Texas Unified School Safety and Security Standards

Phase	Standard Number	Standard	Citation
Prevention/Mitigation	1.1	The school district should demonstrate a commitment to safety and security through coordination of efforts and clear communication with local, regional, state, and federal-level stakeholders in all efforts for mitigation and prevention, preparedness, response, and recovery.	[5] p. IX; [5] p. 1; [14] § 37.108(a)(3)
	1.2	The school district should establish a school safety and security committee with responsibilities that include ensuring that all state and federal mandates for planning, review, and updates are implemented.	[15] § 37.109(a)
	1.3	The school district should assess the school climate and implement relevant scientifically research-based curricula and programs at each campus to create a positive, safe, and disciplined environment conducive to learning.	[14] § 4.001(b); [15] § 37.083;
	1.4	The school district should have processes in place to identify and appropriately assist/address individuals who exhibit early warning signs of violence, harmful and risk-taking behaviors, or a potential threat to life or property.	[13] Sec. 2, p. 4; [15] § 37.083 (a); [19] p. 77
	1.5	The school district, as part of their emergency operations plan, should complete a hazard analysis of school district properties and their surrounding communities to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.	[15] § 37.108(a)
	1.6	The school district should utilize the results of the hazard analysis to develop specific mitigation and prevention activities and plans as part of their multi-hazard emergency operations plan.	[15] § 37.108(a); [16] § 38 (certain sections)
	1.7	The school district should conduct a systematic safety and security audit, using trained individuals, and report the results according to current Texas statute.	[15] TEC § 37.108(a)(4); [15] TEC § 37.108(b)

	1.8	The school district should have policies and procedures that govern access to its facilities.	[13] Sec. 2, p. 2; [17] Ch. 40

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Preparedness	2.1	The school district should demonstrate a commitment to safety and security through multi-hazard preparedness activities, plans, and programs.	[5] Ch. 3; [15] § 37.108(a)
	2.2	The school district multi-hazard emergency operations plan should address training, drills, and equipment to assist individuals with special needs.	[1] § 35.130; [1] § 35.149; [8] Ch. 7; [9] Ch. 5, Attachment E; [13] Sec. 6, p. 30
	2.3	The school district multi-hazard emergency operations plan should include policies and procedures to address pandemic and public health issues.	[11] p. 2-4; [16] § 38.001(a); [16] § 38.0025(a); [16] § 38.005; [16] § 38.014
	2.4	The school district multi-hazard emergency operations plan should include maps and floor plans that show evacuation options, utility shut-offs, and other relevant locations and information.	[5] p. 36; [13] Sec. 3, p. 10
	2.5	The school district multi-hazard emergency operations plan should include procedures for interoperability with all stakeholders.	[5] p.28-31; [5] p. 83-84; [15] § 37.108(a)(3) [18] § 779.005
	2.6	The school district multi-hazard emergency operations plan should address processes for notification, accounting for all persons, student reunification, and release procedures.	[5] p. 12; [13] Sec. 3, p. 10; [13] Sec. 6, p. 27; [13] Sec. 6, p. 32-34
	2.7	The school district should provide training to educate all stakeholders about the school safety and emergency management programs.	[5] p. 37-38; [15] § 37.108(a)[1,2]

	2.8	The school district multi-hazard emergency operations plan should include the development and implementation of a comprehensive multi-hazard exercise/drill program and schedule.	[5] p. 34-37; [13] Sec. 1, p. 12; [15] § 37.108(a)(2)
	2.9	The school district should engage in interagency collaboration and adopt mutual-aid agreements, memoranda of understanding, interjurisdictional/interlocal agreements, and other collaborative documents.	[5] p. 39-40
	2.10	The school district should document, maintain, and replenish emergency supplies and equipment.	[13] Sec. 3, p. 7;
	2.11	The school district should have a primary point of contact who is responsible for the emergency management program development and oversight.	[5] p. 11 [3] p. 6
	2.12	The school district should ensure that each facility has a designated emergency management program liaison.	[5] p. 17-18
Response	3.1	The school district should assess each incident/event, then determine and activate the appropriate response.	[9] p. 5-A-1; [12] p. 27; [12] p. 37-40; [13] Sec. 4, p. 2
	3.2	The school district should identify the appropriate personnel to initiate established response protocols.	[5] Ch. 2; [9] p. 5-A-3 thru 5-A-5
	3.3	The school district should initiate established communications protocols for both internal and external notification.	[5] p. 28-31; [5] Ch. 5; [9] Ch. 5, Attachments B, D; [13] Sec. 4, p. 4-5
	3.4	The school district should utilize the National Incident Management System and Incident Command System protocols.	[2] Sect. 20; [5] Ch. 2

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	3.5	The school district should strive to preserve evidence following a potential criminal or other serious incident.	[7] p. 54; [12] p. 27, 38, 40
	3.6	The school district should establish public information procedures and processes that can gather, verify, coordinate, and disseminate information during an incident.	[6] p. 70
	3.7	The school district should monitor, document, reassess, and adjust the response, as necessary.	[10] p. 4-9
Recovery	4.1	The school district should implement adopted policies, plans, and procedures for Continuity of Operations to resume school functions during and after an incident.	[4] Entire document; [5] p. 37
	4.2	The school district should implement adopted policies, plans, and procedures for resource management during and after an incident.	[5] Ch. 4
	4.3	The school district should implement adopted policies, plans, and procedures for emotional and physical health recovery needs for students and staff during and after an incident.	[12] p. 41-45 [13] Sec. 5, p. 3-5
	4.4	The school district should implement adopted policies, plans, and procedures for after-action reviews and corrective action plans following an exercise/drill or incident.	[5] p. 37

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Glossary

Accountability: Responsibility to someone or for some activity.

After-Action Reviews: A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.

All-Hazards: Planning for and responding to any incident, natural or manmade, that warrants actions to protect life, property, environment, public health or safety, and minimize disruptions of government, social, or economic activities.

Comprehensive Multi-Hazard Exercise/Drill Program and Schedule: A plan developed by school districts that takes into consideration input from public officials, specialists from other organizations (i.e., American Red Cross, State Fire Marshal), and community members to ensure an efficient and effective response to emergencies and disasters.

Continuity of Operations: Addresses the relocation and lines of succession of school district resources, vital records, and equipment to ensure continuation of services and to prevent damage or loss.

Corrective Action Plans: Designed to implement procedures that are based on lessons learned from actual incidents or from training and exercise.

Critical Locations: Locations within the school or facility (i.e., roof access points, location of fire extinguishers, emergency exits, utility shut-offs, and location of all AEDs, and related equipment).

Early Warning Signs of Violence: Early characteristics of persons exhibiting signs of potential violence (i.e., has engaged in violent behavior in past, has engaged in tantrums and angry outbursts, has exhibited anti-social behavior, has made violent threats, or has been a victim of abuse by family member(s)).

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

Emergency Management Program Liaison: An individual whose role would include coordination and communication with stakeholders on a district, local, county, and regional level in the development and implementation of emergency planning and response.

Emergency Supplies: A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable

container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.

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

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

Harmful and Risk-taking Behaviors: Actions that have been identified by school districts as precursors to violent or criminal behavior and referenced in each school's student code of conduct.

Hazard: An act or phenomenon that has the potential to produce harm or other undesirable consequences to some person or thing.

Hazard Analysis: An analysis or identification of the hazards which could occur, and a description and implementation of the measures to be taken for their control.

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

Incident Command System: The incident command system (ICS) is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources at emergency incidents. It is used for all kinds of emergencies and is applicable to small, as well as very large and complex incidents.

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

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

Interoperability and Compatibility: A principle of the National Incident Management System (NIMS) that holds that systems work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together

under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.

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

Liaison Officer: A staff member responsible for coordinating with representatives from cooperating and assisting agencies.

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

Magnitude: Greatness in size or extent of a potential incident.

Memoranda of Understanding: A formal document describing a bilateral or multilateral agreement between parties. It expresses a convergence of will between the parties indicating an intended common line of action and may not imply a legal commitment. It is a more formal alternative to a gentlemen's agreement, but in some cases, depending on the exact wording, lacks the binding power of a contract.

Multi-Hazard Assessment: A systematic identification and analysis of all existing and potential hazards (see hazard), an integral part of the emergency planning process, and carried out by members of the school emergency planning team with input from stakeholders.

Mutual-Aid Agreements: Formal written documents that authorize local governmental entities to enter into agreements with neighboring entities for the performance of any and all functions which the parties to the agreement are authorized to perform. School districts can enter into mutual aid agreements for services, including emergencies which have the potential to overwhelm the resource capabilities within a single district.

National Incident Management System: A system that provides a basic, national and standardized framework for disaster and emergency response for the overall emergency management community that is used by fire, police, emergency medical, emergency management and even schools. It incorporates the three NIMS standard incident management structures: 1) Incident Command (ICS), 2) Multi-agency Coordination, and 3) Public Information.

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

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Preservation of Evidence: Practice of ensuring that potential evidence is preserved prior to the arrival of an authorized law enforcement officer.

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

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

Reunification: A process to reunite individuals after a crisis or major event.

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

Safety and Security Audit: An agreement of the safety conditions in each school or facility. The audit should identify physical safety concerns (i.e., building security issues) and evaluate any patterns of safety, security, and behavioral concerns occurring on school property or at school-sponsored events.

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

Severity: Degree of intensity of an incident or potential incident.

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

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

Student Release Procedures: A process to ensure accountability of students when releasing to parents/guardians.

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

Trained Individuals: Persons who have received, and continue to receive, appropriate training to properly perform a specific task.

Warning Time: The amount of time the school has before a potential event/incident occurs.

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