Crisis Management Team meets to debrief at the end of the day.

Choking

Signs and Symptoms

- The person is unable to cry out
- Victim clutches at throat

First Aid

- If the person is coughing, then do nothing but assist
- If the person is unable to cough and their airway is completely obstructed, use abdominal thrusts until the airway is clear
- If person becomes unconscious, start CPR and call 911

Death at School-Natural, Homicide, Suicide, Accident

- Call 911. Call school nurse to site.
- Activate Crisis Management Team.
- Isolate the area.
- Isolate the witnesses.
- Suspend all bell schedules (everyone stays where they are).
- Notify Central Administration.
- Secure student/staff roster/emergency cards.
- Decide method to inform parents, classmates and community of death, plans, and expected child reactions. •

- Ensure the family of deceased is notified through pre-established method (personal visit preferred).
 - Alert counselors and nurse at schools in which siblings are enrolled.
 - Inform staff and student body.
- Assign separate areas for media, parents, counseling.
- Prepare fact sheet and media statement. —
- Provide counseling individually or in groups.
 - Make home visits with counselors or crisis team members.
 - Hold faculty meeting as soon as possible to process feelings.
 - Prepare to hold community meetings.
 - Plan long-term response and follow-up counseling.
- Permit students to leave only with parental permission.
- Relay information, as it becomes available.
- Communicate with staff, include a written statement. (Utilize team leaders and department leaders if necessary.)
- Crisis Management Team meets to debrief at the end of the day.

Explosion

- Call 911.
- Instigate evacuation plan. Teachers keep class list and go to designated areas.
- Activate Crisis Management Team.
- Notify central administration (specify needs if any).
- Notify transportation if site evacuation may be needed or in case of inclement weather. — Assist emergency personnel in locating and assisting injured persons.
- Follow instructions of police and fire departments.
- Keep students and staff away from building until area is declared safe.
- Maintain a list of hospitalized persons and location.
- If building cannot be reentered, relocate students to predetermined location.
- When safe, follow instructions of fire department for building reentry.
- Determine location for temporary classrooms and supplies (if needed).
- Prepare fact sheet and media statement.
- Update communications.
- Crisis Management Team meets to debrief at the end of the day.

Evacuations

In the event a school or district facility needs to be evacuated (flooding, explosion, chemical spill, etc.) the Superintendent will contact the transportation department to make arrangements to transport students to an alternative school location.

The Superintendent will determine alternative sites if required.

Fire Evacuation

- Attempt to extinguish the fire if small or confined (i.e., trash can).
- Confine fire by closing the door to the area involved. Shut off HVAC and close exterior windows; secure electrical power to affected area and natural gas.
- Instigate evacuation plan. Teachers keep class list and go to designated areas.
- Sound alarm by pulling fire emergency lever or ringing three (3) bells.
- Call 911.
- Activate Crisis Management Team.
- Notify central administration (specify needs if any).
- Notify transportation if site evacuation may be needed or in case of inclement weather.
- Assist emergency personnel in locating and assisting injured persons.
- Follow instructions of police and fire departments.
- Keep students and staff away from building until area is declared safe.
- Maintain a list of hospitalized persons and location.
- If building cannot be reentered, relocate students to predetermined location.
- When safe, follow instructions of fire department for building reentry.
- Determine location for temporary classrooms and supplies (if needed). →
- Prepare fact sheet and media statement.
- Contact maintenance for repairs or barricade.
- Update communications.
- Crisis Management Team meets to debrief at the end of the day.
- Continue interaction with local and area counselors until trauma is resolved and school is returned to normal functioning.

Food Poisoning

On Campus

- Activate Crisis Management Team.
- Close cafeteria.
- Notify Central Administration.
- Call the County Health Department.
- Notify families.
- Document who is affected and treatment received.
- Follow checkout procedures.
- Notify staff.
- Update communication
- Crisis Management Team meets to debrief at the end of the day.

Gang Violence—Riots

- Provide first aid to injured utilizing school nurse or trained staff.
- Call 911.
- Suspend all bells. Should any bells ring, including the fire alarm, they are to be ignored until the “all clear” signal is given.
- Activate Crisis Management Team.
- Notify Superintendent (specify needs if any).
- Activate campus crowd control team if needed.
- Isolate area and close it off.
- Identify leaders/groups and purpose.
- Assess danger: injuries, students involved, location of altercation, presence of weapons.
- Reestablish order with assistance from staff/crisis team.
- Do not allow disruptive persons to enter school property or request they vacate immediately. Assign staff to all building entrances to prevent further disturbance.
- Advise teachers to keep classroom doors closed and locked.
- Keep offices locked; provide security measures for files and records.
- Keep faculty informed.
- Document police action/investigation.
- Prepare fact sheet and media statement.
- Prepare plans to prevent retaliation or further campus violence:
 - Remove graffiti.

- Enforce dress code.
- Notify probation officers.
- Ask student leaders to recommend ways to resolve issues.
- Facilitate discussion between gang or ethnic groups.
- Conduct workshops on ethnic or gang related issues.
- Reassure parents, students, and faculty that steps are being taken to ensure safety.
- Ask parents of those involved to come to school. Follow disciplinary procedures according to board policy.
- Prepare for community meetings as needed.
- Prepare fact sheet and media statement.
- Update communications.
- Crisis Management Team meets at the end of the day.

Hostage Situation in Building

- Call 911.
- Suspend all bells. Should any bells ring, including the fire alarm, they are to be ignored until the “all clear” signal is given.
- Activate Crisis Management Team.
- Notify Central Administration (specify needs if any).
- Isolate area.
- Assess the situation
- Decide to remain in classrooms or evacuate building(s), allow NO reentry.
- Notify staff. If remaining in classrooms, keep all students away from the windows.
- Secure building, keeping all students away from the affected area. Lock doors.
- Set up Incident Command Center.
 - Log all activities and discussions.
 - Remain available to law enforcement and negotiators.
 - Have multiple copies of floor plan available for police.
- Secure student/staff rosters.
- Monitor situation via the Public Announcement System.

- Identify spokesperson in communication with the hostage taker until law enforcement arrives.
- Designate separate area for the media.
- Notify families of all persons involved.
- Prepare fact sheet and media statement.
- Update communications.
- Crisis management meets to debrief at the end of the day.

Kidnapping

Witnessed:

- Call 911.
- Notify superintendent, counselors, and nurses as needed.
- Gather facts about abduction and description of abductor and any vehicle.
- Notify parents.
- Activate Crisis Management Team, including counselors.
- Decide on plan of action:
 - Faculty meeting
 - Visit classrooms as requested.
 - Letters home to parents.
- Prepare classmates to be supportive.
- Prepare fact sheet and media statement.
- Provide for follow-up counseling.
- Crisis Management Team meets to debrief at the end of the day

Not Witnessed:

- Verify child is missing. Search building and grounds.
- Call 911. Notify superintendent, counselors, and nurses as needed.
- Notify parents.

- Activate Crisis Management Team.
- Question child's friends or ensure availability for police questioning.
- Search neighborhood, if prudent, with police leadership. Decide on plan of action:
 - Faculty meeting
 - Visit classrooms as requested.
 - Letters home to parents.
- Prepare classmates to be supportive.
- Prepare fact sheet and media statement. —
- Crisis Management Team meets to debrief at the end of the day.

LOITERING / STRANGER ON CAMPUS

Procedures for staff to follow when a person is suspected of loitering include:

- Approach strangers on campus in groups of two or more. Have another staff member present when approaching the loiterer(s), ask for Identification, determine the nature of their presence, and direct and/or accompany them to the proper office.
- If they have no acceptable purpose, ask them to leave.
- If no pass is visible, refer them to the office.
- **NEVER** attempt to physically remove a stranger from the premises.
- If the person refuses to leave, ask them once more and notify them that they are in violation of the law and that the police will be called.
- If they continue to refuse, call the campus principal.
- Check periodically to be sure the stranger has not reappeared on campus. The principal may want to give staff members a description of the person in the event they return to the campus.

Preventive Measures:

- Teachers, administrators & staff should greet & direct visitor(s) to the office.

- Make sure school entrances are kept locked during the school day to ensure visitors must use the main entrance(s).
- Post decals at building entrances instructing visitors to go to the main office to identify themselves. Post signs from the main entrance to the office.

Natural Disasters

Upon being alerted by the local authorities, weather alert radio and/or the telephone relay system, do the following:

- Activate Crisis Management Team.
- Evaluate situation (dependent on type of disaster, eminence, damage, monitor media).
- Call 911. Ask for advice to retain or evacuate.
- Notify Central Administration (specify needs if any). —
- Set up incident command center with communication capability on-site.
- Log all activities and procedures.
- Prepare for emergency action in conjunction with police department, fire department, and local Office of Emergency Management instructions.
- Initiate retention or evacuation plan, depending on emergency.
 - Notify transportation in case of site evacuation or inclement weather.
 - Teachers should take class rosters and accompany class to designated shelter area if tornado (not auditorium or gymnasium).
 - Once at the shelter area, everyone should sit facing the interior wall with knees and head down, hands covering face and head.
 - Group should remain calm, stay together, and listen for instructions.
 - Stay at shelter until instructed to move.
 - Prepare special needs students and personnel.

- Designated personnel should check restrooms and vacant classrooms.
- Use battery powered radio for weather information.
- Keep a record of hospitalized or evacuated and their location.
- Notify staff.
- Contact utilities (if needed).
- Prepare fact sheet and media statement.
- Update communications.
- Assign staff to answer phone inquiries.
- Crisis Management Team meets to debrief at the end of the day.

Sexual Assault

- Call 911.
- Activate Crisis Management Team.
- Care for the victim (do not touch victim). Ensure that the victim stays with the school nurse, counselor, psychologist, or trusted friend until the police arrive.
- Secure emergency health card.
- Log all activities and decisions.
- Notify family (in person if possible).
- Notify Central Administration (specify needs if any).
- Isolate witnesses (do not allow them to talk to anyone). —
- Detain suspect if possible.
- Allow school professional providing support to accompany victim and police/parents to hospital.
- Prepare fact sheet and media statement.
- Update communications. (verbal and written communication).
- Provide counseling for victim and family. — Reassure concerned parents regarding safety precautions at school.
- Meet with parents and teachers of victim regarding safety precautions at school.

- Crisis Management Team meets to debrief at the end of the day.

SHELTER-IN-PLACE

Principal/Coordinator:

- Call 911.
- Give the “Shelter-in-Place” signal”.

Teachers:

- **DO NOT PANIC.**
- Usher students in the hallways into the nearest classroom.
- **CLOSE** and **LOCK** classroom doors.
- If you cannot lock the door, barricade the door with heavy objects.
- Students and staff should assume position of sitting against wall, out of view of door(s) glass.
- **TURN OFF** the lights.
- Ignore bells (if not turned off). Should any bells ring, including the fire alarm, they are to be ignored until the “all clear” signal is given.

Principal/Coordinator:

- **WAIT** for official word before opening doors.
- **STAY** in position until you receive instructions from designated authorities.

Sniper or Outside Emergency (or if unable to confiscate weapon)

- Call 911.
- Activate the Crisis Management Team.
- Announce to the whole building the following statement:
- “Please turn to page ____ of the CMP guidelines and follow those directions.” Note: “CMP” signifies a major crisis.
- Suspend all bells. Should any bells ring, including the fire alarm, they are to be ignored until the “all clear” signal is given.
- Notify central administration (specify needs if any).
- Isolate area, if possible.
- Assess the situation
- Decide to remain in classrooms or evacuate building(s), allow NO reentry.
- Notify staff of decision. If remaining in classrooms, keep all students away from the windows.
- Secure building, keeping all students away from the affected area. Lock doors.
- Set up Incident Command Center.
 - Log all activities and discussions.
 - Remain available to law enforcement and negotiators.
 - Have multiple copies of floor plan available for police.
 - Secure student/staff rosters.
- Monitor situation via the Public Announcement System.
- Identify spokesperson in communication with the hostage taker until law enforcement arrives.
- Prepare fact sheet and media statement.
- Update communications.
- Crisis Management Team meets to debrief at the end of the day.

TORNADO

If a Tornado Warning is issued or a Tornado is spotted, follow these procedures:

Principal/Coordinator:

- **Sound the alarm.**
- ***Notify the Superintendent.***

Teachers:

- Immediately move everyone to a pre-designated area.
- Assume disaster drill position (sitting, knees up, head down and hands locked covering the head).
- Take class roll and release forms and report any missing children.
- If **OUTSIDE** and unable to reach shelter, escort students to a ditch or hollow and have them lie face down, hands over heads.

Principal/Coordinator / Teachers: —

- **DO NOT** leave the designated area unless instructed to by the civil authorities in charge.
- Keep abreast of who the civil authorities are (police, fire department, civil defense, Red Cross, etc.).

If your Building is Struck by a Tornado:

Principal:

- Call 911 for emergency personnel.
- Notify the Texas Department of Public safety.
- Activate the disaster first aid person and/or team.

Teachers:

- **EVACUATE** the damaged area cautiously to prearranged staging area(s).
- The injured should be moved as little as possible.
- All injuries should be noted and any missing children reported immediately.
- Keep students in area until it is considered safe to return to class, go home, release to parent / guardian, or board school buses.
- Release forms must be signed by parent/guardian before student is allowed to leave.

The Principal (Coordinator) will then:

- Report any injuries and damage.
- Activate the parent-information response team.

Weapons on Campus

- Notify Superintendent and principal immediately. Do not hesitate, but do not put yourself or others in danger. Do not approach someone with a weapon in hand. Remain calm.
- Activate Crisis Management Team and suspend all bells. Should any bells ring, including the fire alarm, they are to be ignored until the “all clear” signal is given.
- Assess the situation calmly. Determine degree of danger (make a plan of action).
- Quickly determine the location of the suspected weapon.
- Walk the student or person to the office area. Never go alone. One person should walk beside him/her. The other should walk behind him/her.
- Confiscate weapon discretely, if possible. If weapon is not found on his/her person, check locker (hall and P.E.).
- If weapon is found, call police.
- Contact parents immediately and inform them of Code of Conduct procedures.
- Prepare fact sheet and media statement.
- Update communications and give necessary information to teachers.
- Crisis Management Team meets to debrief at the end of the day.

Weather Emergency

In the event of a weather emergency, these actions should be followed:

Principal (Coordinator):

- Cancel outdoor recess and PE classes.
- Avoid the use of telephones, electrical appliances, or prolonged contact with plumbing fixtures.

Teachers:

- **STAY CALM.** Establish an appearance of confidence and continue with class assignments. Speak slowly, softly, and distinctly.
- If instructed to move to an alternative location, move rapidly and in an orderly way, to the designated area for your room. Maintain full control.
- Take roll book, shut off lights, and close the door.
- A designated person should check adjacent restrooms, vacant classrooms, and storage areas.
- When remaining in the classroom, be sure all students have assumed the required safe position before taking your own position.
- Be alert to developing situations and wait until notification that danger has passed

MODEL POLICIES AND PROCEDURES TO ESTABLISH AND TRAIN ON SCHOOL BEHAVIORAL THREAT ASSESSMENT

This document has been revised to include 88th Legislative Session mandates related to school behavioral threat assessment. New mandates will be tagged with a New 88th Session (2023) label. The following model policies and procedures are consistent with the requirements of Texas Education Code (TEC) 37.115 and reflect research-based best practices. Elements of the procedure that are aligned with TEC requirements include a cross-reference to the applicable section of TEC. Please note, this document is not to be used as a train-the-trainer model.

PURPOSE

As part of the Safe and Supportive School Program, the purpose of this document is to provide model policies and procedures for public school districts and open-enrollment charter schools in establishing and training teams that conduct school behavioral threat assessments in Texas.

POLICY

The Texas School Safety Center (TxSSC) has worked with the Texas Association of School Boards (TASB) in recommending a school board policy [FFB (LEGAL) and (LOCAL)] for Safe and Supportive School Program Teams. School Boards must adopt LOCAL policies. LEGAL policies are required by law. DEFINITIONS A “Safe and Supportive Program Team” is a team that conducts school behavioral threat assessments by assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior and who gathers and analyzes data to determine the level of risk and appropriate intervention. The team serves as a safety net for the community and school by:

- Conducting a fact-based, systematic, and investigative approach to determining how likely a person is to carry out a threat of violence.
- Identifying, assessing, and managing appropriate interventions of individuals who are at risk for violence against themselves and others.
- Providing guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual.

Conducting this process with fidelity leads to a positive and safe school climate. This process is not intended to be punitive or adversarial; rather, it is a way to build trust and situational awareness.

“Harmful, threatening, or violent behavior” includes behaviors such as verbal threats, threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault by a student. [TEC 37.115(a)(1)]

“Team” means a Safe and Supportive School Program Team established by the board of trustees of a school district. [TEC 37.115(a)(2)]

A **“Threat”** is a concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

SAFE AND SUPPORTIVE SCHOOL PROGRAM TEAM

- The board of trustees of each school district shall establish a Safe and Supportive School Program Team to serve at each campus of the district. [TEC 37.115(c)]

- The superintendent of the district shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration, school safety and security, emergency management, and law enforcement. [TEC 37.115(d)]
- Each team must report the required information regarding the team's activities to TEA. [TEC 37.115(k)]
- The superintendent of a school district may establish a committee or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement. [TEC 37.115(e)]
- Team members shall work collaboratively with each other, with other school staff, and (as appropriate) with community resources to support the purposes of the team and the safety of the school and its students and staff.
- All team members should be involved with the assessment and intervention of individuals whose behavior poses a threat to the safety of school staff or students.
- Team members shall actively, lawfully, and ethically communicate with each other; with school administrators; and with other school staff who need to know specific information 2 Updated August 2023 to support the safety and well-being of the school, students, and staff.
- Each team shall:
 - o Conduct a school behavioral threat assessment that includes:
 - Assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior. [TEC 37.115(f)(1)(A)]
 - Gathering and analyzing data to determine the level of risk and appropriate intervention, including referring a student for a mental health assessment, and implementing an escalation procedure (if appropriate). [TEC 37.115(f)(1)(B)]
 - o Provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual. [TEC 37.115(f)(2)]
 - o Support the district in implementing the district's multi-hazard emergency operations plan. [TEC 37.115(f)(3)]
 - o Report immediately to the superintendent a team's determination that a student or other individual poses a serious risk of violence to self or others. [TEC 37.115(h)]
 - o Act in accordance with the district's suicide prevention program upon identifying a student at risk of suicide. [TEC 37.115(i)]
 - o Act in accordance with the district policies and procedures related to substance use prevention and intervention upon identifying a student using or possessing tobacco, drugs, or alcohol. [TEC 37.115(j)]
- A team may not provide a mental health care service to a student who is under 18 without written consent from the parent of or person standing in parental relation to the student. [TEC 37.115(g)]

BUILDING A SCHOOL BEHAVIORAL THREAT ASSESSMENT PROGRAM – EIGHT STEPS

Step One: Create and Promote a Safe School Climate

- o Assess the current school climate.
- o Enhance the current school climate.
- o Strengthen students' connectedness.

Step Two: Establish a Multidisciplinary Team

- o Name it the Safe and Supportive School Program Team.
- o Identify team membership.
- o Designate a team leader.
- o Establish team procedures and protocols.
- o Meet on a regular basis and as needed.

Step Three: Define “Prohibited and Concerning Behaviors”

- o Establish a policy defining “Prohibited and Concerning Behaviors.”
- o Identify other behaviors for screening or intervention.
- o Define the threshold for intervention.

Step Four: Create a Central Reporting Mechanism

- o Establish one or more anonymous reporting mechanisms.
 - Each campus must establish clear procedures for a student to report concerning behaviors. [TEC 37.115(c)(4)] New 88th Session (2023)
 - The board of trustees shall adopt policies and procedures that provide confidentiality for a district employee reporting a potential threat to the team. [TEC 37.115(c)(4)] New 88th Session (2023)

– The employee’s identity is confidential and not subject to disclosure under Government Code, Chapter 552, except as necessary for the team, the district, or law enforcement to investigate the potential threat. [TEC 37.115(c)(4)] New 88th Session (2023)

– The district must maintain a record of the identity of the employee who elects for their identity to be confidential. [TEC 37.115(c)(4)] New 88th Session (2023)

- o Provide training and guidance to encourage reporting.
- o Ensure availability to respond.
- o Establish trust that reports will be acted upon.

Step Five: Determine the Threshold for Law Enforcement Intervention

- o Most reports can be handled by your school behavioral threat assessment team.
- o Establish which behaviors should be referred for law enforcement intervention.

Step Six: Establish School Behavioral Threat Assessment Procedures

- o Parent notification. Before a team may conduct a school behavioral threat assessment, they must first notify the parent of their intent to

- conduct a threat 4 Updated August 2023 assessment. [TEC 37.115(f-1)] New 88th Session (2023)
- o Decide how to document cases.
- o Create procedures to screen reports.
- o Establish procedures for gathering information. The team shall provide an opportunity for the parent or guardian to participate and submit information. [TEC 37.115(f-1)] New 88th Session (2023)
- o Organize information around the 11 Investigative Questions.
- o Make an assessment and decide on an intervention.
- o After completing the school behavioral threat assessment, the team shall provide the parent or guardian the team's findings and conclusions. [TEC 37.115(f-2)] New 88th Session (2023)
- o A transferring district shall provide a receiving district with student's disciplinary and school behavioral threat assessment records. [TEC 25.002(a) and TEC 25.036(c)] New 88th Session (2023)
- o Record retention. Materials and information provided to, or produced by, the team during a school behavioral threat assessment must be maintained in the student's file until their 24th birthday. [TEC 37.115(j-1)] New 88th Session 2023)

Step Seven: Develop Risk Management Options

- o Identify all available resources for creating individualized management plans.
- o Identify resources to assist targets and victims.
- o Establish points of contact for all resources.

Step Eight: Conduct Training for all Stakeholders

- o Threat assessment team members trained by the TxSSC or approved Regional Education Service Center (ESC).
- o Students, staff, parents, and community stakeholders trained to anonymously report dangerous, violent, or unlawful activity.

SCHOOL BEHAVIORAL THREAT ASSESSMENT PROCEDURES

- Receive a report about an individual of concern. Screen for imminency (of the threat or other concern) and whether there is a need for a school behavioral threat assessment.
- If the team believes the report does present an imminent danger or safety concern: o Immediately notify law enforcement.
 - o Once the emergency has been contained, the team should complete a school behavioral threat assessment.
 - o Before a team may conduct a threat assessment of a student, the team must notify the parent of or person standing in parental relation to the student regarding their intent to conduct a threat assessment on their child. [TEC 37.115(f-1)] New 88th Session (2023)
 - o If the report involves a student, the team shall immediately notify the superintendent who will notify the parent or guardian. [TEC 37.115(h)]

- o If the report involves a student at risk of suicide, the team shall conduct a school behavioral threat assessment in addition to actions taken in accordance with the district's suicide prevention program. [TEC 37.115(i)]
 - o Make other notifications (i.e., anyone that is or may be directly impacted).
- If the team believes the report does not present an imminent danger or safety concern, determine if there is a need for a school behavioral threat assessment.
 - o If there is a need for a school behavioral threat assessment, proceed using the steps below.
 - § If a report involves sexual harassment, sexual assault, dating violence, stalking, or domestic violence assault, immediately notify the District's Title IX Coordinator.
 - § If the student has a Functional Behavior Assessment (FBA) / Behavior Intervention Plan (BIP), 504 Plan, Individualized Education Program (IEP), and/or health plan, then include the school staff who manage the student's plan(s) to determine if the reported threat is a baseline behavior appropriately managed by any of the listed plans above. If not, continue with the assessment.
 - § Gather information about the person and situation from various sources, including a digital search.
 - § Organize and analyze information using the 11 Investigative Questions detailed in the U.S. Secret Service and Department of Education's guide titled Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates.
 - § Make an assessment about whether the individual of concern poses a threat of violence to self or others.
 - § Develop and implement a case management plan of targeted interventions to reduce risk.
 - § As needed, refer the individual of concern to the local mental health authority or healthcare provider for evaluation and/or treatment.
 - § Monitor, re-evaluate, and modify the plan as needed to ensure the targeted intervention(s) is effective and the individual of concern no longer poses a threat of violence to self or others.
 - § After completing a threat assessment of a student, the team shall provide to the parent of or person standing in parental relation to the student the team's findings and conclusions regarding the student. [TEC 37.115(f-2)] New 88th Session (2023)
 - o If the team believes the report does not present an imminent danger or safety concern, and that there is not a need for a school behavioral threat assessment, then document the initial report and screening in the data warehousing system the district is using.

TRAINING

- Each team must complete training provided by the TxSSC or an approved ESC. [TEC 37.115(c)]
- On a regular basis, each district should monitor its team members and quickly replace and train new members as needed.
- Districts should develop a system to ensure all stakeholders receive follow-up training on a continual basis.
- If a district or open-enrollment charter school chooses to contract with a provider to deliver training for their district and/or multiple campus teams, the TxSSC recommends training be

based on the U.S. Secret Service and Department of Education model (i.e., ONTIC, Salem-Keizer Threat Assessment System, Comprehensive School Threat Assessment Guidelines, and Virginia Model for Student Threat Assessment).

CONCLUSION

The SCHOOL BEHAVIORAL THREAT ASSESSMENT TEAM has been approved by WISD Board of Trustees. All team members will remain anonymous. Please address concerns with the Administration.