

Anthony ISD Emergency Operations Plan (EOP) Appendices

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APPENDIX 1 - SUMMARY OF AGREEMENTS

Memoranda of Understanding (MOU) for mutual emergency aid between Anthony ISD and the following governmental agencies will be maintained by the District's Emergency Management Coordinator.

1. El Paso City-County Health and Environmental District, the El Paso City-County Office of Emergency Management
2. El Paso County Sheriff's Office
3. Anthony City Police Department
4. West Valley Fire Department (County)
5. Town of Anthony
6. West Texas Crisis Consortium (Mental Health Services)
7. West Texas Safe Schools Coalition

APPENDIX 2 – INCIDENT COMMAND SYSTEM SUMMARY

Background

ICS is a management system that can be used to manage emergency incidents or non-emergency events. The system works equally well for small incidents and large-scale emergency situations. The system has built-in flexibility to grow or shrink based on current needs. It is a uniform system, so personnel from a variety of agencies and geographic locations can be rapidly incorporated into a common management structure.

Features of ICS

ICS has a number of features that work together to make it a real management system. Among the primary attributes of ICS are:

1. Standard Management Functions
 - a. Command: Sets objectives and priorities and has overall responsibility at the incident or event.
 - b. Operations: Conducts tactical operations, develops the tactical objectives, and organizes and directs all resources.
 - c. Planning: Develops the action plan to accomplish the objectives, collects and evaluates information, and maintains the resource status.
 - d. Logistics: Provides support to meet incident needs, provides resources and all other services needed to support.
 - e. Finance/Administration: Monitors costs, provides accounting, procurement, time recording, and cost analysis.
 - f. Public Information: Develops relationship with local media representatives; prepares media releases; establish “media center” near Command Post; coordinates information with Incident Commander and District EOP Team; documents activities.
 - g. Liaison: Develops working knowledge of local/regional/state/federal agencies; serves as the primary contact with campus liaison official and outside agencies assigned to an incident. Coordinates with City/County Office of Emergency Management; documents activities.
2. The individual designated as the IC has responsibility for all functions. In a limited incident, the IC and one or two individuals may perform all functions. In a larger emergency situation, each function may be assigned to a separate individual.
3. Management by Objectives. At each incident, the management staff is expected to understand agency or jurisdiction policy and guidance, establish incident objectives, select an appropriate strategy to deal with the incident, and provide operational guidance—select tactics appropriate to the strategy and direct available resources.

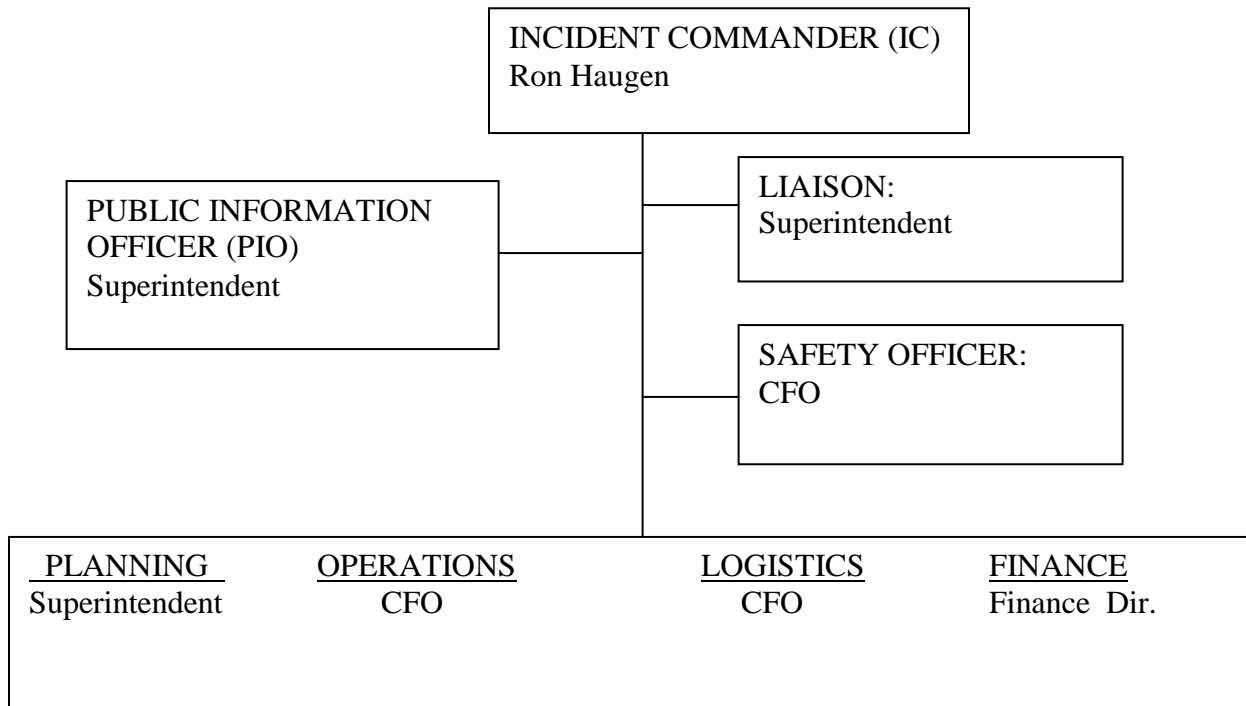
4. **Unity and Chain of Command.** Unity of command means that even though an incident command operation is a temporary organization, every individual should be assigned a designated supervisor. Chain of command means that there is an orderly line of authority.
5. **Organizational Flexibility.** Within the basic ICS structure, the organization should at any given time include only what is required to meet planned objectives. The size of the organization is determined through the incident action planning process. Each element of the organization should have someone in charge; in some cases, a single individual may be in charge of more than one unit. Resources are activated as needed and resources that are no longer needed are demobilized.
6. **Common Terminology.** In ICS, common terminology is used for organizational elements, position titles, resources, and facilities. This facilitates communication among personnel from different emergency services, agencies, and jurisdictions.
7. **Limited Span of Control.** Span of control is the number of individuals one supervisor can realistically manage. Maintaining an effective span of control is particularly important where safety is paramount. If a supervisor is supervising fewer than 3 subordinates or more than 7, the existing organization structure should be reviewed.
8. **Personnel Accountability.** Continuous personnel accountability is achieved by using a resource unit to track personnel and equipment, keeping an activity log, ensuring each person has a single supervisor, check in/out procedures, and preparing assignment lists.
9. **Incident Action Plan.** The incident action plan, which may be verbal or written, is intended to provide supervisory personnel a common understanding of the situation and direction for future action. The plan includes a statement of objectives, organizational description, assignments, and support material such as maps. An Incident Briefing Form may be used on smaller incidents. Written plans are desirable when two or more jurisdictions are involved, when state and/or federal agencies are assisting local response personnel, or there has been significant turnover in the incident staff.
10. **Integrated Communications.** Integrated communications includes interfacing disparate communications as effectively as possible, planning for the use of all available systems and frequencies, and requiring the use of clear text in communications.
11. **Resource Management.** Resources may be managed as single resources or organized in task forces or strike teams. The status of resources is tracked in three categories: assigned, available, and out of service.

Unified Command

1. Unified Command is a variant of ICS used when there is more than one agency or jurisdiction with responsibility for the incident or when personnel and equipment from a number of different agencies or jurisdictions are responding to it. This might occur when the incident site crosses jurisdictional boundaries or when an emergency situation involves matters for which state and/or federal agencies have regulatory responsibility or legal requirements to respond to certain types of incidents.
2. ICS Unified Command is intended to integrate the efforts of multiple agencies and jurisdictions. The major change from a normal ICS structure is at the top. In a Unified command, senior representatives of each agency or jurisdiction responding to the incident collectively agree on objectives, priorities, and an overall strategy or strategies to accomplish objectives; approve a coordinated Incident Action Plan; and designate an Operations Section Chief. The Operations Section Chief is responsible for managing available resources to

achieve objectives. Agency and jurisdictional resources remain under the administrative control of their agencies or jurisdictions, but respond to mission assignments and direction provided by the Operations Section Chief based on the requirements of the Incident Action Plan.

AISD Incident Command Structure



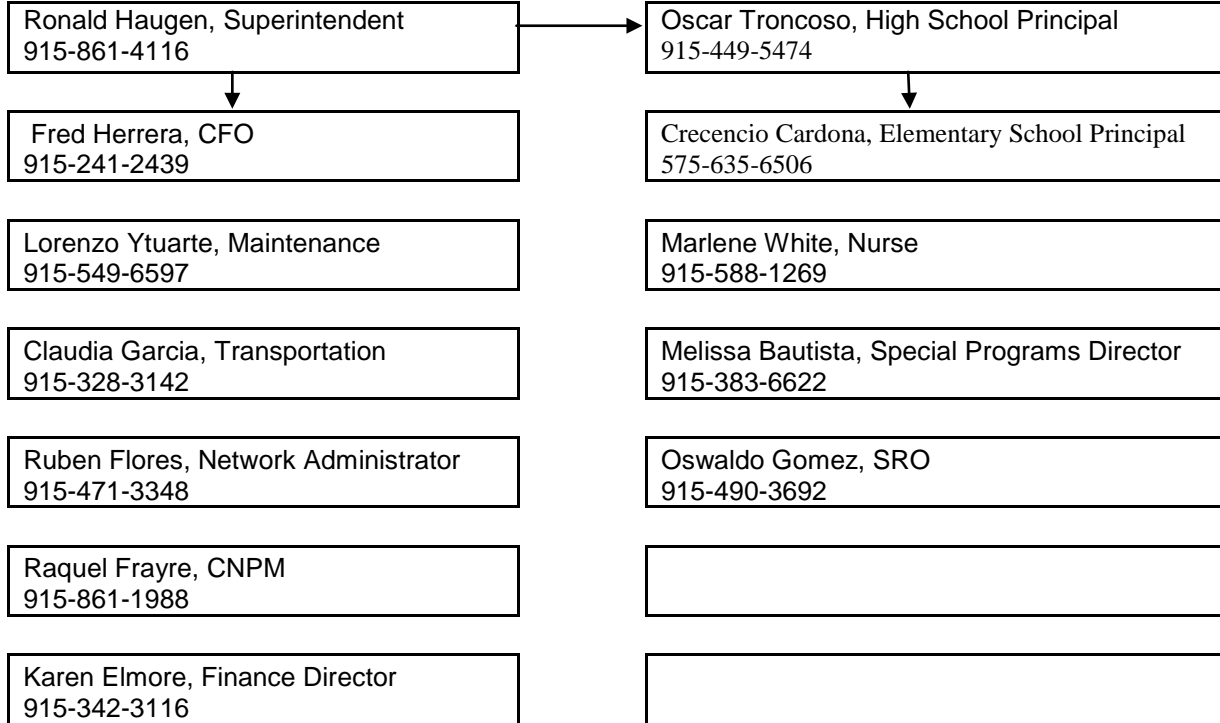
APPENDIX 3 - DISTRICT MAP

APPENDIX 4 - CAMPUS MAPS

APPENDIX 5 - AS BUILT DRAWINGS

APPENDIX 6 - PHONE TREE

The Superintendent, or his designee, will initiate the Phone Tree Procedure. Each person on the Phone Tree is responsible for calling the person listed below his/her name. Upon notification, administrators and supervisors should take appropriate measures to notify their staffs.



APPENDIX 7 – AISD EMERGENCY OPERATIONS PLANNING TEAM

<u>Title/Name</u>	<u>Name</u>
Superintendent	Ronald Haugen
Chief Financial Officer	Fred Herrera
Marlene White	Nurse
High School Principal	Oscar Troncoso
Elementary School Principal	Crecencio Cardona
Director Business Services	Karen Elmore
Director Special Programs	Melissa autista
Child Nutrition Program Manager	Raquel Frayre
Maintenance Supervisor	Lorenzo Ytuarte
Transportation Support	Claudia Garcia
District Network Administrator	Ruben Flores
SRO	Oswaldo Gomez

APPENDIX 8 – AISD EMERGENCY CONTACT NUMBERS

<u>Public Safety Agencies</u>	<u>Number</u>
General Emergency	911
Anthony City Police	915-832-4400
Police/Sheriff/Fire	915-546-2280
Poison Control	1-800-362-0101
Local Hospital	915-544-1200
Animal Control	915-842-1001
Ambulance	915-779-2111

<u>District Contacts</u>	<u>Number</u>
Superintendent	915-861-4116
Emergency Management Coordinator	915-241-2439
Transportation	915-328-3142
Maintenance	915-549-6597
Food Services	915-861-1988
Health Services	915-588-1269
Technology	915-471-3348

APPENDIX 9 – FACILITY RESOURCE INVENTORY

Inventory of Emergency Related Equipment

AIISD Administrative Facility Inventory List:

Superintendent's Office

Flashlights	Radio	Batteries
-------------	-------	-----------

Central Office [Business Office]

Bottled Water	[5 Gal]	Refrigerator
Microwave	Flashlights	Extension Cords
First Aid Kit	CPR Certified Personnel	

Transportation Office

Bottled Water [Cases]	Refrigerator	Microwave
Generator [fuel]	Extension Cords	First Aid Kit
CPR Certified Personnel	Truck & SUV	Radios
Batteries	Tools	Air Compressor
Flashlights		

Technology Office

Wireless Communication	Internet Services	First Aid Kit
Portable Power Supply	Radios	Batteries
Flashlights		

Custodial Room

Wheel Barrow	Shovels	Hand Dolly [4]
6' Step Ladder	Extension Cords	Radios
Vacuums	Batteries	First Aid Kit
Floor Extractor (water)	Paper Towels	Cleaning Products
CPR Certified Personnel	Tools	Flashlights

Food Service Department

Bottled Water [cases]	Snacks	Meals [3 days]
Refrigerators	Microwaves	Radios
Batteries	Candles	Tools
Grills	First Aid Supplies	CPR Certified Personnel
Cargo Vans (1)	Flashlights	

Maintenance Department

Pick-up Truck	Gators [2]	Generators [3]
Air Compressor	Portable Fans	Tools
Flashlights	Batteries	First Aid Kits
5' Rolling Ladder	3' Rolling Ladder	10' Step Ladder

8' Step Ladder
Welder

20' Extension Ladder
Electric Man Lift

CPR Certified Personnel

APPENDIX 10 – DISASTER RECOVERY & DATA RESUMPTION MANUAL

Manual will be provided by the District Network Administrator.

APPENDIX 11 – AISD STAFF SKILLS SURVEY AND INVENTORY

Employee ID:

First Name: Last Name:

Campus/Facility:

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please indicate the areas that apply to you and submit your survey.

1. PLEASE CHECK ANY OF THE FOLLOWING IN WHICH YOU HAVE EXPERTISE AND TRAINING. SELECT ITEMS WHERE APPROPRIATE:

- | | | | | | | | |
|---|----------------------------------|---|----------------------------------|--|----------------------------------|--|----------------------------------|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Current | <input type="checkbox"/> CPR | <input type="checkbox"/> Current | <input type="checkbox"/> Food Handlers | <input type="checkbox"/> Current | <input type="checkbox"/> Bus-Driver | <input type="checkbox"/> Current |
| <input type="checkbox"/> Fire Fighting | | <input type="checkbox"/> Heavy Equipment Operator | | <input type="checkbox"/> Maintenance/Construction | | <input type="checkbox"/> Generators | |
| <input type="checkbox"/> Triage | | <input type="checkbox"/> Mechanical Ability | | <input type="checkbox"/> Electrical | | <input type="checkbox"/> Other (Comment Box) | |
| <input type="checkbox"/> Plumbing | | <input type="checkbox"/> Structural Engineering | | <input type="checkbox"/> Electronic Equipment [Tech] | | | |
| <input type="checkbox"/> Emergency Management | | <input type="checkbox"/> Waste Disposal | | <input type="checkbox"/> Recreational Leader | | | |
| <input type="checkbox"/> Shelter Management | | <input type="checkbox"/> Ham Radio Operator | | <input type="checkbox"/> Journalism | | | |

2. Do you keep a personal emergency kit? In your car? In your room/office?

3. What other materials are in your room/office that you believe would be of use during an emergency?

- First Aid Kit Traffic Cones Flashlight Other(Comment Box)

4. What equipment or access to equipment or materials at your worksite could be used in an emergency?

- First Aid Kit Radios Bottled Water Other(Comment Box)

5. What languages do you speak?

- English Spanish French Other

APPENDIX 13 - DISTRIBUTION LIST

A copy of the AISD Emergency Operations Plan (EOP) at the following District offices and local emergency agencies:

Administrative Office

Ron Haugen, Superintendent's Office
Fred Herrera, Chief Financial Officer's Office
Central Office Bulletin Boards

Anthony High School

Principal's Office
Teacher Bulletin Boards
Cafeteria Bulletin Boards
SRO Office

Anthony Middle School

Vice Principal's Office
Teacher Bulletin Boards
Cafeteria Bulletin Boards

Anthony Elementary School

Principal's Office
Teacher Bulletin Boards
Cafeteria Bulletin Boards

Town of Anthony

Anthony Police Department

El Paso City / County Emergency Management

West Valley Fire Department

El Paso County Sheriff's Office

APPENDIX 14 – FACILITY/CAMPUS SECURITY AUDIT SURVEY

APPENDIX 15 – PERSONS WITH SPECIAL NEEDS

Anthony Independent School District has been working on a comprehensive Emergency Operations Plan for campuses and other District facilities. As the plan has developed, the needs of the significantly-disabled were discussed and considered. In order to address the needs of these students, the Special Ed. Department is providing a cart to customize Special Education classroom Crisis Management Kits for use when evacuation of students is necessary. Since the individual needs of the students are different, Special Education teachers may need to place different items in their classroom carts.

(Potential items: CPR micro shield clear mouth barrier, Ambu bag for CPR, pill crusher, additional gloves and wipes)

It is also necessary that all teachers have a copy of the medical information and contact numbers for their students in a folder in the cart. Recommended information that should be included in this documentation includes:

- Student's Name and ID Number; Grade and Campus; Medication (specify medications);
- Does student use a wheelchair or walker?
- Is student tube fed?
- Does the student have a tracheotomy?
- Does the student experience seizures?
- Is the student a diabetic?
- Is assistance required to move?

The Crisis Management Plan for the Special Education Department is also attached. It is recommended that Special Education teachers review the plan and assign classroom staff to specific jobs in the event of an emergency.

It is the goal of the District to maintain the safety of all students. With the Crisis Management Kit, Special Education teachers will be prepared to support the medical needs of special-needs students in the event of an emergency. If you have any questions or concerns, please contact the AISD Special Education Director, at 915-886-6509.

Items to consider with nursing staff:

1. Are most suction machines battery operated?
2. Can nurses provide Ambu bags for each DSC, PPCD and ALSC Classrooms?
3. Would teachers know how to administer CPR?
4. Issue of medications during lockdown.
5. Discuss highlighted items above and who will provide/pay for those items

**ANTHONY INDEPENDENT SCHOOL DISTRICT
SPECIAL EDUCATION DEPARTMENT**

Crisis Management Plan

For students enrolled in Assisted Living Skills Classes (ALSC) Units:

If the school is to be evacuated and students moved to another facility, students in these units should be moved to another school facility rather than an outside location. Due to the possible scenarios that exist, the decision regarding which school site will be made at the time of the evacuation by the Special Education Department in collaboration with the Transportation Department.

Campuses should identify an alternative site for buses to pick up students to be evacuated from the ALSC Units. This site should be separate from the area where the general population of the school will board buses.

For students enrolled in the Assisted Living Skills Class (ALSC) Units, the Developmental Skills Class (DSC) Units and the Preschool Program for Children with Disabilities (PPCD) Units:

The Special Education Department will provide for all DSC, PPCD and ALSC units a rolling cart. A district “go-kit” will be provided for each teacher. Campuses will need to do the following:

- Add items, which may be needed individually for children. General supplies may need to be rotated out on a regular basis.
- Assign a staff member to be in charge of the cart in case of an evacuation. This individual will be in charge of gathering the additional supplies needed at the time of the evacuation.

Teachers in all self-contained special education classrooms should have documents packed in their evacuation kit which identify the following information:

- Telephone numbers for all parents
- Medications taken by students
- Specialized Diet Information
- Required Medical Equipment
- Allergies/Precautions
- Checklist of equipment and other supplies needed

This information must also be shared with the campus nurse, administration and Transportation Services.

DSC units are located at

PPCD units are located at

ALSC unit is located at *(Note: This is the severe and profound unit located)*

APPENDIX 16 – RESPONSES TO EMERGENCIES

A. Universal Emergency Procedures:

Introduction

Universal Emergency Procedures are a set of standard, clear directives that may be implemented across a variety of emergency situations. When an emergency begins, the respective campus principal, will decide which Universal Emergency Procedures to implement, based on the situation.

There are four basic procedures, which can be utilized in responding to various emergencies:

- A. Evacuation
- B. Severe Weather Safe Area
- C. Shelter in Place
- D. Lockdown

In the event of an emergency, the Facility/Campus Emergency Response Team will:

- Utilize the School Messenger system to call parent/guardian phone numbers listed on students' emergency information cards to relay pertinent information and instructions.
- Utilize Facility/Campus Contact Information List to communicate, if necessary, with staff members, students, or volunteers. The Contact List will include staff and student's cell phone numbers and other emergency services phone numbers. This List will be updated twice each year, in August and then again in January.

(Adapted from FEMA, 1999 and Henniker Community School, 2000)

B. Universal Emergency Procedures

<p>A. <u>Evacuation</u> (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> ● Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) ● Take roll book for student accounting ● Assist those needing special assistance ● Do not stop for student/staff belongings ● Go to designated Assembly Area ● Check for injuries ● Take attendance; report according to Student Accounting and Release procedures ● Wait for further instructions 	<p>B. <u>Severe Weather Safe Area</u> (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> ● Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) ● Occupants of portable classrooms shall move to the main building to designated safe areas ● Take roll book for student accounting ● Take attendance; report according to Student Accounting and Release procedures ● Assist those needing special assistance ● Do not stop for student/staff belongings ● Close all doors ● Remain in safe area until the “all clear” is given ● Wait for further instructions
<p>C. <u>Shelter in Place</u> (For use in external gas or chemical release)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ● Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location ● Assist those needing special assistance ● Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) ● Take attendance; report according to Student Accounting and Release procedures ● Do not allow anyone to leave the classroom ● Stay away from all doors and windows ● Wait for further instructions 	<p>D. <u>Lockdown</u> (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> ● Students are to be cleared from the halls immediately and to report to nearest available classroom ● Assist those needing special assistance ● Close and lock all windows and doors and do not leave for any reason ● Cover all room and door windows ● Stay away from all doors and windows and move students to interior walls and drop ● Shut off lights ● BE QUIET! ● Wait for further instructions

C. General Emergency Intervention Checklist

Although each situation is different, the following is intended as a general listing of actions to consider when faced with an emergency or critical incident.

- Take a deep breath, don't panic, verify information
- Activate school's Emergency Operations Plan Team, Incident Command System (ICS); activate and assign duties as needed:
 - Security Official (overall security conditions of campus)
 - Contact District Communications Director (media relations)
 - Liaison Official (coordinate with outside agencies)
 - Planning/Intelligence (incident time log, evaluate information)
 - Operations (student accounting and release, facilities, medical, crisis intervention & response, food and water)
 - Logistics (communications and supplies)
 - Administration/Finance (District function)
- Determine whether to call 911 (*See D. Emergency Management Protocol - 911 Protocol*), whether to implement Universal Emergency Procedures, Emergency Management Protocols
- Notify and request assistance from the District EOP Team to:
 - Assist with planning for a response and implementing protocols
 - Provide recovery support to students
- Set up a Command Post for communication and emergency management as directed by First Responder
- Bring "emergency toolbox" to Command Post (inside or outside)
- Hold emergency staff meeting (before and/or after school day) to:
 - Advise staff of the known facts
 - Support their concerns and emotions
 - Provide classroom assistance if needed
 - Outline schedule for the day; modify day's schedule if needed
 - Identify resources available to teachers and students
- Establish contact with parents/family members of affected students to offer support, to determine assistance needed, and (in the event of a death) for information regarding visitation/funeral arrangements
- Inform closest friends of the affected student and provide support
- With the assistance of the District Communications Director prepare a formal statement or announcement to students, parents, faculty, staff, and media if appropriate
- Expand span of Incident Command System as needed, deactivate ICS when activities are completed
- Review and implement "Recovery" activities
- Document actions taken, secure records as legal documents

**D. Emergency Management Protocols
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Accidents at School

Staff actions:

- Report accident to principal, office; call 911 if warranted
- Provide for immediate medical attention including performing necessary life-sustaining measures (personnel trained in CPR only, etc.), until nurse or Emergency Medical Services arrives
- For relatively minor events, have students taken to office or nurse's office for assistance

Administration, Team actions:

- Provide appropriate medical attention, call 911 if needed
- Complete appropriate documentation
- Send emergency card with student if transported, and complete accident report
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

O Other suggested preventive/supportive actions (Nurse):

- Post in the office or nurse's office the names of building staff who have completed first aid or CPR/AED training
- Post general procedures in the nurses office explaining when parents are to be notified of accidents/incidents
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency kits and procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include breathing problems, allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

O EMS Guidelines:

- All services response, care and transport are charged to student's family
- If parent is not available, and the school/facility determines EMS service is needed those charges are the responsibility of the parents/guardians

Additional steps for our school/facility (if any):

- _____
- _____

Accidents at School

Preventive/Supportive Actions:

- Post in the office or school clinic the names of building staff who have completed first aid or CPR training
- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., District First Aid Manual, Blood-borne Pathogen Program)
- Provide in-service training in basic first aid for staff (utilizing the school nurse or other trained health professional)
- Provide a standard location for placement of classroom emergency procedures
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies

Administration, Team (Staff/Nurse) Actions:

- Report accident to principal, office; call 911 if warranted
- Provide for immediate medical attention including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services arrives
- For relatively minor events, have students taken to office or school clinic for assistance
- Provide appropriate medical attention, call 911 if needed
- Complete appropriate documentation including (list district forms)
- Contact parents, guardians as appropriate to seek appropriate follow-up services if needed

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

AIDS / HIV Infection

Community awareness of AIDS/HIV infection has improved to allow for more understanding and acceptance of this disease. All AIDS/HIV infection incidents are reportable to the local health department. Campus awareness of an individual with AIDS/HIV infection is guided by FERPA, District policy and health services procedures.

Administration, Staff and Team Actions:

- All blood body fluids should be treated as potential infections
- Exercise appropriate caution when informing others about an individual with AIDS or HIV infection (i.e., don't panic and spread word indiscriminately to everyone that an individual has aids or HIV infection. This is confidential information and is available only with parental permission)
- Make certain that those individuals who contact the child on a regular basis know, and insist they maintain confidentiality. Those individuals would include:
 - Principal
 - School nurse
 - Teacher School/School secretary
- Unless directed by a physician otherwise, allow the individual unrestricted school attendance and activities
- If a child does not have control of their bodily functions and body fluids, or may bite others, their environment should be more restricted

Tips for teachers:

- AIDS is not spread through casual contact. It is only spread through sexual contact or through blood or other body fluids
- Daily activities (including sports and classroom functions) should not be altered unless contact resulting in cuts or injury is common or expected

If a child suffers a cut and is bleeding take the following actions:

- Immediately send for nurse or administrator
- Put on clean non-latex or medical gloves or other protective equipment should be used if the nurse is not immediately available.
- Call custodial to dispose of blood contaminated items and clean up
- Follow procedures outlined in DBB (REGULATION) for Blood Bourne Pathogens precautions and procedures

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Aircraft Emergency

Aircraft Crash Affecting School/District Facility:

Staff Actions: (Immediate Response)

- Notify Principal or designated Campus EOP Team member
- Move students away from immediate vicinity of crash
- Determine whether to implement emergency evacuation procedures

Administration, Team Actions:

- Call 911
- Notify District EOP Team (Superintendent, CFO, law enforcement)
- Students and staff should be assembled in an area as far from the crash scene as possible and should be up-hill and up-wind from the crash
- Provide for first aid, and assist First Responders in treatment and removal of injured occupants from school buildings
- Account for all building occupants and determine extent of injuries
- Wait for instructions; do not re-enter the building until instructed

Aircraft crash near school site but no damage to building:

Staff Actions: (Immediate Response)

- Notify Administrator or designated Campus EOP Team member
- Move students away from immediate vicinity of crash
- Determine whether to implement emergency evacuation procedures

Administration, Team Actions:

- Call 911
- Notify District EOP Team (Superintendent, CFO, law enforcement)
- Initiate Shelter in Place plan if warranted
- All students and staff should remain in the buildings; any students or staff outside should go to designated area until further instructions are received
- No evacuations should occur unless subsequent explosions or fire endanger the building

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Allergic Reaction

Preventive/Supportive Actions:

- Emergency health card should be completed by parents for each child, and should be easily accessible by school personnel
- Bus drivers should have emergency cards for all known acute reactors
- Encourage employees with special health considerations to alert building director and work associates of any difficulties and possible remedial actions

Possible Symptoms:

- Skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue
- Restlessness, sweating, fright, shock
- Shortness of breath, vomiting, cough, hoarseness

Administration, Team (Staff/Nurse) Actions:

- Contact school nurse (First Aid, CPR, medical and medication kit for known allergies)
- Contact first-available school administrator
- Call 911 as determined by necessity of situation
- Assist in getting “Epi-pen” (Epinephrine) for individuals who carry them (usually in backpack), and prescription medications (kept in office)
- If an insect sting occurs and school nurse is available to assist, remove stinger immediately
- Assess situation and help student/employee to be comfortable; move only for security reasons
- Notify principal
- Notify parent or guardian
- Administer medication, by order of a doctor, if appropriate; elevate area, apply ice pack to affected area, keep victim warm or take other actions as indicated
- Observe for respiratory difficulty
- Record on an attached label: time & site of insect sting or food ingested, name of medicine, dosage & time administered
- Be aware, that in case a victim needs to be transported by EMS, the parent or guardian will incur a transportation cost.

Additional steps for our school/facility (if any):

- _____
- _____

Assault

When student(s) or staffs have been assaulted use the following guidelines:

First Observer:

- Report the type and number of injuries and if the assailant is still in area to the Administrator on Duty
- Give location of the assault
- Give a good description of the assailant (clothing, height, etc.)
- Advise if assailant is still in building or on the property
- If assailant has left the building on foot give direction of travel
- If assailant leaves in a vehicle, give description of vehicle, license number and direction of travel
- Administer first aid, and get medical attention

Administration on Duty:

- Decide, based on severity of situation, if a call to city or county police should be made
- Give type and number of injuries
- Give description of assailant
- Give direction of travel and type of vehicle
- If threat still persists determine whether to activate Campus EOP Team
- If situation further warrants, Team will initiate lockdown procedures
- If situation further warrants attention, notify District EOP Team (Superintendent, SRO, law enforcement,)
- Document actions and complete incident reports

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Bio-Terrorism/ Biochemical Threats

Definition: A suspected or possible biological emergency or outbreak, having withstood clinical review, is reported to the school administrator by a credible source or detected by the public health system and reported to school officials. Local and state health officials have reviewed this protocol for use by campus/facility.

Staff response:

- Identify credible threat;
 - 1) Call Principal to report a suspicious package, envelope or substance. Principal determines if call to 911 is necessary.
 - 2) Notify school nurse or District health services for unusual symptoms
- Follow instructions of public health officials and lead administrator
- Decontaminate as appropriate (specific procedures provided by public health)
- If appropriate assist in hospital transportation procedures, if necessary
- If appropriate assist in epidemiological investigation, as necessary
- Coordinate with First Responders to assist in treating staff and students as required

Lead Administrator Response

- Notify Superintendent of the situation
- Coordinate with District health services to alert El Paso City/County Health & Environmental Crisis Response and obtain instructions and decontamination information
- District health services will coordinate contacting local hospitals if appropriate
- Brief staff as quickly as it is safe to do so. You may do so in several ways depending on your situation. Staff may be notified in person, via intercom, by phone, by pager or by e-mail
- Coordinate with the District's Superintendent's Office to contact parents and notify them of the situation, as appropriate and in accordance with HIPPA legislation

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Bomb Threat

(2-page section)

In the event of a bomb threat to the school or facility:

First contact (usually administrative office personnel)

- **Avoid hanging up the phone** (Use another phone to call authorities)
- Initiate Bomb Threat School Report Form
- Identify caller through caller-I.D. (record the number for reference)
- Prolong the conversation as much as possible
- Identify background noises & voice characteristics
- Engage the caller to give bomb description, where/ when will it explode
- Determine the caller's knowledge of the facility
- Complete the Bomb Threat - School Report (next page)
- The person receiving the call will alert Principal (without hanging up)

Administration, Team Action

- Call 911
 - Activate Campus Emergency Operations Plan (EOP) Team
 - Alert District EOP Team (Superintendent, CFO, SRO, Law Enforcement,)
 - Using standard procedures, evacuate the school immediately;
- NOTE:** *Modify evacuation routes based on possible location of bomb*
- If what appears to be a bomb is found: **DO NOT TOUCH IT**; law enforcement will take charge
 - Turn off cell phones and **DO NOT** transmit with radios
 - Leave the immediate environment as it is
 - Avoid altering any electrical items or systems (**DO NOT** turn on or off lights, **DO NOT** change thermostat, etc.)
 - Avoid opening and closing doors
 - Evacuate personnel at least 100 feet from the building; during inclement weather and a possible prolonged search, move students to an Alternate Building Location
 - Check absentee list for possible clues to who phoned in the bomb scare
 - Follow standard student accounting and reporting procedures
 - After an "all clear" by emergency personnel, return to class.
 - It is recommended that this protocol be frequently practiced in cooperation with local law enforcement.
 - Select more than one evacuation site

Additional steps for our school/facility (if any):

• **BOMB THREAT - SCHOOL REPORT**
(Completed by person receiving the call)

Date _____ Time of call _____

Bomb Threat was received on telephone number _____

Caller I.D. Identified number _____

Exact language/wording used by the caller _____

RECORD THE FOLLOWING INFORMATION AS PROVIDED:

What time is it set for? _____ Where is it? _____

What does it look like? _____

Why are you doing this? _____

What is your name? _____

ADDITIONAL INFORMATION (CHECK/FILL IN):

Gender: _____ Male _____ Female Describe _____

Age: _____ Adult _____ Child Describe/estimate age _____

Speech: _____ Normal _____ Excited Describe _____

Speech: _____ Slow _____ Fast Describe _____

Did the caller have an accent? Describe: _____

Did you recognize the caller's voice? Describe: _____

Background noises: _____ music _____ traffic _____ machine _____ voices/talking
_____ Airplane _____ typing _____ children _____ TV / radio
_____ other _____

PERSON RECEIVING CALL (INFORMATION RELEASED TO AUTHORIZED PERSONNEL ONLY):

Name _____ Home Phone _____ Address _____

Notification:

School Principal _____ Time _____

Police _____ Time _____

Bus Accident

Each school should maintain a bus folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders, one copy of the student manifest should be placed in the trip folder and a second copy should accompany the teacher on the trip.

Bus drivers have the designated procedures for handling emergency situations. For example, drivers are guided by District's accident report form in providing details in any emergency situation. The following protocol is intended to outline steps to be taken by school personnel should an accident occur.

In the event of a bus accident:

Staff at the scene:

- Call 911, if warranted
- Call Central Dispatch, Central Dispatch will follow chain of command [notification]
- School staff at the scene of a bus accident will help to implement basic first aid until emergency medical services and law enforcement arrive and take charge of the emergency
- School staff at the scene of a school bus accident will move all uninjured students to a safe distance from the accident
- Driver will determine if evacuation of the bus is warranted. The names of all injured students and the location to which they may be taken for medical treatment will be provided to the school

Administration, Team Action

- If warranted, activate Campus EOP Team
- If warranted, notify District EOP Team
- Ascertain the names of any injured students and the nearest location of any medical treatment facility
- Parents/guardians of all students on the bus will be notified as quickly as accurate information is available
- Designated school staff representative will proceed to any medical treatment facility to which an injured student has been taken to assist parents and to provide support to students, as appropriate
- Complete appropriate documentation
- Special education buses should have emergency cards and care plans for medically fragile students

Additional steps for our school/facility (if any):

- _____
- _____

Due to the extensive number of extra-curricular and co-curricular trips planned by school and District departments, bus drivers are often required to assist in emergencies when transporting students on a district approved trip after normal school hours.

District Bulletins outlines procedures followed by District drivers in the event of an accident. However the Bus Emergency protocol is intended to inform all schools and facilities of the procedures followed by the driver as approved by the Transportation Supervisor.

In the event of a hazardous weather condition or a major accident, which impedes District bus routes, the Texas Department of Transportation (TXDOT) will notify AISD of alternate routes. The District DESIGNEE will coordinate information from TX DOT to the Transportation Department.

In order to ensure the security of all students during any after-hours trip to and from district events, it is required (Bulletin No. 3 Operations/Transportation) that a school representative must accompany all students on all District approved after-hour trips. This will assure coordination and assistance in an emergency should notification be necessary with the appropriate principal, parents, hospitals, or law enforcement official.

Special Education buses should carry emergency cards and care plans for medically fragile students.

In the event of a medical emergency during a District approved after school hours trip, AISD driver will:

- Call 911 [notify EMS]and Central Dispatch with an accurate description of the medical emergency.
- Central Dispatch will notify the Superintendent and school principal.
- Name(s) of student(s) and location to which they may be taken for medical treatment must be reported to Central Dispatch. Central Dispatch must provide the same information to the Superintendent and school principal. Central Dispatch must also coordinate the seating chart with the names of students with Police Services.
- Central Dispatch informs the Superintendent and principal of the need for a school representative to be sent to the medical treatment facility to assist parents and to provide support to students, as appropriate.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Calls to 911 or El Paso County Sheriff or City Police

Protocol for contacting and requesting first responders:

In the event that First Responders (El Paso Sheriff, El Paso Police, Fire Department or Medical Services) are needed at your campus, following the instructions below will assure that accurate information reaches the First Responders/emergency services personnel.

Remember the four “Ws” are answered prior to requesting assistance so that the first responder gets a clear picture as to what is occurring at your school/facility

- 1. Who...is calling and who is involved?**
- 2. What...is occurring?**
- 3. When...did the incident occur?**
- 4. Where...did the incident take place?**

Example:

- **Who** = the person requesting assistance must identify themselves by name, position, and school. If they are not the person directly requesting assistance they must indicate so.
(Example) “This is Ms. Smith; I am the Principal at _____ School.”
(Example) “This is Mrs. Jones; I am the Senior Clerk at _____ School,
I am calling on behalf of Mr. Lopez who needs to see a police officer regarding a disorderly student.”

It is also imperative in dealing with descriptor “**WHO**” be provided for an accurate description of subjects or victims involved in the incident. A physical description should be as follows: race, sex, height, weight, approximate age, hair color, baldness, facial hair if applicable, clothing distribution top to bottom, (example white shirt, blue pants, black shoes).

Regarding vehicles, the appropriate description is as follows: make, model, year, two/four door, van, truck, etc. license number, color, top to bottom, body damage, primer paint or other specific identifiers, (Example) bumper stickers etc. Direction of travel is also important for responding officers.

Note: *It is not sufficient to call Police and request that a unit or a police officer be dispatched to _____ school immediately without additional information and then hang up.*

- **What** - Nature of the call: What is the problem, or what type of assistance do you need? For example, lost child, suspicious person, disorderly conduct, fight in progress, how many subjects are involved, violation of student code of conduct, injured party etc. If a weapon is part of the incident, indicate what type such as gun, knife, bat, etc. Also if possible, indicate what the disposition of the weapon is. (Example) “Ms. Smith has taken the knife away from the student and it is in her desk,” or “I think the student still has the knife/gun with them”.
- **Where** - exact location of the incident: _____ school in the gym, cafeteria, room number etc. It is not sufficient to indicate the name of the school alone. (Example) the incident occurred at the student’s residence but is being reported at the school.
- **When** - date and time the incident occurred: right now, just happened, yesterday, two days ago, etc.

The more accurate information received by the First Responders, the better service they are able to provide.

Chemical Material Spill

Chemical accidents may originate inside or outside the building. Depending on the severity of the spill, campuses will be assisted by the District Emergency operations Plan (EOP) Team to coordinate District resources and other assistance provided by the local office of the Texas Commission on Environmental Quality. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment, waste treatment plants, industry or laboratory spills, etc.

AISD campuses, which are within 1.2-mile radius of refineries or chemical plants, should plan for evacuation or shelter in place procedures (*See Page 51 of this Appendix for Shelter In Place procedures*). District will coordinate training or response resources for schools in this category.

Accidents originating outside the building:

Staff actions

- Notify administration
- If situation warrants, activate Campus EOP Team
- Move students away from immediate vicinity of danger

Administration, Team Actions

- Initiate Shelter in Place, shut off HVAC units
- Call 911
- If situation warrants, notify District EOP Team
- Do not leave the building unless instructed to do so; if you must evacuate building or grounds, take care to avoid fumes

Accidents originating inside the building:

Staff actions

- Notify administration
- If situation warrants, activate Campus EOP Team
- Move students away from immediate vicinity of danger

Administration, Team Actions

- Check the Material Security Data Sheet (MSDS) to determine the urgency of situation (toolkit)
- Call 911
- If situation warrants, notify District EOP Team
- Initiate evacuation plan; avoid the area where the chemical accident occurred and any fumes which are present

- Follow standard student assembly, accounting and reporting procedures; modify assembly area if needed to be up wind, up hill, and up stream from the location of the spill
- Wait for instructions from the emergency responders
- Do not take unsafe actions such as returning to the building before it has been declared safe, or lighting matches, candles, or other fires which could cause a gas or electrical fire

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Death or Serious Illness (Off campus)

In the event of a reported Death or Serious Illness outside the school setting:

Staff actions:

- Notify Superintendent and respective campus principal

Administration, Team Actions:

- Verify the death/illness
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent
- Notify District EOP Team
- Notify teachers prior to school by using a phone tree or during school prior to notification of students
- Schedule a faculty meeting as soon as possible to: share the details that are known, review procedure for the day, and to discuss the notification of students, availability of support services and the referral process for students needing assistance
- If appropriate, contact the family or visit the home to offer condolence and support
- Allow students who wish to meet in guidance office or other appropriate place to do so; students should be encouraged to report any other students who might need assistance
- It may be necessary to designate multiple areas for crisis team/community resource persons to meet with affected students
- Involve mental health professionals, and possible clergy, to support community during and after crisis
- Contact parents of those students who are affected by the crisis
- Notify the bus driver of the students involved in the accident or death
- Students who are extremely upset should have parents contacted to determine appropriate support needed after leaving school
- Offer assistance to parents of impacted students
- If deemed necessary by building principal, at the end of the day a faculty meeting may be called to disseminate additional information

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Disease Outbreak (Natural)

Outbreak definition: An occurrence of similar illnesses that is in excess of the normal expectancy for a given location and period of time. This can also include one case of unusual virulence (i.e. tuberculosis, bacterial meningitis, or SARS).

Preventive/Supportive Actions:

- Required Annual Blood-borne pathogen in-service for all school employees should be done as early in the school year as feasible
- Procedures for identifying/reporting unusual illness should be available
- Disease prevention education should be incorporated when possible in the education program for students and parents
- District will coordinate additional training on biological terrorism agents and reportable communicable diseases through local & state agencies

Identification of Suspected Disease/Illness:

- Notify and confirm suspicion by consultation with Superintendent. A list of reportable conditions must be available in the Nurses' Office.
- Immediately request help from El Paso City-County Health & Environment Health District (EPCCH&ED) Community Health Preparedness Team Telephone (915) 771-5810, Director, EPCCH&ED, (915) 771-5702, or (800) 705-8868. The last number will reach the state MD/Epidemiologist on-call
- Texas Department of State Health Services, main office, (915) 834-7675, Emergency Response Team (915) 834-7784.
- Other critical numbers include: _____

Control and Contain:

- Immediately follow District Health and Texas Health Code recommendations and procedures for infectious/communicable diseases.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____
- _____

Earthquake

Even though the likelihood of an Earthquake is remote, the following information is invaluable in case of such an occurrence. Because earthquakes can strike without warning, the immediate need is to protect lives by taking the best available cover. All other actions must wait until the tremor subsides. If persons are protected from falling objects, the rolling motion of the earth may be frightening but may not dangerous.

If inside:

- Activate Severe Weather Safe Area
- If no cover is available, get against inside doorway or crouch against inside wall and cover head; stay away from outside walls, windows or other expanses of glass, potential falling objects
- Leave doors open to minimize jamming if the building shifts
- Do not attempt to run through building or outside due to risk of falling objects; if in a room with no desks or furniture, get against inside wall or inside doorway and crouch
- After initial shock, initiate Evacuation and standard student accounting

If outside:

- Activate Severe Weather Safe Area:
- Move quickly away from building and overhead electrical wires
- Lie flat, face down, and wait for shocks to subside
- Follow standard student accounting procedures
- Do not attempt to enter building until authorized to do so
- Do not light fires or touch fallen wires
- Be alert for instructions from principal

Assembly Areas:

- Earthquake safe areas will be away from the building and overhead power lines
- Keep everyone away from underground gas and sewer lines
- Call 911, Superintendent, District EOP Team,
- In the event of after shocks, students shall be encouraged to remain calm and stay sitting close to the ground
- Administer emergency first aid as needed
- Do not re-enter building until given “all clear” from emergency response

Additional steps for our school/facility (if any):

- _____
- _____

Family Reunification

(COORDINATE WITH DISTRICT EOP TEAM)

In certain major school or facility related crisis incidents, evacuation of students and staff away from the site is necessary. Although it is a natural reaction for parents and family to rush to the site of the crisis, significant efforts should be made to redirect those concerned family members to a site away from the school or facility and to evacuate students and employees to that site.

The school's family reunification plan should be considered when the following incidents might have occurred: explosive device found; armed subject in the facility; severe weather; HAZMAT incident or police crisis in the immediate vicinity of the school.

The "Safe School Planning Guide for all Hazards" recommends that each school and facility select an alternative site as a backup to the primary site. Since most schools in AISD have close neighboring schools, it is recommended that a family reunification site be further away from the crisis site for security. On your school or facility Emergency Response Team, assign the duty of selecting, coordinating and organizing a family reunification site to a team member or members, preferably with administrative experience. Coordinate this activity with the District EOP Team.

In the event of a need for a Family Reunification site:

- Staff at the scene: Coordinate with Police for site security and ensure that the site is able to support separate locations for students, incoming parents, reunification site and a control point to ensure identity parent/adult who is authorized to recover the student.
- Incident Commander or principal must coordinate with first responders or the District's EOP Team as to whether evacuation to a Family Reunification site is appropriate. This should be determined within 15 minutes of the crisis initiating.

Administration, Team Action

- Notify CFO to begin routing buses to site
- Notify the District to assist dispatching additional help to the site such as nurses, counselors, etc. to assist
- Ensure staff accompanies each bus with appropriate student roster for reunification purposes
- Notify Police to assist in the providing security at the established entry checkpoint at the reunification site
- Secure area for students and staff away from waiting family
- Set up sign out check points where parents and family reunited with the student or employee
- Maintain communications between reunification site and crisis site
- Notify Superintendent's Office to supervise media requests at the site
- Given weather conditions, consider holding students in buses until they can be signed out to waiting parent/guardian

Fire

Alert Signal:

- Fire alarm

First Observer:

- Gather all students and visitors in your area of responsibility to evacuate according to the fire evacuation plan
- Ensure that special needs persons are provided assistance by designees
- If you encounter fire, any other significant hazard, or find the designated pathway blocked, quickly evaluate the situation and seek an alternate route
- During the evacuation, remain alert to any potential hazards in the area. Hazards may exist due to vehicular traffic, dangerous individuals or other situations
- Once evacuees have reached the evacuation site, provide the attendance roll sheet to the lead administrator or his/her designee
- Remain alert to potential dangers in the area and properly supervise students under your care

Administration, Team Actions

- Sound alarm
- Call 911
- See that the emergency evacuation kits are taken from the building and transported to the evacuation site
- If situation warrants, activate Campus EOP Team
- If situation warrants, notify District EOP Team
- Sweep the facility for students and adults who may not have been able to evacuate in areas of the building where it is safe to do so
- Meet responding public security officials, brief them of the situation, make them aware of the contents of the emergency evacuation kit and provide them with master keys to the facility
- Report to the evacuation site and appraise the situation
- Implement plan for any students needing special assistance
- Follow standard student accounting procedures
- Do not re-enter building until given “all clear” by emergency responders

Additional steps for our school/facility (if any):

- _____
- _____

Hostage Situation

Definition: A hostage situation happens when: one or more individuals use a weapon, threat of a weapon, or threat of violence to hold or move persons against their will.

During an actual hostage taking, those among the hostages should NOT attempt to retrieve the Emergency Operations Plan, as it could be useful to hostage-takers. Staff should instead become well versed on the section of the plan.

Alert signal

- Announcement over the intercom of Code Blue, Level III, or notification in person if it is safe to do so

Staff Actions:

If you are not among those taken hostage:

- Implement lockdown or non-fire evacuation as appropriate
- If you have a safe means to do so, notify the principal and/or call 911
- Provide as much information as possible
- Try to keep students calm and quiet
- Follow directions given by the principal or designee and responding public security officials
- If you are instructed to follow lockdown procedures, be prepared to evacuate when instructed by school officials. Law enforcement officers will most likely enter your room/office area with a master key.
- Keep all students in their classrooms until further notice.

If you are among those taken hostage:

- **Do Not** attempt to negotiate with a hostage-taker.
- **Do Not** make suggestions to a hostage-taker. You may be blamed for resulting problems.
- It is generally not advisable to attempt to disarm a hostage-taker or to try to escape.
- Try to remain calm and keep the students under your care as calm and quiet as possible. Ask permission from the hostage-taker(s) prior to taking any action.
- Try not to make any unexpected or sudden movements.
- Follow instructions given by responding law enforcement officials.
- **Do Not** point out law enforcement officers if you become aware of their presence.
- If a law enforcement rescue attempt is made, listen to what officers instruct you to do and do it immediately.

- Remember, most people who are taken hostage survive and most injuries and deaths in hostage situations occur within the first minutes of the situation. The longer the situation goes, the greater the odds that you will survive.

Administration, Team Actions

- Initiate lockdown
- If the hostage situation is contained in one room or office, it may be possible to evacuate students and staff from other areas as directed by First Responders
- Call 911 and report the situation. Provide as much information as possible
- Activate Campus EOP Team
- Notify District EOP Team
- If you are able to evacuate the building, take the EOP Tool Box and notify the First Responders of the situation, and the contents of the kit
- If a lockdown is ordered, coordinate with First Responders to provide them with master keys. First Responders may be able to evacuate portions of the building once the situation is contained.
- District Superintendent’s Office will interact with the media throughout the situation.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Incident Command System Protocol

Definition: Response to emergency by District campus/facility will be established using Incident Command System (ICS) principles with an identified incident commander supported by a staff designated for operations, planning, logistics, and finance/administration respectively. Generally, most of the event activities will be a part of the District's Operations Section supporting any first responder to the incident; however, for health emergencies the incident commander and staff may be from the school's nursing office and local public health officials.

The Incident Commander is ultimately in charge of the event operations and activities associated with the event. All District/campus staff and their respective EOP Team members shall operate within the framework of the incident command system during crisis situations.

Incident Commander District or campus/facility:

1. Appoints Command Staff
 - Information Officer (campuses will coordinate with Superintendent)
 - Liaison (to various functions and roles at the campus or District level)
 - Safety Officer
2. Appoints General Staff (this applies to district level ICS responsibilities)
 - Operations Chief
 - Planning Chief
 - Logistics Chief
 - Finance Chief
3. Conducts incident briefings
4. Monitors activities and events.

There are three positions under the Incident Commander. These are called the Command Staff and consist of the following positions:

Information Officer: (District level responsibility) Point of contact for the media and other people or organizations seeking information.

Safety Officer: Monitors safety conditions and develops measures for assuring the safety of all personnel. (District level responsibility)

Liaison Officer: Point of contact for other agency representative involved in the incident or event, aids in coordinating their involvement. (District level responsibility)

Depending on the size of the event, all or some of the above positions may be activated. **Any task not assigned is the responsibility of the Incident Commander.**

There are five functional areas that may be implemented as needed to respond to an incident at the District and/or campus level:

- **COMMAND:** sets objectives and priorities, has overall responsibility at the incident or event
- **OPERATIONS:** Conducts tactical actions to carry out the plan and develops the tactical objectives, organization and directs all resources
- **PLANNING:** Develops the Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status and documents the incident
- **LOGISTICS:** Provides support to meet incident needs, provides resources and all other services needed to support the incident
- **FINANCE:** Monitors costs related to the incident and provides accounting, procurement, time recording and cost analysis

It is important to document every action taken by activities in the five functional areas.

Missing Child

Definition: When there are indications that a student who should be at the facility has run away from home, is lost, or has been abducted. (See AMBER ALERT)

Alert Signal:

At the elementary level, immediately initiate a Code Blue, Level I; at the middle school and high school level, determine if a precautionary lockdown is deemed to be appropriate by the Principal. In the event a lockdown is deemed to be appropriate, lockdown shall be announced over the intercom system. If there is any indication that abduction could occur, a lockdown should be implemented immediately.

Staff Response:

- Obtain as much information regarding the student's description, including clothing and the circumstances of the disappearance.
- Follow lockdown procedures if warranted.
- Each staff member should carefully search his/her area of responsibility for the missing child or children. Any potential hiding place should be searched, including crawl spaces, restrooms, storage closets, cabinets, and storage containers. Missing children have frequently been found hiding in these types of areas.

Administration, Team Actions

- If the missing person(s) are not located during the initial search by staff members or if there is any indication that foul play or a dangerous situation is involved, call 911. At this point, consider invoking an AMBER ALERT.
- If there is any indication that abduction has occurred or is about to take place, announcing a lockdown as appropriate to the situation.
- Notify Superintendent/District EOP Team
- Coordinate with the Town of Anthony Police Department and El Paso County Sheriff
- Request that law enforcement officials ask parents/guardians to search the residence where the student(s) live. Missing children have frequently been found hiding in closets, attics, and other areas at home.
- Siblings of the missing student(s) should be closely monitored at all times. If siblings are known to be in another location (such as a local school), the administrator of that facility should be notified to monitor the sibling(s).
- When a child is found, notify the appropriate parties as needed

Additional steps for our school/facility (if any):

- _____
- _____

Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crisis.

PREPAREDNESS: Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plan exist in the District, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shut off.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

RESPONSE: A crisis is the time to follow the crisis plan and make use of your preparations.

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.

Poisoning

Definition: In the event of the poisoning or suspected poisoning of a student or an employee:

Immediate Actions:

- Call 911.
- Coordinate response with school nurse.
- Call the Poison Center Hotline (1-800-222-1222).
- Administer first aid directed by poison information center if appropriate.
- Notify site administrator and Superintendent
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
- If applicable notify parents
- Seek additional medical attention as indicated.

Preventive Measures:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic, etc.
- Nurse and administration should maintain a list of building personnel who have special paramedic, first aid training, or other special lifesaving or life-sustaining training.
- Provide staff with information on possible poisonous materials in the building.
- The District will coordinate additional training with other health agencies regarding poisonous materials.
- Coordinate additional assistance with district's HAZMAT specialist.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Rape / Sexual Abuse

When a school is notified that a rape or other sexual abuse may have occurred, the Emergency Operations Plan (EOP) Team, the District's EOP Team and the school must protect the identity and right to privacy of the alleged victim and the alleged perpetrator. Appropriate response by school staff will be directed at assisting the victim, addressing and minimizing the fear of fellow students, and quelling the spread of rumors. Services provided to the victim and his/her family must be kept confidential; these services should be coordinated with outside providers, such the rape crisis center, children's advocacy center, or hospital emergency room.

Remember that sexual assaults are serious crimes. Gather the preliminary information necessary in the matter (who, what, when, where), but do not attempt to conduct an investigation, question victims, witnesses or suspects and do not disturb any potential evidence. Remember, also, that if you are the first person this student speaks to about this, you are a witness and are governed by guidelines. As such, you should not speak with anyone about this, and you may be asked to be a witness in court.

Incident on or off Campus/Staff Responsibility:

- Notify Superintendent
- Attempt to dissuade the victim from washing, cleaning up, or use of the rest room if possible.
- Attempt to provide the victim with privacy.
- Secure the crime scene.
- Do not use the victim's name on walkie-talkies or release the victim's identify to anyone other than Superintendent and/or principal or law enforcement officials.
- Do not contact parents, due to the fact that they may be involved with the incident. Once law enforcement becomes involved, they will do this.

Administration, Team Actions:

- Call 911.
- Attempt to dissuade the victim from washing, cleaning up, or use of the restroom if possible.
- Attempt to provide the victim with privacy.
- Do not subject the victim to multiple interviews; law enforcement should be the primary investigators of the incident.
- Secure the crime scene.
- Instruct staff not to use the victim's name on walkie-talkies and not to release the victim's identity to anyone other than law enforcement officials.

REMEMBER THAT
SEXUAL ASSAULTS
ARE SERIOUS
CRIMES... DO NOT
ATTEMPT TO
CONDUCT AN
INVESTIGATION,
QUESTION
VICTIMS,
WITNESSES OR
SUSPECTS AND DO
NOT DISTURB ANY
POTENTIAL
EVIDENCE.

REMEMBER,
ALSO, THAT IF YOU
ARE THE FIRST
PERSON THIS
STUDENT SPEAKS
TO ABOUT THIS,
YOU ARE A
WITNESS AND ARE
GOVERNED BY
GUIDELINES. AS
SUCH, YOU
SHOULD NOT
SPEAK WITH
ANYONE ABOUT
THIS, AND MAY BE
ASKED TO BE A
WITNESS IN
COURT.

- In the event that the offender is present on a campus, the administrator should make efforts to isolate him/her. If they become uncooperative, no attempts should be made to restrain them, this will be left to law enforcement.
- Contact parents only when directed by law enforcement.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Suicide

Hinting, writing, or talking about suicide is a call for help, and must be considered life threatening and taken seriously. When confronted with a situation in which life-threatening behavior is present, immediate mobilization of all appropriate resources is paramount. Under such conditions, commitment to student confidentiality is superseded by the imperative for initiating life saving intervention.

The guidelines, which follow offer three (3) levels of suicide risk with our school community (staff, parents, or students):

- 1) **Suicidal Threat or Ideation**
- 2) **Suicide Attempt**
- 3) **Suicide Completed**

Do's and Don'ts Regarding Suicidal Ideation:

- **DO LISTEN** to what the person is saying and take the suicidal threat seriously.
- **DO GET HELP** by contacting a school counselor, psychologist, principal, school police, CPS, or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- **DO OBSERVE** the person's nonverbal behavior: Facial expressions, body language, and other concrete signs often are more telling than what they say.
- **DO ASK** whether the person is thinking about suicide. If the indication is "yes," ask how he/she plans to do it and what steps have already been taken. This will help determine how serious the threat is (if risk is imminent; take action).
- **DO ASSURE** the person that you care and you will find help that will keep him/her safe.
- **DO STAY** with the person, and if possible, assist with transfer to appropriate mental health professional. The person has placed trust in you, so you must help transfer that trust to another person.
- **DON'T** leave the person alone for even a minute.
- **DON'T** act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.
- **DON'T** let the person convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the person may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).
- **DON'T** take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained mental health professional/therapist.

Suicidal Threat or Ideation

Definition: If a person (staff, student, or parent) has made a suicide threat, or has shared the idea of suicide with another person.

Staff actions:

- Notify the principal, nurse and the counselor, social worker, or school psychologist, but do not leave the student alone.
- Notify law enforcement.
- Every suicidal threat or ideation should be taken serious.
- Keep the person under continuous adult supervision.

Administration, Team Actions:

If, after meeting the person, the administration establishes imminent danger, the administration shall:

- Maintain sensitivity toward individual.
- Contact the student's parents/guardians; if an adult, contact person's emergency contacts and make appropriate recommendations for treatment.
- Contact school law enforcement immediately.
- If the person has a therapist, recommend immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (therapists, hospitals)
- If the parent/guardian of a student is unavailable or uncooperative regarding emergency services, contact the Child Crisis Center to intervene on behalf of the student (as a medical neglect referral).
- Make a follow-up check with family, student, or treating agency, as appropriate, to ensure that adequate care has been afforded.
- In collaboration with any specific treatment plan formulated for the person by the treating agency, meet with the student's teachers to alert them of the risk and to request that they assist in monitoring the student's behavior.
- Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.).
- If a person is diagnosed with severe medical or psychological symptoms, they should not return to campus until the campus receives appropriate medical or psychological release.
- If a suicide threat involves special education students, they cannot be restricted from campus without ARD committee recommendations.

Additional steps for our school/facility (if any):

Suicide Attempt

In the event of an actual suicide attempt by a member of the staff, or a student:

Staff Actions:

- Call 911.
- Notify Superintendent, principal or site administrator
- Ensure the short-term physical safety of the student or employee
-

Administration, Team Actions:

- Call Town of Anthony Police Department or El Paso County Sheriff
- Initiate Campus Emergency Response Team
- The Campus EOP Team will establish an immediate plan of action (Code Blue, Level I, II, or III).
- Initiate the District EOP Team.
- School nurse, counselor or other staff shall administer first aid until emergency responders arrive.
- The student or employee will be kept under constant observation at all times.
- The school counselor, social worker or school psychologist will refer the parents/guardian to a therapist or other appropriate professional for implementation of long-term plan of action for the student (in follow-up to immediate physical safety needs).
- Follow-up should be made by counselor with parent/guardian to determine that treatment services were obtained, on the current status of the student or staff member, and if additional services are needed before he/she returns to school.
- Document all actions taken on behalf of the student/staff member (i.e., referrals, phone contacts, follow-up activities, etc.).

Additional steps for our school/facility (if any):

- _____
- _____
- _____

Suicide (Off Campus)

School staff should exercise caution when discussing an “apparent suicide” with students. Often there will be ongoing investigations by law enforcement, and parents or other relatives may be reluctant to accept the terrible nature of the death. When the cause of death is clear, it is best to request permission from the parents to talk about the suicide with other students. Parents often want to know what is being done to assist classmates, and they often want to know what impact the suicide will have on friends.

If news of death by suicide is received, the principal or designee shall initiate efforts to address emotional reactions within the school community and to decrease the potential for a contagious effect.

Staff Actions:

- Notify Superintendent and impacted administration
- Avoid spreading rumors
- Watch for warning signs in other students who may be affected

Administration, Team Actions:

- Notify District EOP Team.
- Identify any family member(s) that may be at school and provide crisis counseling if appropriate.
- If the media requests information, refer them to the District’s Superintendents Office.
- Have school counselor or other appropriate professional describe how students may react to the news and suggest how teachers can address questions and reactions.
- Allow time for school staff to ask questions and express their feelings; some staff may be particularly upset and may request and/or require support.
- Outline procedures for the remainder of the school day.
- In coordination with the District Superintendent’s Office, consider distributing a written statement announcing the information to be released to students.
- Provide support meetings for school personnel if the need exists; refer employees to an employee assistance program as indicated.
- Consider immediate counseling opportunities as part of the school and District’s commitment to follow-up.

- Allow students to leave class during the day to receive support offered from school personnel, the District EOP Team and other designated volunteer resources.
- Avoid any large group meetings or assembly of students (in order to maintain order and control).
- Consider an after school faculty meeting; the following points may be covered:
 - Share only factual information
 - Debrief the events of the day
 - Provide for the emotional support for all staff
 - Review the characteristics of high-risk students and compile an additional list based on staff observations of student reactions during the day
 - Announce the plans made by the family for services
 - To the extent possible, make efforts to ensure that regular routine is followed
 - In general, recognize a tragic loss of life, without emphasizing the means of death
- **Activities to be avoided** include special memorial services within the school building, flying the school flag at half mast, special yearbook notices, large student assemblies; suicide should not be ignored nor should it be romanticized or sensationalized; it should be dealt with thoughtfully, carefully and compassionately.

Additional steps for our school/facility (if any):

- _____
- _____
- _____
- _____

Threat of Harm (9 page section)

INTRODUCTION

These materials offer a starting point when addressing possible school-violence, but are not intended to be a script or to be implemented in rote fashion. At all times it is expected that school personnel will use professional judgment in assessing and addressing potential threats to security. It is essential to use “warning signs” and other materials responsibly. The processes described herein offer an opportunity to help maintain school security by identifying and referring individuals who need help. They are not intended to encourage school-wide student profiling, labeling, or other stigmatizing of individuals.

In the event of an IMMEDIATE danger:

- Call 911
- Take immediate action to safely secure or isolate the individual posing a threat.
- Take immediate action to move others from harm’s way (in immediate vicinity of event).
- Initiate lockdown procedures.

If Warning Signs are observed, but there is not an imminent risk:

- Have individual or team observing Warning Signs complete a Threat Assessment Referral Form (if not completed already).
- Activate appropriate members of the Campus EOP Team.
- Interview the individuals under concern
- Notify 911, as indicated.
- Notify District EOP Team, Superintendent.
- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors by completing Threat Assessment Worksheet.
- Determine level of risk using Risk For Harm Categories.
- Develop an action plan according to the determined level of risk.
- Document referrals, actions taken, follow-up plans, etc.

Additional steps for our school/facility (if any):

- _____
- _____

Student Safety Assessment Referral Form

This is intended for use by an administrator to assess the safety and conduct of an individual. This form must be prepared in coordination with the school administration only. This form can be used as a method of gathering observation notes, or as a tool to assess the safety of a school and could be used to mitigate student/staff, or even parent actions. **DO NOT PLACE THIS FORM IN THE STUDENT'S CUMMULATIVE FOLDER. FOR ADMINISTRATIVE USE ONLY** (Be aware of HIPPA/FERPA restrictions.)

Individual under concern _____ **DOB** _____
Person(s) completing this form _____ **I.D. No** _____
School _____ **Room/phone** _____
Date of referral _____

I. REASON FOR REFERRAL (EXPLAIN YOUR CONCERNS) _____

II. EARLY WARNING SIGNS (MARK ITEMS, THEN ELABORATE BELOW)

- | | |
|---|---|
| <input type="checkbox"/> 1. Social withdrawal or lacking interpersonal skills | <input type="checkbox"/> 12. Intolerance for differences, prejudicial attitudes |
| <input type="checkbox"/> 2. Excessive feelings of isolation & being alone | <input type="checkbox"/> 13. Drug & alcohol use |
| <input type="checkbox"/> 3. Excessive feelings of rejection | <input type="checkbox"/> 14. Affiliation with gangs |
| <input type="checkbox"/> 4. Being a victim of violence, teasing, bullying | <input type="checkbox"/> 15. Inappropriate access, possession, use of firearms |
| <input type="checkbox"/> 5. Feelings of being picked on | <input type="checkbox"/> 16. Threats of violence (direct or indirect) |
| <input type="checkbox"/> 6. Low school interest, poor academic performance | <input type="checkbox"/> 17. Talking about weapons or bombs |
| <input type="checkbox"/> 7. Expressions of violence in writings & drawings | <input type="checkbox"/> 18. Ruminating over perceived injustices |
| <input type="checkbox"/> 8. Uncontrolled anger | <input type="checkbox"/> 19. Seeing self as victim of a particular individual |
| <input type="checkbox"/> 9. Patterns of impulsive & chronic, hitting & bullying | <input type="checkbox"/> 20. General statements of distorted, bizarre thoughts |
| <input type="checkbox"/> 10. History of discipline problems | <input type="checkbox"/> 21. Feelings of being persecuted |
| <input type="checkbox"/> 11. History of violent, aggressive & antisocial behavior across settings (i.e., fighting, fire setting, cruelty to animals, vandalism, etc., especially begun before age | <input type="checkbox"/> 22. Obsession with particular person |
| | <input type="checkbox"/> 23. Depression |
| | <input type="checkbox"/> 24. Marked change in appearance |
| | <input type="checkbox"/> 25. Bed Wetting |

III. Imminent Warning Signs (when an individual displays Imminent Warning Signs; take immediate action to maintain safety, mobilize law enforcement & appropriate school personnel)

- | | |
|---|--|
| <input type="checkbox"/> 1. Suicide threats or statements | <input type="checkbox"/> 3. Severe rage for seemingly minor reasons |
| <input type="checkbox"/> 2. Detailed threats of lethal violence (time, place, method) | <input type="checkbox"/> 4. Severe destruction of property |
| | <input type="checkbox"/> 5. Serious physical fighting with peers, family, others |

IV. Explain checked items; describe known Precipitating Events (use back if needed)

V. Preventive Action Plan: *To determine if security concerns have been noted by others. List name, contact information & date of involvement if known:*

School Law Enforcement or Discipline Referrals _____

Special Education, 504, or eligible for consideration _____

School-based Mental Health or Social Services _____

Family Resource and Youth Services Center _____

Community Social Services _____

Police, Juvenile Court, Probation Services _____

Community Mental Health Services _____

Current or prior institutionalization or foster care placement _____

Other _____

Comments/concerns expressed by any of the above _____

VI. Precipitating Events *(recent triggers which may influence violence)*

Recent public humiliation/embarrassment (whether instigated by adult or peer) _____

Boyfriend/girlfriend relationship difficulties _____

Death, loss or other traumatic event _____

Highly publicized violent act (such as a school shooting) _____

Family fight or conflict _____

Recent victim of teasing, bullying or abuse_____

Other_____

VII. Stabilizing Factors (*factors which may minimize or mitigate likelihood of violence*)

Effective parental involvement_____

Involved with mental health; list provider or agency (if known)_____

Social support networks (church, school, social organizations)_____

Close alliance with a supportive adult (counselor, mentor, teacher, minister, etc.)_____

Positive, constructive peer group_____

Appropriate outlets for anger or other strong feelings_____

Positive focus on the future or appropriate future events_____

Other_____

VIII. Category of Intervention (*Determine a level of Intervention based on available information*)

Imminent - High - Moderate - Minor - Low/No (date & time of determination)

NOTE: Categories represent a distinct moment in time and may change from hour to hour, and day to day. Following an initial assessment, it is essential to monitor on-going status, to reassess level of risk according to new information, and to document significant changes.

SECURITY ASSESSMENT CONCEPTS

- I. **Warning Signs:** A sign or indicator that causes concern for security.
 - A. **Early Warning Signs:** Certain behavioral and emotional signs that, when viewed in a context, may signal a troubled individual. Early Warning Signs call for a referral to a school's Threat Assessment Team for assessment.
 - B. **Imminent Warning Sign:** A sign which indicates that an individual is very close to behaving in a way that is potentially dangerous to self or others. Imminent Warning Signs call for immediate action by school authorities and law enforcement.
- II. **Precipitating Events:** Recent events or "triggers" which may increase potential for violence. These factors may include recent family conflict, rejection from a significant peer, serious conflict with a teacher, etc. Historical or background conditions which may influence the potential for violence. These factors may include family history of violence, prior antisocial behavior, mental health background, and various social factors.
- III. **Intervention Factors:** Support systems or networks in place for an individual that may decrease the likelihood for violence. These factors may include effective parental relationships, positive peer groups, and strong relationship with a teacher, counselor or staff member.
- IV. **Security Assessment:** The process of reviewing Warning Signs, Precipitating Events, and Interventions to develop an appropriate plan of action.

RISK FOR HARM CATEGORIES

Risk for Harm Categories provides a way for schools to determine and assign a level of risk based on a review of Warning Signs, Precipitating Events, and Intervention Factors. Based on level of risk, the Emergency operations Plan (EOP) Team develops action plans to maintain security and to help an individual gain access to needed services or interventions. The descriptors following each Category are not an exhaustive list, but are provided as a frame of reference.

Imminent Risk for Harm

An individual is, or is very close to, behaving in a way that is potentially dangerous to self or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, etc. Most of these individuals may qualify for immediate hospitalization or arrest. Responses may include: immediate action to secure individual, arrest or hospitalization, facility lockdown, security response, parent notification, background or records check, “return to school plans,” ongoing case management.

High Risk for Harm

An individual has displayed significant Early Warning Signs, has significant existing Risk Factors and/or Precipitating Events, and has few Stabilizing Factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include: immediate action to secure individual, security response, parent notification, psychological consult/evaluation, and background check.

Moderate Risk for Harm

An individual has displayed some Early Warning Signs and may have existing Risk Factors or recent Precipitating Events, but also may have some Stabilizing Factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include: security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

Minor Risk for Harm

An individual has displayed minor Early Warning Signs, but assessment reveals little history of serious Risk Factors or dangerous behavior. Stabilizing Factors appear to be reasonably well established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include: review of school records, parent notification, psychological consult, and security response.

Low/No Risk for Harm

Upon assessment it appears there is insufficient evidence for any risk or harm. Situations under this category can include misunderstandings, poor decision-making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include: investigation of the situation, notification and involvement of others as needed, etc.

Sample of Brief Interview For Individual Under Concern

When interviewing an individual about security concerns, one method is to ask questions which move from general introduction, to fact finding, to recognition of concerns, to assessing support networks, to developing an outline for next steps. The following questions are not intended to be a scripted interview, but provide a sample structure for the kinds of questions, which may need to be asked. Individuals using this outline are encouraged to use their professional judgment and experience, and to broaden or alter the questions. *Note, in general it is good to avoid “yes or no” questions.*

1. “Seems like you’ve been having a hard time lately, what’s going on?” (to establish rapport and trust and to open dialog in a non-threatening way)
2. “What is your understanding of why you have been asked to come to the office?” (to review factual events)
3. “What is your understanding of why school staff is concerned?” (to determine if student is aware of effect behavior has on others)
4. “What has been going on recently with you at school?” (to look into possible precipitating events such as peer conflict, student/teacher interactions, failing grades, etc.; follow appropriate leads)
5. “How are things going with your family?” (to look into events such as recent moves, divorce, deaths or losses, conflict)
6. “What else is going on with you?” (to look into events outside of school such as community unrest, threats, police involvement, medical issues, etc.)
7. “Who do you have to talk to or assist you with this situation?” (to determine what supports or stabilizing factors may be available or in place such as mental health professionals, peer groups, family supports, church groups, etc.)
8. “Given (whatever is going on), what are you planning to do?” or, “What are you thinking about doing?” (Follow-up on appropriate leads, including the level of detail in stated plans, ability to carry out plans, etc.) ***(NOTE: If there is an IMMEDIATE RISK, take immediate action to maintain security by contacting school SRO and/or 911).***
9. Additional services should be coordinated with the District lead counselor.

Assessment Questions for Mental Health Professionals

Individual under concern _____ Date of Birth _____
Parent/legal guardian name _____ Phone _____
Mental health professional's name _____ Phone _____
Person(s) requesting information _____ Phone _____
School name _____ Date of Referral _____

The schools provide the following outline to mental health professionals when referrals are made for “*Risk for Harm*” assessments. In order to serve students who may pose a security risk to themselves or others, it is essential that the child’s school have appropriate information about his/her potential for dangerous behavior.

Suggested use: School staff should complete this form and provide it (with accompanying materials as appropriate) to the mental health professional who will be conducting an evaluation. The mental health professional should then assess the concerns and address them in a report back to the school.

- I. Brief description of reason for current referral, and a listing of any items, which may accompany this referral (Threat Assessment Worksheet, student notes, printed e-mails, writing assignments, relevant documentation from other sources, etc.):

- II. Requested information (*address these questions in your school report*):

1. What is this individual’s understanding regarding the serious nature of their recent actions (behavior, oral or written communications, gestures, etc.)?
2. What is their understanding of the distress, harm, fear, etc., caused by their actions?
3. What is this individual’s understanding of the inappropriateness of their actions?
4. What is your understanding of the causes of this individual’s actions?
5. What, if anything, is planned to address these issues and prevent their recurrence?
6. At this time, what level of risk is this individual (low, moderate, high or critical)?
7. If or when this individual returns to school, what may school staff, parents or others need to know to assist and support the student and take action when needed?
8. Other question(s): _____

Trespasser/Intruder

Definition: A person(s) who enter the grounds of the campus/facility and appears NOT to have a legitimate purpose for being present. A precautionary lockdown is recommended if SRO, Town of Anthony Police Department or Sheriff's Office have not arrived. Be advised that the El Paso Police Department often recommends a precautionary lockdown when they are dealing with an incident in the immediate area of the school.

Staff action:

- Notify administration; give description and location of the subject.
- If appropriate, keep subject in view until law enforcement arrives.
- If possible, keep subject away from students and building without endangering self and students.
- Secure doors, windows if lockdown is called; keep students calm.

Administration, Team Actions:

- Call 911.
- Initiate Campus EOP Team.
- Campus EOP Team will call: Code Blue Level I, if intruder has no weapon; Code Blue Level II, if there is a weapon or intent to do harm.
- Initiate District Support Team.
- Give description and location of subject.
- Determine whether to initiate lockdown procedures.
- Keep subject in view until law enforcement arrives.
- Take measures to keep subject away from students and building.
- Advise subject that they are trespassing and need to leave the school property only if you can do so without endangering self and students.
- Brief the staff on outcome of situation as soon as it is resolved.
- When announcing a lockdown, DO NOT use information that may confuse staff or students. If appropriate, inform your faculty and students prior to dismissal and coordinate with the Superintendent as to what you should state.

Additional steps for our school/facility (if any):

- _____
- _____

Utility Failure

Definition: A utility failure would be any interruption in the supply of electricity, telephone service, natural gas, sewage, or water services to the facility. All school personnel, including cafeteria managers and custodians, shall immediately report any disruption of utilities to the Superintendent and CFO.

Alert Signal

A plain language announcement over the public address system (PA) or personal notification as appropriate

Staff actions:

- Notify site administrator, Superintendent and CFO of the utility failure.
- Consult with the lead administrator as to the safety of continuing normal activities as appropriate.
- Decide if Code Blue, Level I, II, or III is warranted, or Evacuation.
- Move students from immediate vicinity of danger.

Administration, Team Actions:

- Call 911.
- Immediately call the gas company (915-562-2003), if it is a natural gas incident, you smell gas, or there is a disruption of gas services.
- Notify staff.
- Determine if it is safe to conduct normal activities, and notify staff of the appropriate course of action.
- If situation warrants, activate Campus EOP Team.
- If situation further warrants, activate the District EOP Team.
- If water or sewage pipes have broken or are leaking, take steps to reduce water damage and to prevent contamination.
- In the event of a gas leak, and per the recommendations of the Fire Department, order an evacuation and open windows. Shut off appropriate utilities.
- In the event of a power outage, assist food service staff in securing refrigerated food storage units if power cannot be promptly restored. Determine that food is safe for consumption before it is used if the power remains off for an extended period of time.
- Do not re-enter building until given “all clear” by emergency responders.

Violent Death

Violent Death of Student, Staff or Faculty Member

Definition: An incident, that results in the violent death of a student, staff or faculty member and requires intervention by laws enforcement agencies, dictates that administrators and teacher have specific responsibilities to maintain a safe educational environment. Their actions could be required in any potential criminal investigation. In the event of a violent death involving an AISD student, staff, or faculty member, the following protocol must be followed in order to ensure the safety and well-being of those left in the aftermath.

Administrative, Team Actions:

- Contact the Superintendent with as much information as you have.
- Remain at the school due to the potential impact that the incident may have to the campus and could require direction from administration.
- Activate the Incident Command System (ICS) if recommended by AISD DESIGNEE, in which case it is acceptable for the administrative staff to leave the school in order to report to a Command Post (CP) as described in this plan.
- Implement lock down procedures of the school. Administrative personnel not physically present at the school must return to the campus or to a designated command post immediately in order assist in the resolution of the situation.
- Do not contact any surviving family members unless AISD Superintendent has given authorization.
- Well meaning offers of condolences and visits to the surviving family members can result in contamination of an active criminal case and crime scenes. Additionally, these actions can place innocent third parties in a situation, which may result in harm coming to them or in a position of both criminal and civil liability.
- Only trained designated individuals must conduct death notifications to next of kin.
- If victims of violent death have surviving siblings attending your school, they should not be immediately reintroduced into the student population without an assessment of their mental health by an appropriate mental health care professional.
- Members of the school staff and faculty should be evaluated in the same manner as indicated above and a gradual reintroduction into the professional educational environment should be considered. Further the AISD employees' assistance program should be utilized as a referral
- Open grieving should be confined to a specific room as dictated in the recovery portion of this plan (refer to Chapter 6: Recovery) so as not to interfere with the educational process or place undo stress on those that are not directly affected by the tragedy.

☐ Teacher Actions:

- Maintain normalcy in the classroom.
- Do not share information with students unless approved by principal.
- Identify students traumatically affected by the incident to principal.
- Be prepared for possible early release of students, if necessary.
- Do not contact family members of the victim

Weapons

Definition: The uses of a weapon to assault, threaten, or injure another person on school/district property or in close proximity to school property.

Staff actions:

- When weapons are used, the area becomes a crime scene. No attempt should be made to clean up any blood or other evidence from the scene without approval by law enforcement.
- If danger exists, seek immediate shelter and direct that students seek immediate shelter.
- Notify administration.
- If you are with the victim, attempt to protect them from further harm.
- Do not confront or attempt to disarm the perpetrator.
- Do not handle the weapon if located.

Administration, Team Actions:

- Call 911.
- Initiate Campus EOP Team.
- Call a Code Blue Level III situation and determine whether to implement lockdown, evacuation, or other procedure.
- Initiate District EOP Team.
- Give location, identity, and description of the individual.
- Give description and location of weapons.
- If weapon is on an individual, isolate the individual.
- If weapon is in a locker or in a backpack, prevent access.
- If individual has the weapon out:
 - **Remain** calm; avoid sudden moves or gestures.
 - **Do not** attempt to take the weapon from the individual.
 - **Using** a calm and clear voice, instruct the individual that they need to place the weapon down.
 - **Use** the individuals name while talking to them.
 - **Try not** to raise your voice; but, if this becomes necessary, do so decisively and with clarity.
- Be certain that at least one other administrator is aware of the situation, but limit information to staff and students on a need to know basis.

Additional steps for our school/facility (if any):

- _____

Weather Emergencies

Definition: The National Oceanographic Atmospheric Administration determines Weather emergencies. Notices of these determinations will arrive via radios, media outlets, or from the district office. Weather emergencies include: flooding, tornadoes, severe winds, fire, earthquakes, and landslides.

Watches: Are considered a Code Blue Level I alert. Watches indicate that conditions are right for development of a weather hazard, and cover a larger area than Warnings. Watches have lead times that vary, between 1 to 12 hours.

Warnings/Advisories: Are considered a Code Blue Level II alert. Warnings/Advisories indicate that a hazard is imminent and the probability is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings have lead times that vary between 30 minutes to 6 hours.

Advisories: Issued when weather is expected to disrupt normal routines, but is not expected to be life threatening (e.g., 2-3 in. of snow, dense fog, etc.). Advisory lead times are the same as Warnings.

Administration, Team Actions: Upon Issuance of a Watch:

- Initiate Campus EOP Team to be alert for possible changes in weather.
- Call a Code Blue Level I.
- Stay in constant contact with District EOP Team in case Inclement Weather
- Monitor weather reports for change in conditions.

Administration, Team Actions: Upon Issuance of a Warning/Advisory:

- Increase notice to a Code Blue Level II situation.
- Implement Severe Weather Safe Area procedure.
- All students and staff shall proceed to designated safe areas.
- Remain quiet to hear further instructions.
- Occupants of portable classrooms shall move quickly to the main building.
- Follow standard student accounting and reporting procedures.
- Shelter area occupants shall remain in that area until “all clear” is given.
- In the event of building damage, students shall be evacuated to safer areas of the building or from the building.
- If Evacuation occurs, do not re-enter the building until given “all clear”.
- If building is damaged call 911.
- Administer first aid as necessary.

Additional steps for our school/facility (if any):

- _____

A. Introduction

Understanding Emotional Trauma

Trauma knows no bounds. Schools and their larger community are confronted with putting the pieces back together following sudden, tragic events such as death or serious injury to students and staff, bus accidents, fires, natural or man-made disasters and violence. The aftermath of tragedies on individual children and adults is not simple to predict. According to the National Institute of Mental Health, research indicates that both adults and children demonstrate a wide range of reactions following a catastrophic event. The range of human responses can include physical, cognitive/emotional symptoms including nausea, sleep disturbance, slowed thinking, bad memories, and regressed behavior, anxiety, guilt, depression, anger, or other responses.

For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

AISD Schools help children by:

- Restoring a learning environment
- Modeling how to recover from the event
- Maintaining basic educational goals

Administrative staff, counselors and teachers can help their school community by:

- Understanding and respecting differences among community groups.
- Creating working partnerships among groups inside and outside of the school.
- Following familiar school routines.
- Acknowledging the trauma through shared activities and observances.
- Supporting students/staff and their families.
- Creating opportunities to support caregivers.
- Having trained crisis intervention personnel be highly visible in the schools following a crisis.
- Remembering that students/staff and their communities are resilient when supported adequately.

The following chapter addresses follow-up measures to effectively address the aftermath of an emergency situation. This collection of recovery measures is designed to assist teachers and other professionals as they help students/staff begin the recovery and healing process.

It is essential for school administrators to recognize that recovery is a long-term process of supporting normal people who have experienced abnormal stressors. During the acute phase, Critical Incident Stress Management (CISM) principles provide a comprehensive structure of

response. Initially, students/staff may be in shock and may require support to meet basic physical and social support needs. In the months and years that follow a critical incident, individuals may enter a grief phase and need continued support.

B. General Strategies for Follow-up to Emergencies/Critical Incidents

The following information may be useful in the days and weeks following an emergency. Longer-term follow-up procedures are also listed.

The Day After: Workday Two of Emergency Management:

1. Convene Campus EOP Team and faculty/staff members to update them on any additional information/procedures.
2. In case of death, provide funeral/visitation information.
3. Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students/staff.
 - Coordinate counseling opportunities for students and staff.
 - Announce ongoing support for students with place, time, and staff facilitator.
 - Provide parents with a list of community resources available to students and their families.
4. Convene District EOP Team to assist with debriefing.
 - Assess system-wide support needs, and develop planned intervention strategies.
 - Schedule and provide student, family and staff Critical Incident Stress Management
 - Discuss successes and problems.
 - Discuss things to do differently next time.
5. Allow staff opportunities to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students (i.e., handouts later in this chapter).
6. Be prepared to respond through media follow-ups and coordinate with the District Superintendent's Office.

Long-Term Follow-up and Evaluation:

1. Amend Emergency Management Protocols if needed.
2. Write thank-you notes to people who provided support during the emergency.
3. Be alert to anniversaries and holidays. Often students and staff will experience an "anniversary" trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.

C. Critical Incident Stress Management (CISM)

Critical Incident Stress Management (CISM, Everly and Mitchell, 1999) is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a critical incident. These services enhance and compliment the delivery of traditional mental health services and include:

1. **Pre-crisis preparation:** Working with schools to help set expectations for what to do when a critical incident occurs.
2. **Individual consultation:** A structured one-to-one technique used by a trained peer counselor or professional after a critical incident.
3. **Briefing:** A presentation to groups following a crisis or critical incident to share information, reduce and dispel rumors, and provide details of action plans.
4. **Defusing:** A group crisis intervention technique conducted by a trained facilitator, usually occurring in the first 12-24 hours after a critical incident.
5. **Debriefing** (a.k.a., Critical Incident Stress Debriefing). A structured small-group process targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event, usually occurring in the first 10 days following an event.
6. **Parent/family/organization consultation:** A group process conducted to provide ongoing educational and support to families, parent groups or organizations following a critical incident
7. **Referral/follow-up:** A process to assure that individuals experiencing intense symptoms and who need ongoing support will be referred for appropriate mental health services.

One common way to organize the above interventions is to set up a “Drop in Room”. A Drop in Room is a safe, welcoming place for students or staff to gather during the school day for group or individual support from trained team members.

D. Teachers Helping Children After A Critical Incident

This resource was designed to help teachers assist children and is useful for general disasters as well as emergencies that occur in the lives of individual children.

Emergencies hit children hard. It may be difficult for them to understand and accept that there are events in their lives that can't be controlled or predicted. Worst of all, we, adults, can't "fix" a disaster, can't solve it, and can't keep it from happening again.

Ways Teachers Can Assist Students:

- Cope with your own natural feelings of helplessness, fear, anger; until you do this, you won't be able to effectively help the children.
- Learn to recognize the signs and symptoms of distress and post traumatic stress reactions.
- Put the emergency or critical incident in context; provide a perspective.
- Communicate a positive "I'm not helpless" attitude.
- Start the healing process; help children to feel relieved and soothed.
- Identify children who may need crisis intervention and referral to mental health professionals or other helpers.

"It is very important that staff, faculty, and administration communicate to students and staff a positive "I'm not helpless" attitude and environment".

E. Information Sheet to Share with Parents

(This sheet is intended for reproduction and can be used at your discretion. Teachers can use this as a tool to help parents when experiencing issues relating to their children, not necessarily in cases of crisis that affect the school.)

Helping Your Child After A Crisis:

Children may be especially upset and express feelings about the crisis. These reactions are normal and usually will not last long. Listed below are some problems you may see in your child:

- Excessive fear of darkness, separation, or being alone
- Clinging to parents, fear of strangers
- Worry
- Increase in immature behaviors
- Not wanting to go to school
- Changes in eating/sleeping behaviors
- Increase in either aggressive behavior or shyness
- Bedwetting or thumb sucking
- Persistent nightmares
- Headaches or other physical complaints

The following will help your child:

- Talk with your child about his/her feelings about the disaster; share your feelings, too.
- Talk about what happened; give your child information he/she can understand.
- Reassure your child that you are safe and together; you may need to repeat this reassurance often.
- Hold and comfort your child often.
- Spend extra time with your child at bedtime.
- Allow your child to mourn or grieve over lost belongings (a toy, a pet, a lost blanket).
- If you feel your child is having problems at school, talk to his/her teacher or counselor so you can work together to help him/her.

Ongoing recovery:

Please re-read this sheet from time to time in the upcoming months and refer to Websites available at the end of this guide for updated information and procedures. A child's emotional response to a disaster may not last long, but some problems may be present or may reoccur for many months afterwards. Mental health professionals skilled in assisting people experiencing disaster related reactions are usually available at community related mental health agencies. Coordinating the services of community mental health professionals can be coordinated with your school or department by the district's Nurse.

F. Crisis and its Effects

What is a crisis?

A crisis is a devastating, catastrophic event that can be life threatening, injury producing, which may create the following distressful experiences.

Potential experiences or feelings:

- Sense of fear, worry
- Disruption of home, routine, etc.
- Feeling that one's life was threatened
- Witnessing injuries, death, pain
- Feeling trapped and isolated
- Being out of control of something threatening to life's basics: food, shelter, clothing, people, comfort...even life itself
- Having flashbacks to other catastrophes
- Feeling cut-off from services
- Being separated from loved ones
- Having a sense of mortality
- Feeling "survivor guilt"
- Children who are forced to become "parents" to adults who are scared or worried

G. Symptoms of Distress

As a result of traumatic experiences some people will show a variety of symptoms of distress. Educators must first know a person's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior.

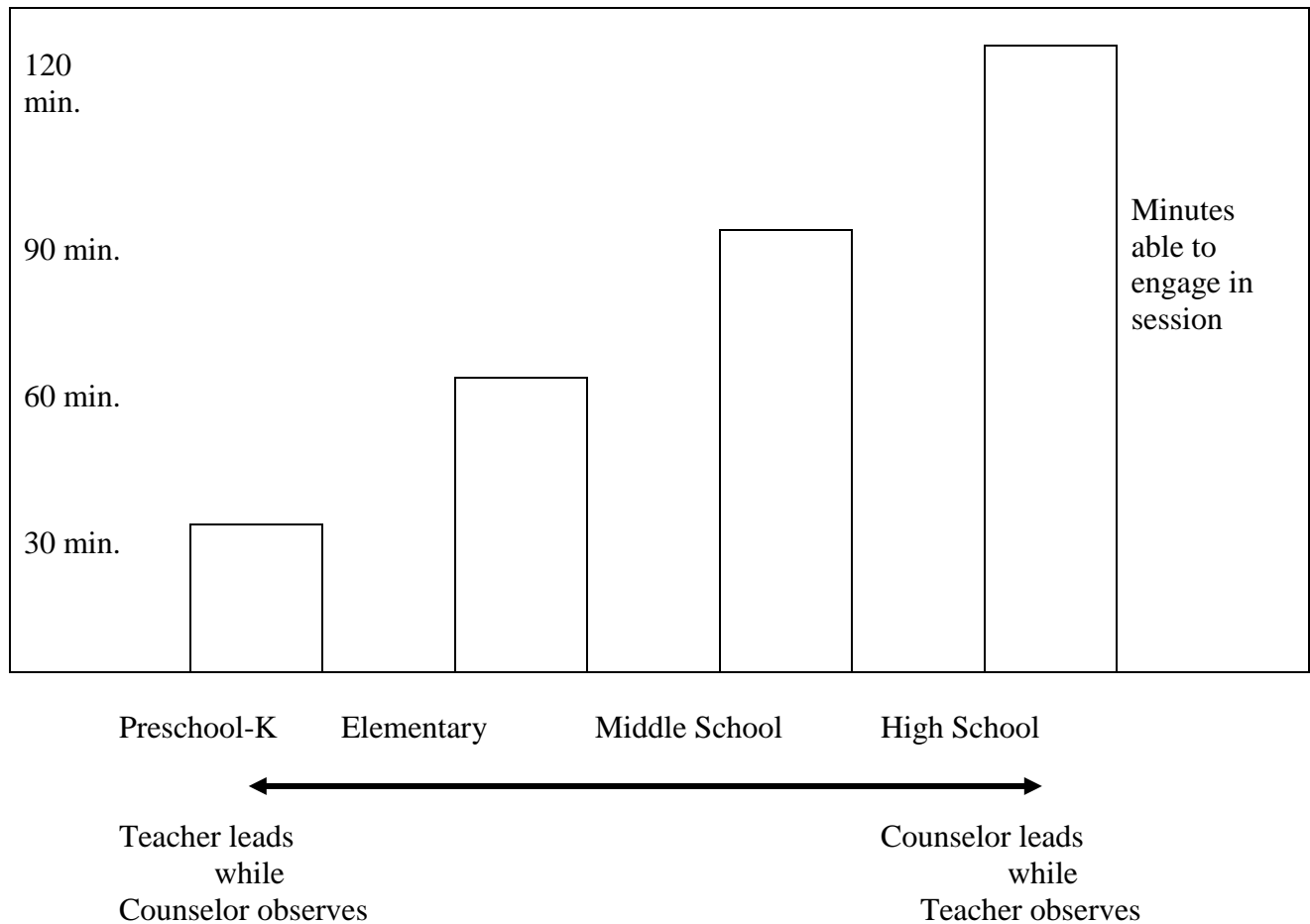
- Any unusual complaints of illness
- Keeping isolated from the rest of the group
- Seeming so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- Changed behavior/appearance
- Resistant to opening up (however, child might just be shy, may have language or cultural barrier)
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")
- Difficulty concentrating, can't focus
- "Feisty" or hyperactive/silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age-appropriate)
- Lack of emotional expression
- Poor performance
- Can't tolerate change; can't move to next task
- Lethargic, apathetic
- Easily startled, jumpy

Adolescents/Adults: This group can mask their fears with pseudo-mature behaviors or bravado, even when they share the same fears and worries as younger children. Their symptoms may include:

- Emotional detachment from family or friends
- Denial that the violent act or disaster has any effect on them
- Guilt and/or shame about their feelings of vulnerability
- New or increase of risk-taking or life-threatening behavior
- Drug or alcohol abuse
- High risk sexual behavior
- Criminal or delinquent acts
- Automobile infractions such as speeding, drag racing or driving recklessly

H. Understanding Age-Appropriate CISM Interventions

When providing Critical Incident Stress Management (CISM, Everly & Mitchell, 1999) interventions, it is essential to tailor your approach to the developmental level of the students involved. The following chart illustrates a range of minutes suitable for discussion for different age levels, and from “teacher led” to “counselor led” interventions. In general, younger students need more teacher led interventions using activities (as opposed to “discussion”), while older students benefit from counselor led, verbal discussions.



(Adapted from Johnson, 1998)

I. The Talking Method and Drawing Method

In using the General to Specific approach, many methods or activities may be effective. Two suggested methods/techniques to use in your class after a critical incident are: The Talking Method and The Drawing Method. The following pages provide suggested questions or themes and specific techniques:

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- Was anyone you know killed or injured?
- What can you do now to help others to feel better?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for some with low language skills, shyness, discomfort, etc.; encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words. Create a chance for verbal expression in any language

NOTE: As the teacher, you might think of more questions to ask the children. Be sure your questions are “open-ended,” which means they cannot be answered by simply a “Yes” or “No”. Open-ended questions serve to facilitate verbal discussion.

Talking Method Activities:

- Child tells a story (allow metaphors)
- Puppets “tell” or “live” a story
- Have an open discussion - using previous questions, ask for volunteers to begin with...talk general to specific
- Use photos, drawings, etc. to facilitate discussions
- Use video prior to discussion to get it going
- Create a skit, play or do role-playing, related to the critical incident (provide “dress-up” clothes if available, including uniforms if possible to represent emergency workers seen during the disaster, etc.)
- Do “show and tell” related to the event
- Inform/educate the children about the event to make it less threatening to talk/act about
- When people understand their feelings and experiences are normal and can be predicted (even if they are scary feelings) they begin to regain control

Note: *Remember to keep yourself in a facilitative/guiding role, not in a role of “control” of the discussions/stories etc. This will be most helpful to the children. Reassure the children by verbally acknowledging and “normalizing” their experiences.*

For some children, the talking method is not helpful:

- In some cultures, talking openly is not comfortable, appropriate (or even “polite”)
- Some children have been raised in families where “talking-out one’s feelings” was not possible or supported
- Some children have been raised in situations where talking openly was not practiced or encouraged
- Some children simply prefer not to discuss their feelings openly due to personality type, privacy concerns or lack of trust in the process
- All these reasons should be respected as valid

Drawing Method:

The drawing method is a playful experience to express feelings.

First introduce drawing as:

- Another way of “talking,” but with pictures instead of words
- A means of expression used by many (point out that some people express themselves by talking, some by singing, some by dancing, some by drawing)
- Remember when introducing drawing of any sort to clearly say that the goal is not to draw a “pretty picture” but rather, a picture of expression
- Drawing should be presented to the child as an option for expression, not as a required activity.
- REMEMBER: Use previous questions to help lead these activities: A question can become a theme for a drawing.

Drawing Method Activities:

- Draw/write a book together or make journals with pictures.
- Do a collective drawing such as a mural (murals tell a “collective story,” develop/support teamwork, and feel “safer” for some children as opposed to individual art).
- Give the mural a “place of honor” in the classroom.
- Make the mural accessible for everyday viewing.
- Celebrate the mural: use it to demonstrate getting through something tough, or to facilitate discussions.
- Take photos/slides of the mural when completed.
- Draw aspects of the event (people, places, activities, etc.).
- Suggest lots of options, not specifics (e.g., rather than saying “draw a fireman, helping someone,” say “draw a person you saw doing something helpful...”)
- Create a collage (a variety of materials) using a leading question such as “Where were you when the disaster happened?”
- The teacher may draw/paste on the central image, then the children add photos, magazine pictures, articles, fabric pieces, etc. around theme, or may draw directly onto it.
- Collages are the “safest” form of “drawing” because child is using others’ symbols. The child may feel he/she is “losing less of himself/herself”.
- Collages provide “boundaries” for the child; this can act as a security net for some.
- You may also want to look at other pictures and talk about what they communicate.
- Avoid the use of paint in this method as it is too “loose” of a medium for a traumatized child; the child might use it to bring up things not easily handled in a classroom.
- Allow a full range of expression: some kids draw recognizable “things”, others draw “abstracts”; respect all varieties.
- Allow children to discard their artwork.
- Emphasize to the children that their work will not be judged, graded or necessarily shown to others.
- Only exhibit the artwork if a child desires to share with others.
- Reassure them that there is no “right way” to draw.
- Allow the use of various mediums (pastels, crayons, pencils, markers, etc.).

- It's preferable to do the drawing method with more than one adult present.

Exercise as Little Control as Possible Over the Artwork

Concluding Drawing Activities:

- A key element of the Drawing Method is the follow-up discussion. This discussion can help to bring closure to the experience, an important step in the process of expressing feelings.
- Allow those who want to, to talk about their drawings.
- Others will “close” by listening to others.
- Use open-ended questions in this process.
- Sometimes a child's artwork may be especially expressive of his/her feelings; a drawing can give “clues” to some deeper problems or feelings within the child.
- Try to “read” the picture in the same way you might read words; what might it be telling you?
- Look at it as a piece of communication, not just fantasy.

Keep in mind:

- Colors, forms, etc. have different meanings to children of various cultural backgrounds and to different children within each culture.
- Regard the artwork as just a part of what's going on with a child; look at the child with a holistic view.

The best source for what's going on behind the drawing is the child...ask him/her.

If You Have Concerns:

In both methods (Talking and Drawing), you might notice a child exhibiting more serious problems. If you have concerns, refer those children to your school counselor.

NOTE: One sign of successful defusing of your students is that they feel better. Another sign of success might be that the defusing process surfaced other problems that will come to your attention. These problems might take on a variety of forms.

- Symptoms might be the same as those for anxiety or depression (physical symptoms, persistent avoidance of being alone, unrealistic worries about harm)
- Child is not able to “let go” of a memory
- The degree of emotionality and the degree of silence are both clues (be sure to talk with the child and simply ask them quietly, confidentiality, how they are feeling and coping)
- Make note of other physical manifestations of stress (as a result of the impact of the event)
- Be aware of different forms of adjustment in each child
- The teacher must know the child’s baseline behavior and cultural/ethnic responses before identifying “serious problems” in that child
- The teacher is not meant to be in the role of “diagnostician”; refer those children you are concerned about
- Some children may be predisposed to adverse reactions following a critical incident (generally, these are children who have experienced other loss, relocation, death, abuse, crime, etc.)
- An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface

Refer the student if you are unsure:

- Alert parent/guardians of your concerns
- Contact your school counselor/ school nurse
- Refer the student to the Student Assistance Team (if applicable)
- Consider a referral to mental health professionals in the community

In closing: Through using the methods and techniques in this guide and adding your own unique perspective, expertise and energy, you will help children and perhaps, yourself recover from a traumatic experience.

An anniversary date of a disaster or death is a predictable time when memories and associated problems may resurface

J. Assisting Children When Someone at School Dies

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following outline describes Critical Incident Stress Debriefing (Everly & Mitchell, 1999), an interactive process to facilitate student's expression of these feelings. The school's EOP Team or the District EOP Team can assist students individually and in groups to process their feelings and reactions following a death that affects the school community. This process is most effective when you focus on the events in this sequence:

1. Introductory Phase
2. Fact Phase
3. Feeling/Denial Phase
4. Reaction/Teaching
5. Closure Phase

1. Introductory Phase

- Introduce team members or helpers to discuss why we are here and what we hope to accomplish.
- Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. Fact Phase

- Give all known relevant facts about the death/incident.
- Is this your understanding of what happened?
- Does anyone have any other information?
- Is there any other information you want to have about his/her death?
- How did you find out?
- Where were you when you first heard?
- What were your first thoughts?
- Is there anyone not here that perhaps needs to be? Who are you worried/concerned about?

3. Feeling Phase (make an effort to include everyone in the discussion)

- How did you feel when you first heard? Explore feelings (shock, denial, anger, etc.)
- How are you feeling now? (all feelings are okay)
- We did not know _____ (name), could anyone tell us about him/her? What was he/she like?
- When do you think it will hit you that he/she is really gone, or when do you think you'll miss him/her?
- Does anyone have a photo of him/her? (pass around)
- What are some of your memories of _____?
- How do you think he/she would like to be remembered?

4. Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members.
- What are some things you usually do when you are really upset or down?

- Has anyone lost anyone close recently? What were some of your reactions to his/her death?
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if students have someone they can talk to.

5. Closure Phase

- Give information about wake/funeral if available.
- Students will often make comments about wanting to take a collection, plant a tree, dedicate a page in the year book, let them talk, then refer them to school staff without either encouraging or discouraging them.
- Encourage students to support one another.
- Remind them that it may take a long time before they will feel settled and that's normal.
- Encourage them to talk with someone in their family, religious leaders, or clergy about their sadness.

NOTE: This process needs to conclude with quiet, reflective time.

Remind them that it may take a long time before they will feel settled, and that's normal.

Encourage them to talk with someone...family members, religious leaders, or clergy about their sadness.

K. Classmate Tragedy

The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy prior to their return to the class.

EXAMPLE: DEATH OF A FRIEND OR FAMILY MEMBER

- Explain what is known of the loss.
- Ask if other students have experienced the death of a friend or family member?
- Are there things people said or did that made you feel better?
- How do you think our classmate might be feeling?
- What could you say that might help him/her know you care? Guide students' responses to helpful comments and guide them away from less helpful comments.
- What would you want someone to say to you if you experienced the death of someone?
- Are there things you could do that may help them feel better?
- We can take our cues from the person that will guide our actions. What might some cues be?

When A Grieving Classmate Returns:

First Words

- The classmate probably feels like he/she is from a different planet when returning to school.
- At least say, "hello," "welcome back," "I'm glad to see you," or something similar.
- The brave might even say: "I missed you," "I'm so sorry to hear about your _____'s death."
- Even braver friends might make statements like, "It must be incredibly tough to have your _____ die."
- Other options include: write a brief note or card, call, etc.
- If your classmate cries, that is okay; you did not cause the grief; offer comfort and a tissue.

Helping the Classmate Adjust to the Class:

- Offer to provide past notes from missed classes.
- Offer to provide notes for comparison for the next week or so (your classmate's attention span will probably vary for several weeks).
- Give the classmate your phone number to call if having problems with homework.
- Ask your classmate if you can call to check on how homework is going.
- Offer to study together in person or over the phone; this might help with both motivation and with concentration; grieving students frequently do not feel like doing schoolwork.

Some Don'ts:

- Don't shun the student, speak to them.
- No cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the classmate had with the deceased).
- Don't expect the person to snap back into the "old self".
- Don't be surprised if classmate seems unaffected by the loss, everybody has his/her own way of grieving.
- Don't be afraid to ask appropriate questions about the deceased, like "what did you and your _____ enjoy together?" (People often like to talk about the people they grieve.)

- Just because the classmate may seem to be adjusting to school again, don't assume the grieving has stopped, nor the need for comfort and friendship.

L. Caring for the Care Provider

General Reactions to Emergencies or Critical Incidents in Adults:

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Physical and mental reactions may be very slow or confused
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Some Things That Can Be Helpful:

- Take time to relax and do things you find pleasant; getting away for a few hours with close friends can be helpful
- Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects
- Tap sources of assistance with your workload - have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help

M. Suggestions for Students Attending a Funeral

Keep in mind:

- Remind everyone to be respectful of the feelings of families/friends suffering the loss.
- Expect to feel nervous when going to a funeral home or a funeral.
- Go with a friend or ask a parent to accompany you.
- If this is the first time you've seen the parents, simply offer your condolences; just say, "I am so sorry about _____'s death" (this may open a conversation).
- Point out something special to you about the deceased.
- If funeral is open casket, view the body only if you want; you do not have to.

Later Involvement:

- After the funeral you may chose to continue to visit the parents; they may continue to want to see the friends of their deceased child.
- Continue to talk about their deceased child from time to time.

N. Suggestions for Students When Visiting Grieving Parents

This information should be helpful to students when interacting with the parents of a deceased friend. Always respect the wishes of grieving parents. These suggestions must fit the parents' needs and requests, as well as the student's own comfort level.

First Steps:

- Remind everyone to be respectful of the feelings families and friends suffering the loss.
- In the vast majority of cases the parents find it comforting to see friends of their deceased child.
- If you were a close friend of the deceased and you know the parents, then go visit them at their home.
- If you were a friend but had not met the parents (yet they know who you are), you might still visit the home.
- Other friends might wait until the visitation or funeral.
- Send the parents a note or card.
-

Communication:

- When you visit, do not worry about what to say; your presence is all that is needed; if you wish to take a flower or anything meaningful, that's all right too.
- Don't be afraid you will upset the parents by asking or talking about the deceased; they are already upset.
- Just sitting with the parents will most likely fill the silence.
- Listen, no matter what the topic.
- If you were a really close friend, the parents might be pleased for you to visit the deceased friend's room (if you are comfortable doing so).
- You might ask what you can do for them; ask other relatives what you might do to help.
- Do not try to take away the grieving parent's pain.
- Talk about the deceased person (grieving people often like telling stories about the deceased, "do you remember the time...").
- Offer suggestions only when advice is asked.
- Do not tell the parents to feel better since there are other children and loved ones still alive.

O. Memorials

When a member of the school dies often people will want to find ways to memorialize the student or staff member. A word of caution: carefully think through the type of tribute you pay to a person who has died and coordinate with District supervision if District resources are required.

Consider these points and examples:

- Make sure to coordinate with the District if the memorials require District resources.
- In general, memorials should focus on the life lived, rather than on the method of death.
- Yearbook memorials should be a regular-sized picture with a simple statement such as “We’ll miss you”.
- If a school were to create a permanent or lasting memorial for one person, it would be difficult to refuse a similar memorial for another person.
- If you intend to plant a tree as a memorial, make sure to coordinate your efforts with the District Facilities Department.
- A school that planted a tree for a student who died, realized this was needed also for a second death and then a third. The resulting group of trees came to be referred to as “the graveyard” by students.
- Another school had a “memorial tree” die during one dry summer and had to address the hard feelings of the family who thought the tree had not been properly cared for.
- There are many wonderful ways to support student’s and loved one’s need to remember, examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, flowers, or being remembered after the urgent time of the tragedy.
- Parents and loved ones especially want to know people miss the person and there was great sadness at the loss; they also want to know people assisted the grieving friends.
- Permanent or lasting memorials are not encouraged as a way for schools to remember someone who died as a result of suicide.

P. Suicide

A school's general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

School administrators must allow students to grieve the loss of a peer without glorifying the method of death. Over emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life.

The following "DO's" and "DON'Ts" will help school staff limit glamorization of suicide:

- Do acknowledge the suicide as a tragic loss of life
- Do allow students to attend funeral services
- Do provide support for students profoundly affected by the death
- Don't organize school assemblies to honor the deceased student
- Don't dedicate the yearbook or yearbook pages, newspaper articles, proms, athletic events, or advertisements to the deceased individual
- Don't pay tribute to a suicidal act by planting trees, hanging engraved plaques or holding other memorial activities

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk. These efforts require a limited, rather than school-wide, response.

APPENDIX 18 – ATHLETICS SAFETY PROCEDURES

NATA RECOMMENDATIONS FOR LIGHTNING SAFETY

1. Establish a chain of command that identifies who is to make the call to remove individuals from the field.
2. Name a designated weather watcher (A person who actively looks for the signs of threatening weather and notifies the chain of command if severe weather becomes dangerous.)
3. Designate a safe shelter for each venue.
4. Have a means of monitoring local weather forecasts and warnings.
5. Use the Flash-to-Bang count to determine when to go to safety. By the time the flash-to-bang count approaches thirty seconds all individuals should be already inside a safe structure.
6. Once activities have been suspended, wait at least thirty minutes following the last sound of thunder or lightning flash prior to resuming an activity or returning outdoors.
7. Avoid being the highest point in an open field, in contact with, or proximity to the highest point, as well as being on the open water. Do not take shelter under or near trees, flagpoles, or light poles.
8. Assume the lightning safe position (crouched on the ground, weight on the balls of the feet together, head lowered, and ears covered) for individuals who feel their hair stand on end, skin tingle, or hear “cracking” noises. Do not lie flat on the ground.
9. Observe the following basic first aid procedures in managing victims of a lightning strike:
 - Survey the scene for safety
 - Activate local EMS
 - • Lightning victims do not “carry a charge” and are safe to touch
 - If necessary, move the victim with care to a safer location
 - Evaluate airway, breathing, and circulation, and begin CPR if necessary
 - Evaluate and treat for hypothermia, shock, fractures and/or burns.
 -
 - All individuals have the right to leave an athletic site in order to seek a safe structure if the person feels in danger or impending lightning activity, without fear or repercussions or penalty from anyone.

SAFETY SHELTER:

1. A safe location is any substantial, frequently, inhabited building. The building should have four solid walls (not a dug out), electrical and telephone wiring, as well as plumbing, all of which aid in grounding a structure.
2. The secondary choice for a safer location from the lightning hazard is a fully enclosed vehicle with a metal roof and the windows completely closed. It is important to not touch any part of the metal framework of the vehicle while inside it during ongoing thunderstorms.

3. It is not safe to shower, bathe or talk on landline phones while inside of a safe shelter during thunderstorms (cell phones are ok).

FLASH-TO-BANG:

To use the flash-to-bang method, begin counting when sighting a lighting flash. Counting is stopped when the associated bang (thunder) is heard. Divide this count by five to determine the distance to the lighting flash (in miles). For example, a flash-to-bang count of thirty seconds equates to a distance of six miles. Lightning has struck from as far away as 10 miles from the storm center. **“If you hear it; if you see it, flee it.”**

Postpone or suspend activity if a thunderstorm appears imminent before or during an activity or contest, (irrespective of whether lighting is seen or thunder heard) until the hazard has passed. Signs of imminent thunderstorm activity are darkening clouds, high winds, and thunder or lighting activity.

HEAT STRESS AND ATHLETIC PARTICIPATION

Fall football & cross country practices are conducted in very hot and humid weather in many parts of the United States. Due to the equipment and uniform needed in football, most of the heat problems have been associated with football. During the 1998 season there were four heat stroke deaths in football. There are no excuses for heatstroke deaths if the proper precautions are taken. During hot weather, the athlete is subject to the following:

Heat Cramps – Painful cramps involving abdominal muscles and extremities caused by intense, prolonged exercise in the heat and depletion of salt and water due to sweating.

Heat Syncope – Weakness, fatigue and fainting due to loss of salt and water in sweat and exercise in the heat. Predisposes to heatstroke

Heat Exhaustion (Water Depletion) – Excessive weight loss reduced sweating, elevated skin and core body temperature, excessive thirst, weakness, headache and sometimes unconsciousness.

Heat Exhaustion (Salt Depletion) – Exhaustion, nausea, vomiting, muscle cramps, and dizziness due to profuse sweating and inadequate replacement of body salts.

Heatstroke – An acute medical emergency related to thermoregulatory failure. Associated with nausea, seizures, disorientation, and possible unconsciousness or coma. It may occur suddenly without being preceded by any other clinical signs. The individual is usually unconscious with a high body temperature and a hot dry skin (heatstroke victims, contrary to popular belief, may sweat profusely). It is believed that the above mentioned heat stress problems can be controlled provided certain precautions are taken. According to the American Academy of Pediatrics Committee on Sports Medicine, heat related illnesses are all preventable. (Sports medicine: Health Care for Young Athletes, American Academy of Pediatrics, 1991). The following practices and precautions are recommended:

1. Each athlete must have a physical exam with a medical history when first entering a program and an annual health history update. History of previous heat illness and type of training activities before organized practice begins should be included. State high school association's recommendations should be followed.
2. It is clear that physical performance can only be achieved by an athlete who is in top physical condition. Lack of physical fitness impairs the performance of an athlete who participates in high temperatures. Coaches should know the **physical condition** of their athletes and set practice schedules accordingly.
3. Along with physical conditioning, the factor of acclimatization to heat is important. Acclimatization is the process of becoming adjusted to heat and it is essential to provide for **gradual acclimatization to hot weather**. It is necessary for an athlete to exercise in the heat if he/she is to become acclimatized to it. It is suggested that a graduated physical conditioning program be used and that 80 percent acclimatization can be expected to occur after the first

- seven to ten days. Final stages of acclimatization to heat are marked by increased sweating and reduced salt concentration in the sweat.
4. The old idea that water should be withheld from athletes during workouts has no scientific foundation. The most important safeguard to the health of the athlete is the replacement of water. Water must be on the field and readily available to the athletes at all times. It is recommended that a minimum of ten minutes be scheduled for a water break every half hour of heavy exercise in the heat. **Water should be available in unlimited quantities.** Check and be sure athletes are drinking the water. Cold water is preferable. Drinking ample water before practice or games has also been found to aid performance in the heat.
 5. Salt should be replaced daily. Modest salting of foods after practice or games will accomplish this purpose. Salt tablets are not recommended. **Attention must be directed to replacing water – fluid replacement is essential.**
 6. Know both the **temperature and humidity.** The greater the humidity, the more difficult it is for the body to cool itself. Test the air prior to practice or game using a temperature index (WBGT Index) which is based on the combined effects of air temperature, relative humidity, radiant heat and air movement.
 7. Cooling by evaporation is proportional to the area of skin exposed. In extremely hot and humid weather, reduce the amount of clothing covering the body as much as possible. **Never use rubberized clothing.**
 8. Athletes should **weigh** each day before and after practice and **weight charts checked.** Generally a three percent weight loss through sweating is considered safe and over a three percent weight loss is in the danger zone. Over a three percent weight loss the athlete should not be allowed to practice in hot and humid conditions. Observe the athletes closely under all conditions. Do not allow athletes to practice until they have adequately replaced their weight.
 9. Observe athletes carefully for signs of trouble, particularly athletes who lose significant weight, and the eager athlete who constantly competes at his/her capacity. Some trouble signs are nausea, incoherence, fatigue, weakness, vomiting, cramps, weak rapid pulse, visual disturbance, and unsteadiness.
 10. Teams that encounter hot weather during the season through travel or following an Unseasonable cool period should be physically fit but will not be environmentally fit. Coaches in this situation should follow the above recommendations and substitute more frequently during games.
 11. Know what to do in case of emergency and have your emergency plans written with copies to all your staff. Be familiar with immediate first aid practices and pre-arrange procedures for obtaining medical care including ambulance service.

Heat Stroke – This is a medical emergency. DELAY COULD BE FATAL.

Immediately cool body while waiting for transfer to a hospital. Remove clothing and place ice bags on the neck, in the axilla (armpit), and on the groin area. An increasing number of medical personnel are now using a treatment for heat illness that involves applying either alcohol or cool water to the victim's skin and vigorously fanning the body. The fanning causes evaporation and cooling. (Source—The First Aider – September 1987).

Heat Exhaustion – OBTAIN MEDICAL CARE AT ONCE.

Cool body as you would for heat stroke while waiting for transfer to hospital Give fluids if athlete is able to swallow and is conscious.

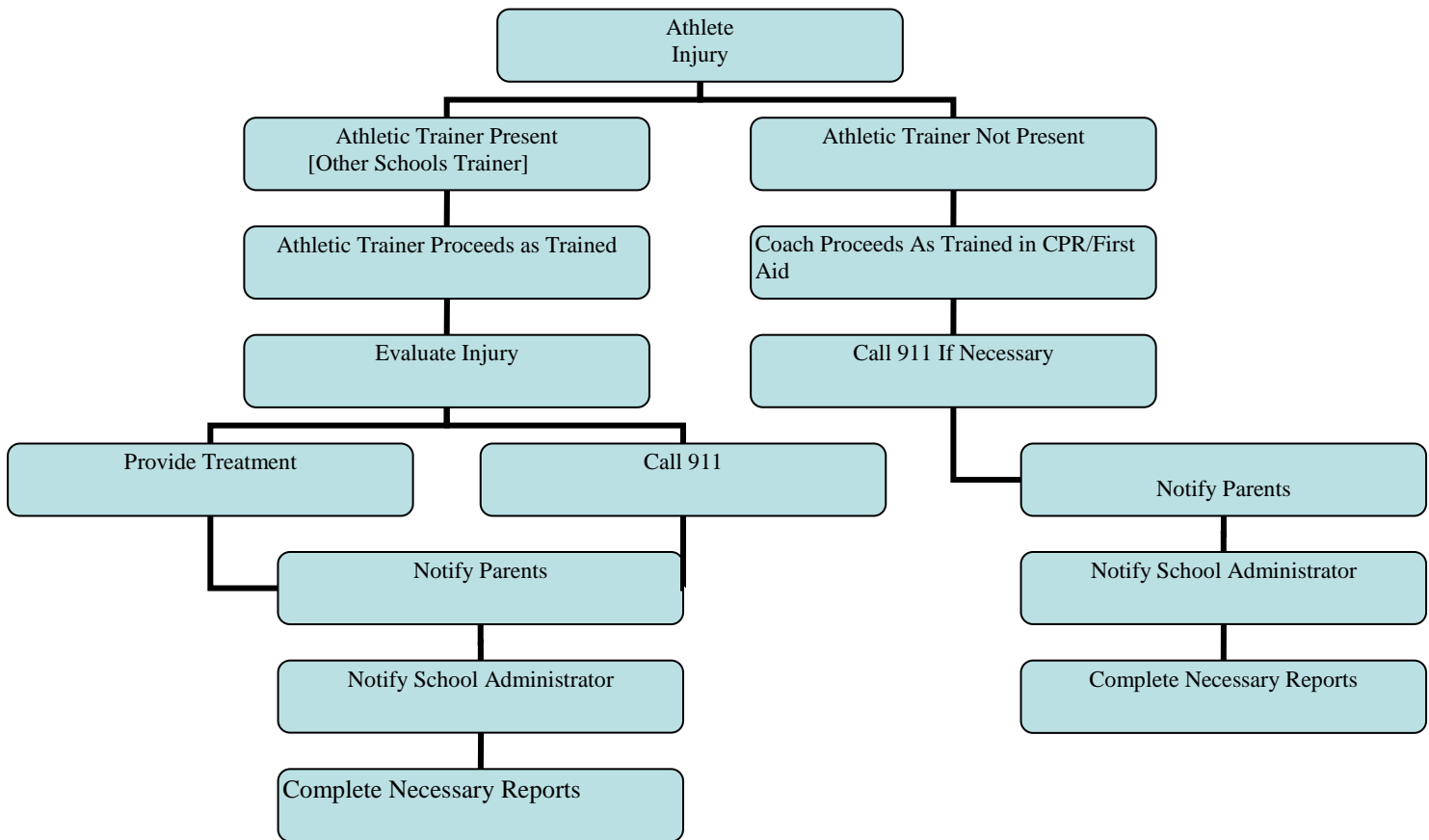
Summary – The main problem associated with exercising in the hot weather is water loss through sweating. Water loss is best replaced by allowing the athlete unrestricted access to water. Water breaks two or three times per hour are better than one break an hour.

Probably the best method is to have water available at all times and to allow the athlete to drink water whenever he/she needs it. Never restrict the amount of water an athlete drinks, and be sure the athletes are drinking the water. The small amount of salt lost in sweat is adequately replaced by salting food at meals. Talk to your medical personnel concerning emergency treatment plans.

Emergency Response Plan

The following plan shows how the Anthony Independent School District athletic training staff and coaches are to handle an emergency situation at their campus. This plan will be followed for those athletes who are:

- Unconscious
- Bleeding severely
- Suffering from a severe fracture/obvious deformity
- Not breathing
- Experiencing a seizure
- Suffering from a head/neck injury



Response Mechanisms

- AISD does not have Athletic Trainers
- When playing at other schools, Athletic Trainer may be available
- If Athletic Trainer not available then head coach is responsible until EMS arrives
- If Athletic Trainer available then the athletic trainer assumes responsibility until the EMS arrives.
- All coaches will receive First-Aid and CPR training [yearly basis]
- Ensure EMS can get to the injured athlete.

Readings for Emergencies

- All means of handling emergencies are to be present: equipment, supplies, etc.
- Completed emergency information sheet must be available.
- Must know location and address of game or practice.

APPENDIX 19 – GLOSSARY

Assembly Area: A pre-designated area where personnel and students are trained to gather following directives to evacuate buildings. Sites chosen should minimize exposure to hazards, provide quick and accessible shelter for all and consider the needs of persons with disabilities. Monitoring the security and well-being of students and staff begins here. Most experienced trained crisis interveners should be assigned here and begin the provision of on scene support.

Briefing: An educational and informational presentation to groups following a crisis or critical incident. Objectives would include; sharing the official nature and scope of the event to reduce and dispel rumors, provide details concerning the plan of action the school is taking to manage the crisis and mitigate its effects and group education in stress management within naturally occurring support systems.

Crime Prevention through Environmental Design: Architectural and construction procedures that mitigate and prevent hazardous situations that may occur in the design of a school/educational facility.

Communication: Plans should have established lines of internal communication (i.e., within the school), external communication (i.e., with the district office & community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.

Community: A group of persons who are closely affiliated. Affiliation may be natural, such as a neighborhood, school, fire service, or other existing organizations or groups or they may be artificial such as passengers on a plane who are affiliated by the mutual experience of a crisis or critical incident.

Coping skills: A range of thoughts, feelings and behaviors utilized to decrease the negative effects of an experience or to master a threatening situation. Individuals who have successfully worked through past traumatic events often develop strengths and coping skills that help them and others facing current traumatic events.

Crisis: A crisis is a devastating, catastrophic event that can be life threatening, injury producing, which may create various distressful experiences. A person in the state of crisis may lack basic coping skills and are overwhelmed, leaving the individual feeling out of control, helpless and anxious.

Crisis Intervention: The application of short term repeated interventions designed to support problem solving, reduce feelings of isolation, helplessness and anxiety and promote return to normal functioning.

Critical Incidents: Events that overwhelm an individual's capacity to cope. They are psychologically traumatic, cause emotional turmoil and cognitive problems and often

result in behavioral changes. These effects can be lasting, depending upon the quality of the experiences during and shortly after the incident.

Critical Incident Stress Management (CISM): is a comprehensive, integrated multi-component crisis intervention system. CISM services provide a framework for the application of education and crisis intervention during the acute stage following a crisis or disaster. These services enhance and compliment the delivery of traditional mental health services. These services include:

1. Pre-crisis preparation - set expectations, improve coping
2. Individual Consultation - symptom driven
3. Briefing - share information, provide consultation and stress management information
4. Defusing - post-crisis (12-24 hrs) symptom/event driven - small group process
5. Debriefing (Critical Incident Stress Debriefing, AISD) - post-crisis, (1-10 days) symptom/event driven, small group process
6. Parent/family/organization consultation - group process - event driven, provides education, support
7. Referral/follow-up – transfer of crisis counseling to longer term providers

Debriefing: A group process utilizing both crisis intervention and educational processes targeted toward mitigating or resolving the psychological distress associated with a critical incident or traumatic event. A debriefing is a peer driven process in partnership with mental health professionals who provide oversight and guidance. Although its application was developed and utilized primarily with emergency personnel it has been modified and utilized extensively in workplace settings, the military and with survivors of crisis and disasters. It is only one intervention in a framework of interventions ranging from pre-crisis to follow-up.

Defusing: A group crisis intervention technique conducted by a trained facilitator. It provides a supportive, safe interactive process among individuals in small groups, providing clarity and complete expression of the event and experiences.

District EOP Team: Initially, the Superintendent's cabinet directs the process of adapting this guide to reflect local conditions. Ongoing, the District Emergency Operations Plan (EOP) Team serves to assist the schools when an emergency occurs and the need exceeds the school's resources.

Drop-in-room: A safe welcoming place for students to gather during the school day with their peers for group and one-on-one support from trained crisis intervention team members after a traumatic event, such as the death of a fellow student or teacher.

Emergency: An incident or event causing injury, loss of life, or is a major disruption to a school or the district and interrupts services provided by either.

Emergency Management Protocols: Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

First Responders: First Responders are those agencies who respond to emergency situations beyond the control of the administration, to include: EPISD Police, El Paso Fire Department, El Paso Police Department, Ambulance Services, and Military Police.

Functional Exercise: A scripted scenario issued in a room setting to simulate a crisis involving “real-time” resolution of a crisis and utilizes a series of pre-scripted messages injected in the exercises to add realism and stress.

Grief: The normal, healthy, appropriate response to death or loss. Each person grieves in his or her own way, learned by experience with loss over the years. It is described as a journey through an intense range of emotions; including denial and isolation, anger, bargaining, depression, and acceptance.

Incident Command System: Is a nationally recognized organizational structure designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.

Incident Commander: Highest ranking official in charge and responsible for the emergency/disaster operations who directs from a command post set up in close proximity to the incident.

Individual Consultation: A crisis intervention technique utilized by a trained peer counselor or mental health professional in a one-on-one confidential contact utilizing a structured model.

Mitigation: Mitigation refers to any action taken to reduce the adverse effects of an emergency. These actions can be to eliminate existing hazards, to respond effectively when an emergency arises, or to assist in recovery in the aftermath of an emergency. Any action that is taken to reduce the likelihood of loss of life or property. Applies to pre-crisis steps, as well as crisis intervention techniques designed to reduce the psychological and emotional effects following a traumatic event.

Peer Counselors: Adult school personnel trained to provide crisis intervention services following crisis and disasters.

Practice: Practicing the plan consists of drills, tabletop exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills, both of which require district coordination.

Preparedness: Preparedness is the process of district and school-based planning to prevent emergencies when possible, and to respond effectively when they occur.

Protocol: Code of correct conduct in response to a specific situation or emergency necessitating the use of the Incident Command System.

Public Information Officer (PIO): The official spokesperson designated by an organization to coordinate internal and external communications. This person is responsible and handles all requests for information and proactively provides consistent, accurate and timely information; furthermore, they establish a central site for the media, and maintain a log of all actions and communication
. Prepares press releases, keeps Incident Commander apprised and keeps all documentation to support history of the event.

Recovery: Recovery is the process of assisting with physical, psychological and emotional trauma associated with experiencing tragic events. Recovery during an emergency can address immediate short-term needs, while ongoing recovery can last for months or years.

Referral: During individual and group crisis intervention sessions, trained peers and mental health professionals are actively assessing and monitoring the overall status of survivors. Any indication of the need for medical supervision or the threat of harm to self or to others requires immediate transfer to appropriate level/provider of care.

Response: Response is the implementation of Universal Emergency Procedures and/or Emergency Management Protocols to maximize the health, security and well being of individuals in the school community.

School-Centered Emergency Operations Plan: A written document as a consolidated plan to prepare for, respond to, and recover from emergencies. It is the modified version of this guide, tailored and fine-tuned to meet the unique needs and resources of a given school. The plan includes Emergency Operations Plan Team assignments, emergency numbers, protocols, etc.

School-Centered Emergency Operations Plan Team: School-based teams of individuals with specific duties to perform in order to prepare for, and respond to, emergencies. The Team develops the plan to meet individual school needs, and implements the plan should the need arise.

Shock: Psychological and emotional defense shield characterized by numbness, confusion and disorientation during which time the full impact of what has happened is not totally absorbed by the survivor.

Shelter in Place: Procedure designed to protect individuals from an outside influence such as release of chemicals. Usual procedures include: closing doors and windows; placing tape or wet towels around doors, windows and vents; and turning off pilot lights, air conditioning and exhaust fans. No one leaves the room until further instructions are given.

Social Support: A term utilized by social scientists to describe positive interactions among people. These exchanges may involve passing along information, offering material help or providing emotional support. The health implications of these exchanges are especially important during times of stress, life transitions and crises. One's relationship with spouse, friends, family, co-workers and neighbors can buffer stress and have a positive effect on physical and mental health. Research with disaster survivors demonstrates the importance of social support to their recovery. Supportive relationships are equally important to emergency service workers in coping with stress and maintaining health. (CMHSE)

Student Release: A pre-planned process to assure the reunification of students with their families and significant others may involve setting up separate request and release stations to insure accountability and crowd control.

Tabletop exercise: Participants work through a previously scripted scenario in a relaxed atmosphere where an incident is handled in discussion only using the school/facility crisis plan and the Incident Command System.

Training: Training is important on at least three levels: 1) Team Training for general emergency preparedness; 2) Training to address specific emergency response or recovery activities (i.e., severe weather training, threat assessment training, or Critical Incident Stress Management training); and 3) awareness training for all staff (i.e., Universal Emergency Procedures).

Toolkit: A portable carrying device accommodating items recommended for use in an emergency and subject to the minimum equipment listed in this document. However, the campus or facility can add more kits and items, which are selected for specific use on their site during an emergency incident.

Unified command: A unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

Universal Emergency Procedures: Universal Emergency Procedures are a set of clear directives that may be implemented across a number of emergency situations. These procedures include Evacuation, Shelter in Place, and Lockdown.