

**Esmeralda
County
School
District
School
Emergency
Operations
Plan**

TABLE OF CONTENTS

Emergency Telephone Numbers	4
Authority	6
Situation	8
Responsibilities	8
Concept of Operations	8
1. Emergency Codes and Procedures (Lockdown Protocols)	9
Code Yellow	10
Code Yellow Protocol	11
Code Red	12
Code Red Protocol	13
Code Green	15
Code Green Protocol	15
Code Blue	15
2. Emergency Evacuation Kit	16
Site Preparation	17
Response Protocol	18
3. School Dismissal and Early Release Information	19
School Closing Due to Hazardous Conditions	19
Closing Before the Start of the School Day	19
Delayed Start Procedure	20
4. Bomb Threat	20
Bomb Threats/Explosions/Suspicious Packages	20
Site Preparation	20
Communications and Warning	20
Response Protocol	21
Suspicious Packages	21
5. Civil Disturbance	22

Communications and Warning	22
Response Protocol	22
6. Earthquake	23
Site Preparation	23
Communications and Warning	23
Response Protocol	23
7. Staging Area/Rally Point	24
Staging Area Rally Point Protocol	25
8. Shelter in Place	26
Response Protocol	26
9. Fire	27
Site Preparation	27
Communications and Warning	27
Response Protocol	28
10. Hazardous Materials	28
Site Preparation	28
Communications and Warning	28
Response Protocol	28
11. Hostage Situation/Barricaded Weapons Violator	29
Site Preparation	29
Communications and Warning	29
Response Protocol	30
12. Intruder/Suspicious Person	30
Site Preparation	30
Communications and Warning	31
Response Protocol	31
13. Flash Flooding	31
Communications and Warning	31
Response Protocol	32

14. Injury/Illness/Death	32
Site Preparation	32
Communications and Warning	32
Response Protocol	33
15. Dyer Elementary School Emergency Response Plan	34
16. Goldfield Elementary School Emergency Response Plan	40
17. Silver Peak Elementary School Emergency Response Plan	46

EMERGENCY TELEPHONE NUMBERS

<u>INFORMATION</u>	<u>OFFICE TO CONTACT</u>	<u>PHONE NUMBERS</u>
Sheriff's Office	Esmeralda County Sheriff's Office	Emergency – 9-1-1 Non-emergency 485-6373
Nye Regional Medical Center	Tonopah	(775)482-6233
Northern Inyo Hospital	Bishop, California	(760) 873-5811
Community Health Nurse	Beth Ennis	(775)482-6659
Poison Control	Salt Lake City	1-801-581-2151
Nevada Highway Patrol	Tonopah	(775)482-6330
Weather	National Weather Service	(775)673-8100 (x222)
Road Conditions	Tonopah	(775)482-2323
	Goldfield	(775)485-3411 (1-877-NVROADS) (1-877-687-6237)
Road Dept.	Ed Rannels	(775) 572-3251 shop (775)842-9484 Cell
Emergency Mgmt., LEPC Chairman	Ken Elgan	(775)485-6373 office (775)485-6393 office
Public Works	Mike Anderson	(775)485-3483 office (775)485-4696 cell
Nevada Energy Company	Goldfield, Silver Peak	(775)482-6808
Valley Electric Association	Dyer	(775)572-3266
Valley Propane	Hawthorne	(775)945-5094
	Tonopah	(775)482-5094

Superintendent Monie Byers	Esmeralda County School District	(775)485-6382 work (775)720-7271cell
Dyer Lead Teacher	John Scates	(775)572-3347 or 572-3250 work
Goldfield Lead Teacher	Cristie Mixon	(775)485-3215 work
Silver Peak Lead Teacher	Rob Valentine	(775)937-2261 work
Transportation Supervisor	Guy Sheridan	(775)485-3216work (775)277-9005 cell
Technology Information	Winifred Wood	(775)572-3250work
Maintenance	Jesse Mazur	(775)485-3475work (702)370-8615 cell
KIBS Radio Station 100.7/101.7	Bishop, California	(760) 873-5427
KGFN Radio Station	Goldfield, NV	(775)485-3773

ESMERALDA COUNTY SCHOOL DISTRICT
SCHOOL EMERGENCY OPERATIONS PLAN

In recent years, there have been acts of violence and domestic terrorism involving schools in Nevada and in other states. There have also been a number of critical incidents involving accidental and severe weather situations. It has become quite clear that most schools have not been previously prepared to deal with many crisis situations. The Esmeralda County School District has been steadily improving its capabilities to deal with crisis situations whether they are natural or man made. To further enhance the district's readiness, recent state legislation has directed that an updated and revised Emergency Operations Plan be developed and that each site develop updated and revised procedures that address issues that can be best dealt with at the building level. The Emergency Operations Plan is designed as a consistent protocol that will serve as a needed framework while allowing each site to insure that local measures are appropriate for each individual site. It is important that public safety officials, school employees, students, parents/guardians, and the communications office be involved in the planning and response processes.

The plan serves as the standard protocol for all facilities within the district. Lead teachers will be responsible for making sure that the site-based emergency services designs specific site procedures that comply with the system protocol. They are also tasked to insure that all school employees are familiar with the site-based procedures and that students receive proper instruction regarding emergency lock downs and evacuations.

Authority

NRS 414.090 Local organization for emergency management; powers of political subdivision in event of emergency or disaster:

1. Each political subdivision of this state may establish a local organization for emergency management in accordance with the state emergency management plan and program for emergency management. Such a political subdivision may confer or authorize the conferring upon members of the auxiliary police the powers of police officers, subject to such restrictions as it imposes.

Each local organization for emergency management must have a director who must be appointed by the executive officer or governing body of the political subdivision, and who has direct responsibility for the organization, administration and operation of the local organization for emergency management subject to the direction and control of the executive officer or governing body.

Each local organization for emergency management shall perform functions of emergency management within the territorial limits of the political subdivision within which it is organized, and, in addition, shall conduct such functions outside of such territorial limits as may be required pursuant to the provisions of NRS 41 4.1 00.

2. In carrying out the provisions of this chapter, each political subdivision in which any emergency or disaster described in NRS 41 4.020 occurs may enter into contracts and incur obligations necessary to combat such an emergency or disaster, protect the health and safety of persons and property and provide emergency assistance to the victims of such an emergency or disaster. Each political subdivision may exercise the powers vested under this section in the light of the exigencies of the extreme emergency or disaster without regard to time-consuming procedures and formalities prescribed by law, except constitutional requirements, pertaining to the performance of public work, entering into contracts, the incurring of obligations, the employment of temporary workers, the rental of equipment, the purchase of supplies and materials, the levying of taxes, and the appropriation and expenditure of public funds. [9:293:1 9531-(NRS A 1983, 1 72; 1999, 1246)

NRS 414.1 00 Agreements for reciprocal aid.

The director of each local organization for emergency management may, in collaboration with other public and private agencies within this state, develop or cause to be developed agreements for reciprocal aid and assistance in case of an emergency or disaster for which the local organization requires such assistance. Such agreements must be consistent with the state's emergency management plan and program for emergency management, and in time of emergency or disaster each local organization for emergency management shall render assistance in accordance with the provisions of such agreements.

[I 0:293:1 9531-(NRS A 1 983, 1 73; 1 999, 1247)

Situation

The threat of disaster is always present. From natural disasters, such as earthquakes and floods, to man-made catastrophes such as fires, chemical spills, bomb threats, and terrorism, we are constantly vulnerable to events that endanger the safety of our community. All students and staff must be aware of life-threatening hazards. Planning and training should be conducted that minimizes injuries or loss of life.

The School Emergency Operations Plan is designed to insure that critical issues are covered in a consistent manner across the district, that emergency public safety response will be adequate for major emergencies, and to ease the burden of each site in preparing proper plans. For safe school plans to be adequate, certain elements of the plan must be developed specific to each site. In order to have a complete safety plan; each site must complete specific procedures to be inserted at the indicated points within this manual. The Lead Teacher needs to insure that all such insert sections are completed and reviewed each year.

Responsibilities

Esmeralda County and local government entities have the primary responsibility for response in emergency situations. All available resources will be committed to protecting lives and minimizing damage to property. In a crisis situation, the appropriate public safety agency Esmeralda County Sheriff's Department shall assume control of overall incident command with the site Lead Teacher integral in liaison and planning.

The Esmeralda County Board of Trustees through the Superintendent is responsible for the execution and enforcement of emergency preparedness programs.

The Lead Teacher of each school is designated as the School Emergency Coordinator. The Lead Teacher will designate an alternate to serve in his/her absence.

Concept of Operations

Initial notification of the school system of a local disaster will likely occur through the Emergency Management network, which will alert school site and school system personnel to implement this plan. Other means of notification may be used, if available.

Decisions regarding the closing of schools and major commitment of resources will be at the direction of the Superintendent via his emergency network, telephone, or other local media.

I. EMERGENCY CODES AND PROCEDURES (Lockdown Protocols)

Each school site and the district office will have “Color Code Cards” ready to display on the outside door handles of the building,

Emergency codes are to be utilized to communicate effectively with all personnel and students in the facility. As school system personnel provide services at multiple locations within the system and numerous substitute teachers are utilized each year, it is critical that emergency codes be standardized throughout the district. It is also important that these codes and the procedures associated with each be as simple as possible to insure that they are understood and properly utilized during a crisis.

Traditionally, only building Lead Teachers have had the authority to initiate building lockdowns and evacuations. Experience in other regions has proven that this limitation is likely to cause additional injuries and deaths if the response is not immediate due to office staff having to locate the Lead Teacher. Each Lead Teacher should designate several essential personnel who are authorized to make such a decision. Logical choices would include system employees who are likely to be in the main office area for the majority of the typical workday. All designees should be made aware of their responsibility and the scope of their authority to act. Throughout the remainder of this section, such individuals would perform the duties listed for Lead Teacher when the situation dictates. They would then be relieved of such responsibility upon the arrival of the Lead Teacher. A school employee who has such authority to act should be on duty at all times when the facility is occupied.

Lead Teachers should always notify the Sheriff's office and the central office whenever:

- ✓ A "Code Yellow" protocol is implemented.
- ✓ A "Code Red" protocol is implemented.
- ✓ A "Code Green" protocol is implemented.
- ✓ A "Code Blue" protocol is implemented.
- ✓ The building evacuation protocol is implemented.

Code Yellow (Heightened State of Security Preventive Lockdown Protocol)

The protocol is to be utilized to prevent the occurrence of a major incident when conditions indicate that a higher than normal threat level is present on or near the campus. A "Code Yellow" may be declared by the Lead Teacher for a few minutes, one class period, or if deemed appropriate, an entire day. A "Code Yellow" should be used as a preventive measure and is not designed as a crisis response measure for a major incident that has occurred at the site.

Some examples of situations where a "Code Yellow" protocol might be appropriate are:

- Fight that involves numerous individuals, weapons, or is gang related.
- The "Code Red" protocol has been implemented at another public or private school in the county in response to a violent weapons incident.
- Suspicious person/intruder on campus.
- Extremely disruptive individual who appears to be potentially violent or emotionally unstable.
- Major crime or police chase near the school.
- Report of a student or non-student in possession of a firearm on campus.
- Dangerous animal on campus.
- Information received that Teachers may wish to consult with district office staff to evaluate such information prior to indicate that a weapons assault may occur on campus. Lead implementation if time allows.

Code Yellow Protocol

Lead Teacher shall inform all school staff that the “Code Yellow” protocol is being instituted. If the situation requires prompt action, the phone system should be utilized.

- Measures should be taken to insure that personnel in outlying buildings or areas without phone capabilities are notified in person. In cases where time allows, staff may be briefed as they arrive for work in the morning or through a designee who shall inform all staff in person.
- All students should be kept in the classroom with the door locked during each class period while the protocol is in effect.
- If students are not in class at the time the protocol is announced, students should proceed to their assigned class. Teachers should lock their classroom doors once the hallways near their room are clear of students. If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger via the phone system.
- Students should not be allowed to leave classrooms unless the teacher obtains authorization from the main office via the phone system or in person.
- All personnel and activities outside the building should be moved to an indoor secure area unless otherwise instructed by the Lead Teacher.
- Teachers should brief students that the school has been placed on a heightened security status as a precaution and that no imminent danger has been detected. School staff not assigned to classroom duties should follow school procedures for limiting access to their workspace. They should also report any suspicious activity to the front office immediately.
- Teachers should only open classroom doors for school staff members unless clearance from the front office is obtained via the phone system or in person while the “Code Yellow” protocol is in effect.

Code Red (Actual Crisis Response Protocol)

This protocol is to be utilized for situations where an actual crisis situation has occurred. The protocol should be implemented for any situation involving:

- Shots being fired on or immediately adjacent to the campus
- A stabbing on campus.
- An explosion near but not on the campus.
- A hostage situation or an armed barricaded subject on or immediately adjacent to the campus.
- A natural disaster, hazardous materials incidents, or threats involving weapons of mass destruction, which indicate immediate danger to those on campus.
- May be appropriate in bomb threat. Designate as “Code Red.”

In some cases, the building Lead Teacher may have to make a prompt decision to move directly to the building evacuation plan instead of instituting the “Code Red” protocol. In other cases, it may be best to institute the “Code Red” protocol prior to implementing evacuation procedures in order to create a more orderly and controlled environment.

Code Red Protocol

Lead Teacher should announce via the phone system or in person that the “Code Red” protocol is in effect. If “Code Red” is appropriate for bomb threat, identify over the phone as “Code Red.” Staff may be sent if it is safe to do so to insure that personnel in outlying buildings and outside areas are notified.

- Teachers should immediately lock their room and advise students to move away from doors and windows and to get on the floor.
- If students are not in class at the time the protocol is announced, students should proceed to their assigned classes.
 - If it appears unsafe to proceed to their class area, students should proceed to the nearest staffed room.
 - Teachers should lock their classroom doors once the hallways near their room are clear of students.
 - If teachers observe imminent danger near their room, they should immediately secure their room and notify the main office of the danger via the phone system.
 - Personnel who are engaged in outdoor activities when the protocol is announced need to make a prompt determination as to whether it is safer to attempt to enter the building to take shelter or to leave the campus to seek shelter in the safest place available.
 - If the decision is made to leave the campus, school employees should notify the school office and district office of their location and the number of students/employees present as quickly as possible.
 - A list of all personnel and students who are evacuated should be made by the staff member as soon as it is safe to do so.

- Teachers should brief students that the school has been placed on a heightened security status as a response to an apparent crisis situation. They should advise students to remain quiet until more can be learned about the situation. Teachers should then begin calmly and quietly reviewing emergency evacuation procedures with students to prepare them for possible evacuation.
 - Students should not be allowed to leave classrooms unless the teacher receives instructions from the main office to the contrary.
 - Teachers should not open the door to the classroom unless they are instructed to do so by a staff member that they recognize by sight or voice. Public safety responders may enter the room using a master key.
 - Teachers should quickly select an appropriate emergency status card from their classroom emergency packet and hang the emergency status card on the outside door handles in the room they occupy.
 - The green card should be used if all students currently under the teacher's supervision are accounted for and the protocol has been properly implemented for that room.
 - The yellow card should be used if any students who are in attendance are not present in the room or if the teacher has any critical information regarding the crisis situation.
 - The red card should be used if anyone in the room is injured or otherwise requires immediate medical assistance.
 - School staff not assigned to classroom duties should follow the school procedures for limiting access to their workspace.
 - They should also report any suspicious activity to the front office immediately.
 - Everyone should refrain from using cell phones or engaging the microphone of any portable radios.
 - The RF energy transmitted could be enough to detonate an explosive device should one be present within the 1,000 feet.

Code Green (Return to Normal Operations Protocol)

Once any danger has passed, the Lead Teacher may be able to put the school back to normal status. The “Code Green” protocol is used to accomplish this and should be used when:

- There is no indication that an above normal level of danger exists
- Further measures such as evacuation will not be needed
- It is possible for school or department functions to continue.

Code Green Protocol

- The Lead Teacher shall announce that the “Code Green” protocol is now in effect via the phone system or in person.
- The Lead Teacher may wish to make a brief announcement to inform school employees and students as to the reason that the “Code Yellow” or “Code Red” protocol was utilized.
- This will often help to prevent rumors from causing undue alarm within the school. In some cases, it may be advisable to prepare a brief written statement to send home to parents to provide them with an accurate account of what the school did to provide a safe environment during the situation.
- The Lead Teacher may wish to consult with office staff for guidance in this area.

Code Blue

Purpose: A plan at each school site by a team trained in rescue breathing and CPR to respond to any emergency situation including, but not limited to, an unconscious student or staff member.

Suggested team members should include trained personnel that may include administrators, teachers, counselor(s), and secretary, custodian, and kitchen workers.

Responsibilities of the administrator

- Enlist staff participation
- Assist with the arrangement of the CPR classes and mock drills.
- Arrange for CPR classes to be taught

Responsibilities of the secretary

- Call on phone system for "Code Blue" and location team is to go
- Call 9-1-1.
- Direct paramedics to location of incident.
- Call for school nurse if not available at school.

Responsibilities of the team (each team member should be given a specific task

- Assess unconscious person
- Begin rescue breathing and or CPR.
- Clear area of people.
- Notify secretary or other designated person to call 9-1-1

II. EMERGENCY EVACUATION KIT

Introduction

All schools should develop an emergency evacuation kit to be taken from the school during an emergency evacuation. It is essential that this kit be kept updated and in the school's office. This kit will become the portable command center for the Lead Teacher during the first critical minutes of any crisis that required the evacuation of the facility.

- The Lead Teacher or a designated staff member should take the kit whenever the building is evacuated. The information in the kit will allow the Lead Teacher to quickly integrate in the public safety response structure critical information needed by responding agencies.
- This kit should also be taken during drills for consistency with response protocols.
- A second complete set of student emergency data sheets should be compiled and should be taken by the Lead Teacher or designated staff person to the staging area/rally point site during the evacuation should this procedure be implemented.
- Emergency evacuation kits should be stored in an out-of-sight location so as not to be readily accessible by an offender such as a burglar or hostage taker.

Site Preparation

The Emergency Evacuation Kit should contain the following:

- A copy of the school emergency response plan
- A set of keys for all doors on all buildings
- A set of school site building plans, including all gas, electrical, and water lines
- Student release/sign out rosters
- Two (2) complete sets of student emergency data sheets, including home phone numbers, street addresses, parent work phone numbers, and any other pertinent data for contact. One set, along with the above sign out rosters, will be sent with the Lead Teacher or designee to the area where first responders will arrive. The second set will be sent with the Lead Teacher or designee to the rally area where parents will be contacted/parents pick up students.
- A complete list of all cellular and non cellular phone numbers for school administration
- An updated student attendance roster to be used in conjunction with the individual teachers' grade books if available.

*Additional information for emergency response plan:

- Plan at least two alternative evacuation plans for different directions from the school site, your primary evacuation route may be inaccessible.
- Plan at least two alternative student rally areas off campus based on the above additional evacuation plans. In some emergencies, gathering students in a large, open area of the school site places them at risk.
- In conjunction with the alternative student rally areas, plan alternative parent rally areas in case access to the student rally area is prohibited by circumstances.
- Plan for responsible, preferably adult, "runners" to maintain communication between tactical/administration and student rally areas, parent rally areas, and media rally areas in case electronic communication is interrupted.
- Prearrange with the Superintendent for a media rally area for briefings. Relay information to "Public Information Officer" and/or Emergency services designee on a regular basis through electronic means or by runners.

Response Protocol

The kit should quickly be taken to the area where first responders will arrive.

- The Lead Teacher should assist the public safety incident scene commander who is designated to be in charge of the scene. For legal, technical, and practical reasons, school officials should never attempt to assume the role of incident commander.
- The Lead Teacher should ensure that command of the scene is transferred to the appropriate public safety official immediately upon arrival and continue to act as integral liaison if circumstances permit.
- A second administrator should proceed with the duplicate emergency evacuation kit to the evacuation or staging area/rally point site. This will facilitate the transferring of custody of students to parents or guardians efficiently. The student contact information will insure that non-custodial parents and others who are not authorized to have access to a child do not exploit the crisis situation.
- The Lead Teacher at each emergency site (incident scene and staging area/rally point site) should quickly make contact with the public safety site commander and insure that they have access to the information contained in the kit. It is best that the kit remain under the supervision of the school official. Public safety representatives will not be familiar with the information in the box and will often need a school staff member to find and interpret the information that is needed.
- A properly assembled kit that contains updated information can help school officials and public safety responders dramatically improve the way in which a crisis situation is handled.

III. SCHOOL DISMISSAL AND EARLY RELEASE INFORMATION

School Closing Due to Hazardous Conditions

Objective: The Board of Trustees strives to operate Esmeralda County Schools efficiently, safely, economically, and according to well-publicized predetermined schedules. On those occasions when hazardous weather conditions indicate that schools should take emergency measures or should not be opened in the morning or closed early, timely notification will be given through the local news media or by other means to parents and employees concerning the revised operating schedules.

Closing Before the Start of the School Day

Decision to close/delay school: Transportation safety will be the primary reason for making a decision to alter published school schedules.

- The Superintendent or his designee will be responsible for collecting critical information pertaining to weather and road conditions to making recommendations concerning the closing of schools.

The Superintendent will contact the following offices to obtain information on which to base school operations recommendation for

<u>INFORMATION</u>	<u>OFFICE TO CONTACT</u>	<u>PHONE NUMBERS</u>
Sheriff's Office	911	(775)485-6373 Non-emergency
Weather	National Weather Service	(775) 673-8100 (x222)
Road Conditions	Tonopah	(775)482-2323
	Goldfield	(775)485-3411
		1-877-NVROADS
		(1-877-687-6237)
Road Department	Esmeralda County	(775)572-3251 shop I
		(775)842-9484 cell
KIBS Radio Station	Bishop	(760) 873-5427
KGFN Radio Station	Goldfield	(775) 485-3773

Delayed Start and Early Exit Procedure

A Delayed Start or early exit schedule will be used when it appears that an extra hour of time will allow road crews to better clear roads and highways. This extra hour will, in many cases, make the difference in being able to hold classes or not.

- When a Delayed Start is announced, all schools, K-8, will begin school two hours later than usual. Dismissal will be at the regular times. School Breakfast programs will not be held. School buses will run one hour later than usual and a.m. kindergarten will be held.
- Each site should develop (with employee input) its own plan for who needs to report at which time. A list of "essential employees" should be agreed upon at each site.

IV. BOMB THREAT (Explosions/Suspicious Packages, etc.)

A bomb threat may be received at any time. There is always a chance that a threat may be authentic. Appropriate action should be taken in each case to provide for the safety of students, personnel, and facilities.

Site Preparation

Each morning, all school personnel should check their areas for any suspicious packages or items. Suspicious items noted should never be moved or touched. Notify the Lead Teacher immediately should a suspicious item be found.

All rooms should be locked when not in use.

Lock all doors after cleaning of rooms.

Ensure that all office personnel are trained in bomb threat protocol and recognition of suspicious packages. Anyone who answers the telephone for a school should be trained on what to listen for during a bomb threat call.

Communications and Warning

A bomb threat may be received via telephone, mail, e-mail, and fax or in person. The threat of an explosion may also be present during a weapons incident or hostage situation. Any information received by school staff in reference to an explosion or a bomb threat should be immediately reported to the Lead Teacher present.

If a bomb threat call is transmitted via telephone, a bomb threat call card should be started during the call and completed immediately following the call.

Response Protocol

Upon receipt of a bomb threat or explosion, an evacuation protocol shall be initiated. The Lead Teacher shall determine which evacuation site shall be used.

Suspicious Packages

Suspicious packages may be received in the mail or via hand delivery. Upon receipt of a suspicious package, school personnel should not handle the package and should isolate persons from the immediate area. 9-1-1 should be called and a description of the package given.

Characteristics of a suspicious package may include some of the following:

- If delivered by carrier, inspect for lumps, bulges, or protrusions, without applying pressure.
- If delivered by carrier, balance check if lopsided or heavy sided.
- Handwritten addresses or labels from companies depict incorrect information or address components. Check to see if the company exists and if they sent a package or letter to your facility.
- Packages wrapped in string are automatically suspicious as modern packaging materials have eliminated the need for twine or string.
- Excess postage on small packages or letters indicates that the object was not weighed by the Post Office.
- No postage or non-canceled postage.
- Any foreign writing, addresses, or postage.
- Handwritten notes, such as: to be opened in the privacy of, confidential, your lucky day is here, and prize enclosed should provoke further inspection before opening.
- Improper spelling of common names, places, or titles.
- Generic or incorrect titles.

- Leaks, stains, or protruding wires, string, tape, etc.
- No or nonsensical return address.
- Any letters or packages arriving before or after a phone call asking if the item was received.

V. CIVIL DISTURBANCE

A civil disturbance is any incident including riot or mass uprising, pandemonium, or mass threats of violence.

- School personnel should establish rapport with students and provide an open forum that encourages discussion of grievances and problems.
- Crisis may be avoided or minimized through early recognition of problems and through prompt actions.
- Administration must be aware of local situations and national crises that may generate civil disturbances within the schools through students or outsiders moving into student groups and inciting student participation.

Communications and Warning

Any staff member who receives information that a situation may escalate to a civil disturbance shall notify the Lead Teacher immediately.

The Lead Teacher shall notify law enforcement that a situation exists or that an incident may occur that may lead to a civil disturbance.

Response Protocol

When a disturbance or demonstration seems imminent, the Lead Teacher shall implement a “Code Yellow” or “Code Red” Protocol to minimize activity with the facility. The Lead Teacher shall:

- Notify law enforcement and the superintendent.
- Notify all faculty and staff.
- Avoid verbal exchanges or arguments when a disturbance is escalating. School staff members should refrain from touching students.

- Record and report the names of all students and outsiders, if known, involved in disturbance.
- Record and report details of all incidents.
- Arrange a meeting to resolve the problem with the perpetrator(s) of a disturbance away from a larger group of students.
- Initiate evacuation protocol if appropriate. If facility is evacuated, the Staging Area/Rally Point Protocol should be initiated.

VI EARTHQUAKE

Site Preparation

Become aware of the geology of the area and local faults that may be potentially hazardous. Provide students and school personnel with earthquake safety information and school protocol and procedures.

Communications and Warning

Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to happen but cannot predict the exact time and place.

Response Protocol

During the shaking, remain in place, assess the situation, and then act. Most injuries or deaths are the direct cause of falling debris, therefore:

If outdoors

- Move away from the buildings and avoid utility lines.

If in transit on buses

- Stop the bus quickly and safely in an open area away from overpasses and bridges and keep students on the bus. Students should be directed to sit still and cover their heads with their backpacks or jackets as available.

If indoors

- A “Code Red” Lockdown Protocol should be initiated and students should take cover under their desks covering their heads with backpacks or jackets as available.

- After shaking ceases, initiate evacuation protocol and move to open areas away from buildings.
- Do not re-enter buildings until officials have checked for possible structural damage, gas line leakage, and other utility disruptions.
- Do not use any open flames (e.g. candles, matches).
- Listen to portable radio for information updates.
- Use discretion in implementing early or late dismissal procedures depending on communications, availability of transportation, damage to school facility and residential areas, and road clearance.
- Initiate Staging Area/Rally Point Protocol if necessary.

VII. STAGING AREA/RALLY POINT

In certain major school crisis incidents, it will be necessary to evacuate students and school system employees away from the crisis site. One major problem that has occurred repeatedly is the tendency for large numbers of parents, guardians, friends, and relatives to rush to the incident site to check on the well being of students and employees. This often results in blockage of streets in all directions near the school and large numbers of people wandering around the campus in a state of panic. In a number of school crises around the nation, the efforts of school officials and public safety responders to deal with the crisis situation have been severely hampered by these individuals and their vehicles.

The most effective way to prevent this chaos is to make significant efforts to re-direct those concerned parties to a site that is remote from the school and to evacuate students and school employees to that site. This site is designated as a staging area/rally point. During a crisis, the school post commander will make a determination as to whether a full evacuation to the staging area/rally point is appropriate within the first five to fifteen minutes of the crisis. If full evacuation is required, the commander will communicate this decision and the site location to the incident scene commander and to the local media.

The Staging Area/Rally Point Protocol shall be used under the following conditions:

- An explosive device detonates on school property.
- A functional explosive device is found on school property.
- A hostage situation takes place on the campus.
- A situation involving a barricaded subject armed with explosives or firearms takes place on the campus.
- A severe weather crisis occurs which requires removal of personnel to a safe remote location.
- A weapon of mass destruction or hazardous materials incident occurs on or near the campus and public safety responders determine that mass evacuation to a safe and remote location is required.
- Whenever the facility or grounds are rendered unsafe and evacuation to a safe and remote site is needed.

Staging Area/Rally Point Protocol

The Lead Teacher will advise the incident scene commander that the decision to implement the protocol has been reached and to begin setting up the bus evacuation staging area.

The Lead Teacher shall advise the transportation director via phone or radio to begin routing school buses to the evacuation staging area.

The Lead Teacher or the incident commander shall notify the 9-1-1 center to have the respective law enforcement agency implement its protocol for routing traffic to the site and managing traffic control functions at the site.

Upon arrival at the staging area/rally point, school district personnel in conjunction with local emergency management personnel shall:

- Every effort will be made to maintain an orderly reunification process. Responding police and mental health personnel should be utilized to calm those who are waiting and to explain to them that an orderly process is required for the safety of the evacuees.

VIII. SHELTER IN PLACE

The 1993 legislature passed a bill amending the fire drill statute to allow for a "Shelter-In-Place" drill. The shelter-in-place plan is to be used in the event of chemical spills or explosions, wild land fires, shootings and/or hostage situations, and other related emergencies or natural disasters in which evacuation of the school is inappropriate.

Although guidelines have been issued, the shelter-in-place concept could vary from school to school depending upon the building design of a particular school. In addition, there are two degrees or phases of shelter-in-place incidents.

1. Students remain in classrooms and take certain protective measures, e.g. shut off ventilation, close and possibly seal windows and doors, etc.
2. Assemble all students at a central location within the building.

The fire alarm will not be used for a shelter-in-place drill. Instead, instructions will be given over the phone system or in person.

Response Protocol

When conditions outdoors dictate that all occupants be in a controlled area or sheltered in place due to an incident such as a hazardous material incident or a natural disaster, the Lead Teacher or personnel in charge should take the following steps prior to the Fire Department or law enforcement officers arriving on the scene:

- Establish and maintain communications with the Fire Department and/or any other appropriate personnel until directed otherwise.
- Call 9-1-1 and advise them of the situation if the problem was detected by the school.
- Establish verbal control by activating "Shelter-In-Place" procedures by giving a preplanned announcement over the phone system or in person.
- Discontinue the changing of classes and have all students and personnel proceed to the interior of the building - "assigned areas."
- If directed, students and personnel in outlying buildings should be shifted to a main building or lunchroom.

- If directed, turn off all heating, cooling, and ventilation systems; close all doors and windows; and perform any other actions requested by emergency personnel which may arise due to the situation. Use duct tape and plastic sheets or any other material to help seal off the building.
- If unusual or irritating odor is present, protect breathing by breathing through a wet (if possible) rag or paper towel.
- Remain sheltered in place until the "all clear" has been given by the Fire Department or appropriate agency.

IX. FIRE

Fire is an ever-present danger. A fire may originate within a building or threaten from the outside. A small fire in a rural wooded or urban area can quickly become out of control and jeopardize the safety of a nearby school. Internal fires may result from a variety of causes ranging from carelessness, accidents, or arson. Schools should have a fire emergency procedure to respond to both internal and external situations.

Site Preparation

All school personnel and students should be familiar with the location and operation of alarm systems and fire extinguishers.

All equipment (e.g. extinguishers, sprinkler systems, exit doors) should be marked and maintained in accordance with local and state regulations.

Fire drills should be conducted in accordance with local and state regulations.

Communications and Warning

Every school is required to have an alarm system. The alarm sound should be distinct from any other warning signals used within the school.

In case of malfunction, an alternate alarm system should be available (e.g. whistle, bullhorn, etc.). Students and school personnel should be familiar with the alternate alarm.

Response Protocol

- Sound fire alarm and notify the Fire Department and Sheriff's Department without delay upon discovery of a fire.
- Initiate evacuation procedure of buildings immediately.
- Implement the illness/injury/death notification protocol and procedures.
- Notify the superintendent of the emergency and any injuries that may be present.
- If appropriate, implement the Staging Area/Rally Point Protocol.

X. HAZARDOUS MATERIALS

Thousands of types of hazardous materials are shipped daily throughout Nevada. Chances that a school may be affected by an accident involving a hazardous material carrier become greater with the growth of industry and demand for fuel and chemicals.

Site Preparation

Determine transportation routes (e.g. highway, railway, and pipeline), industrial use and storage areas of potentially dangerous materials within a five-mile radius of the school. Determine safe areas to evacuate students and personnel in case an incident occurs on or near school property.

Communications and Warning

Warning of a hazardous materials incident is usually received from the Fire Department or local Emergency Management Agency when it occurs near the school. In a rare situation, the incident may occur close to or on school property, and the school must relay the warning to appropriate emergency response agencies.

Response Protocol

- Determine the need to evacuate and move crosswind; never directly with or against the wind carrying the fumes. If evacuation is necessary, implement evacuation protocol and procedures.
- Return all students and personnel from athletic fields and playground areas into the school as quickly as possible.

- Do not return students to the school facility after evacuation until the Fire Department, Emergency Management Agency, or other official agency declares the area safe.
- If evacuation of the facility is determined to be dangerous, shut down HVAC and initiate a “Code Red” Lockdown Protocol. Be prepared to quickly evacuate the facility if announced.
- Be prepared to render first aid if necessary.
- Initiate early/late dismissal as necessary.

XI. HOSTAGE SITUATION/BARRICADED WEAPONS VIOLATOR

Site Preparation

Request that a police officer conduct a staff training session on the topic of hostage situation prevention and response.

Insure that access to your building is properly limited and that visitors are checked in through the office.

Insure that your second emergency evacuation kit is stored in a location other than the main office in case a situation of this type takes place in that location.

Request that an officer be present when you anticipate that a conference could become violent.

Communicate with your staff that they should notify you regarding domestic situations that could result in an act of violence against them at work. You must reassure all staff members that you will maintain confidentiality of any such information. Feel free to seek guidance and assistance from the Sheriff’s Department and the District Office on this type of situation.

Communication and Warning

Notification will most often be in person or via the phone system. The main office area, classrooms, and school buses are the most common locations for school hostage situations.

Response Protocol

- Immediately institute a “Code Red” lockdown. Do not wait to verify the report before instituting a lockdown. Doing so will likely allow the suspect to take additional hostages and increase the possibility that weapons will be used.
- Notify law enforcement. Provide the dispatcher with all available information regarding suspect(s) description, location, type(s) of weapons, and any other critical information. Once an officer arrives on the scene, all school staff members should refrain from attempting to negotiate with the violator(s) unless asked to do so by an officer. Numerous hostage situations have ended in tragedy when well intentioned but untrained civilians attempted to help with negotiations.
- We discourage staff members from disarming a perpetrator or offering themselves in exchange for hostages. This will often increase the chances of something going wrong during the exchange with a violent result or in additional hostages being obtained.
- The first responder will establish an incident command post in accordance to your safety team procedures. It is important to remember that most injuries and deaths in hostage situations occur within the first few minutes of the situation. Control of the situation through a preplanned response is crucial. Once the situation can be stabilized, time works to decrease the probability that the suspect will use violence. Be prepared for a resolution that may take hours or even days.

XII. INTRUDER/SUSPICIOUS PERSON

Many incidents can cause the presence of an intruder or suspicious person on school property. These situations can be generated by activities within the building or in the surrounding area.

Site Preparation

Free access to the building should be restricted to as few doors as possible. All exterior doors that are to remain locked during the day should have a sign placed on the outside that provides directions to visitors advising them to use the main entrance. Students and staff should be discouraged from opening locked doors for others as this makes locked doors vulnerable.

Communications and Warning

A report will normally be received in person but may be received by portable radio or by telephone.

Response Protocol

The Sheriff's Department should be notified immediately when a suspicious person is on school property. The dispatcher should be provided with as much information as possible regarding the description of the suspicious person, their location, and any unusual or disruptive behavior that they exhibit. It is advisable to institute a "Code Yellow" lockdown until responding police units can investigate suspicious persons. In cases of an intruder, a "Code Yellow" lockdown should be implemented.

- Initiate "Code Yellow" or Red as applicable to the situation.
- Notify the Sheriff's Department immediately.
- Notify the superintendent of the situation if necessary.

XIII. FLASH FLOODING

There are areas in Esmeralda County that are subject to or affected by flash floods. Except in the case of flash flooding, the onset of most floods is a relatively slow process with buildup taking several days.

Communications and Warning

As severe weather develops, schools should monitor their severe weather radios for progressive storm reports and announcements.

Response Protocol

Monitor weather conditions in an affected area by radio/TV broadcasts or weather alert radio.

Evacuate students to homes immediately in accordance with established school policy and notify families of emergency transportation plans, if applicable. If the situation does not permit, keep students at school or at another safe location and make the following provisions:

- Shut off water at mains so contaminated water will not back up into school supply.
- Pack refrigerators or freezers with dry ice to protect food supplies should power be lost.
- Check all supplies if the school is designated as an evacuation shelter.
- Prepare for contaminated food, water, broken gas lines, and wet electrical equipment.
- If school is dismissed, resume classes only after determination of building safety, and/or in other designated buildings after the flood.

XIV. INJURY/ILLNESS/DEATH

Injury and illness are the most common of all school-related emergencies. Every school should be prepared to provide basic first aid while summoning necessary emergency assistance.

Site Preparation

Establish and maintain a list of emergency medical telephone numbers including poison control.

Establish and maintain a list of staff and students qualified to administer first aid.

Maintain current contact cards on students, faculty, and staff of family business and home telephone numbers or other individuals authorized by the family to make decisions regarding emergency treatment.

Communications and Warning

Warning that a student is ill or injured may come from a variety of sources including students and staff members. School staff should be trained to recognize symptoms of illness in children.

Response Protocol

Non-critical situations

- Administer first aid if necessary.
- Notify families, if possible, and request that a family member transport student to home or doctor's office.
- If family members cannot be reached, or if transportation cannot be arranged, act based on District policy or implied consent.

Critical situations

- Administer first aid to the extent possible.
- Notify 9-1-1, building office, and superintendent.
- Initiate a "Code Yellow" if appropriate to limit activity in the school and around the injured student.
- If family cannot be contacted immediately, act in accordance with district policy. Continue attempts to contact family and keep a record of procedures administered (first aid, CPR, etc.), times, actions, etc.
- Initiate injury, illness, or insurance documentation.
- Provide information to staff, faculty, and students as available.

In the event of a death

- Attempt to administer first aid if appropriate.
- Notify 9-1-1, building office, and superintendent.
- Initiate appropriate lockdown, Red or Yellow, to the facility during the crisis.
- A trained school official in conjunction with law enforcement personnel should go in person to make the death notification. Personnel should have the facts as to what occurred, what actions were taken in response, and where the student was taken.
- Initiate insurance documentation.
- Initiate media response protocol and statements in conjunction with the district office in response to any injuries.
- Initiate Staging Area/Rally Point Protocol if necessary.
- Provide information to staff, faculty, and students as available. Consider preparing a statement to send home with students explaining the situation.

DYER ELEMENTARY SCHOOL EMERGENCY RESPONSE PLAN
STAGING AREA/RALLY POINTS DYER ELEMENTARY SCHOOL

STAGING AREAS: Dyer Elementary School will have the following two major staging areas from which students can be loaded onto buses to transfer to rally points or to await clearance orders to go back into the building.

1. The white gate, located three tenths of a mile south of the school on the farm road.
2. Water tank north of the school.

RALLY POINTS: Dyer Elementary School students will be transported to the following rally points for reunification with parents/guardians and family members:

1. Esmeralda Market (on Highway 264 at mile marker 8)
2. Scale (on Highway 264 at mile marker 18)

ECSD PROTOCOL FOR SPECIFIC SITUATIONS

CODE YELLOW

1. Teachers and staff should follow the ECSD Emergency Response Plan “Code Yellow” Protocol.
2. Teachers needing to contact the office should dial 775-572-3250, district office 775-485-6382 or 911 if appropriate.
3. “Code Yellow” will be announced via the phone system. 775- 572-3347 Mr. Worden, 572-3115, Mrs. Perez, 775-572-3250 office; or in person.
4. School personnel will immediately check the building and outlying areas for students and staff and notify any contacts of a “Code Yellow” alert. All students and staff should return to their regular classrooms to await any further instructions.

CODE RED

1. Teachers and staff should follow the ECSD Emergency Response Plan “Code Red” Protocol.
2. Teachers needing to contact the office should dial 775-572-3250, district office 775-485-6382 or 911 if appropriate.
3. If and when evacuation procedures are implemented, specific evacuation routes, if applicable, will be announced followed by the fire drill signal. If no evacuation routes are given, students will use normal “fire drill” evacuation procedures.

4. Teachers need to place the appropriate emergency status cards on the outside door handles in the room they occupy in order that emergency personnel may view them.

CODE BLUE

1. ECSD “Code Blue” Team Members will assess unconscious person and begin appropriate emergency procedures. The team will clear the area of other people and notify the office of need for an ambulance or sheriff.

EMERGENCY EVACUATION PROTOCOL

1. Emergency Evacuation Kits will be stored in the school’s office, kitchen, and each classroom.
2. Specific evacuation routes will be designated.
3. Staging areas are the white gate, located three tenths of a mile south of the school and the water tank north of the school.
4. Rally points are the Esmeralda Market (on Highway 264 at mile marker 8) and the Scale (on Highway 264 at mile marker 18).
5. “South Side” evacuation will have all students and staff exiting through the south side classroom doors, or east side doors and move in a swift orderly manner through the cattle guard on the southeast end of the school entrance. Then continue down the farm road southeast of the school. Stop at the white gate, line up in order by classes.
6. “North Side” evacuation will have all students and staff exiting through the east side doors and then moving in a swift, orderly manner out across the playground and through the gate on the northeast corner of the school grounds. Then continue across the field to the water tank located north of the school. Students will line up in order by classes.
7. Teaching and support staff and other available personnel will be designated as the adult “runners” to maintain communication between tactical/administration and student staging areas, parent rally areas, and media areas in case electronic communication is interrupted.

BOMB THREAT

1. If the whereabouts of the bomb is known, a “Code Red” will be declared followed by appropriate emergency evacuation procedures.
2. If the threat is unsubstantiated or if the whereabouts of the bomb is unknown, “fire drill” procedures will be implemented followed by instructions for students and staff to move to the closest staging area.

SCHOOL CLOSING/DELAYED START

When there is a need for school to start early or have a delayed start, it will be announced over the local radio stations and every attempt will be made to contact parents by phone. Secretaries scheduled to work that day will be required to be at school as early as possible to answer telephones and contact parents and staff. Teachers will be required to report to school fifteen minutes before the start of school (if possible) on days with a delayed start.

CIVIL DISTURBANCE/SHELTER IN PLACE/HAZARDOUS MATERIALS/FIRE/FLOOD/ETC.

1. In the event of chemical spills or explosions, wild land fires, shootings, and/or hostage situations, and other related emergencies or natural disasters in which evacuation of the school is inappropriate, a “Code Red” will be declared until the situation can be evaluated.
2. If it is determined that it is in the best welfare of the students and staff to have them remain in individual classrooms, the “Code Red” will stay in place and staff will be given instructions to take certain protective measures.
3. If it is determined that it is in the best welfare of the students and staff to have them assemble at a central location within the building, information will be provided to the staff to move students in a swift and orderly manner to the lunchroom where it may be necessary to seal off ventilation systems and doorways. If the situation does not require that the area be sealed off, another room in the building can be specified as a central holding place. While in the lunchroom or in another central holding place, students and staff will remain under the “Code Red” stipulations until instructed otherwise.

4. If it is determined that it is in the best welfare of the students and staff to have them leave the facility, the emergency evacuation procedures will be initiated with specific instructions as to the appropriate staging areas.

INJURY/ILLNESS/DEATH

In the event of **non-critical medical situations**, the following procedures will be observed:

1. Administer first aid.
2. Notify families and request that a family member transport student to home or to Nye Regional Medical Center 775-482-6233 in Tonopah, Nevada or Northern Inyo Hospital 760-873-5811 in Bishop, California.

In the event of **critical medical situations**, the following procedures will be observed:

1. Administer first aid to the extent possible
2. Call 911, Lead Teacher, and Superintendent
3. Initiate a “Code Yellow” alert if needed to limit activity around the injured person
4. Notify parent or emergency contact.

In the event of a death, the following procedures will be observed:

1. Attempt to administer first aid
2. Call 911
3. Notify Lead Teacher and Superintendent
4. Activate a “Code Red” Lockdown

EMERGENCY TELEPHONE NUMBERS

<u>INFORMATION</u>	<u>OFFICE TO CONTACT</u>	<u>PHONE NUMBERS</u>
Sheriff's Office	Esmeralda County Sheriff's Office	Emergency – 9-1-1 Non-emergency (775)485-6373
Nye Regional Medical Center	Tonopah	(775)482-6233
Northern Inyo Hospital	Bishop, California	(760) 873-5811
Community Health Nurse	Beth Ennis	(775)482-6659
Poison Control	Salt Lake City	1-801-581-2151
Nevada Highway Patrol	Tonopah	(775)482-6330
Weather	National Weather Service	(775)673-8100 (x222)
Road Conditions	Tonopah	(775)482-2323
	Goldfield	(775)485-3411 (1-877-NVROADS) (1-877-687-6237)
Road Dept.	Ed Rannels	(775) 572-3251 shop (775)842-9484 cell
Emergency Mgmt., LEPC Chairman	Ken Elgan	(775)485-6373 office (775)485-6393 office
Public Works	Mike Anderson	(77) 485-3483 office (775)482-4696 cell
NV Energy	Goldfield, Silver Peak	(775)482-6808
Valley Electric Association	Dyer	(775)572-3266
Valley Propane	Hawthorne	(775)945-5094
	Tonopah	(775)482-5094
Emergency Response	Doug Kile	(775)770-4244 Cell

Superintendent Monie Byers	Esmeralda County School District	(775)485-6382 work (775)720-7271 cell
Dyer Lead Teacher	John Scates	(775)572-3347 (775)572-3250 work
Goldfield Lead Teacher	Cristie Mixon	(775)485-3215 work
Silver Peak Lead Teacher	Rob Valentine	(775)937-2261 work
Transportation Supervisor	Guy Sheridan	(775)485-3216 work (775)277-9005 cell
Technology Information	Winifred Wood	(775)572-3250 work
Maintenance	Jesse Mazur	(775)485-3475 work (702)370-8615 cell
KIBS Radio Station 100.7/101.7	Bishop, California	(760) 873-5427
KGFN Radio Station	Goldfield, NV	(775)485-3773

GOLDFIELD ELEMENTARY SCHOOL EMERGENCY RESPONSE PLAN STAGING AREA/RALLY POINTS GOLDFIELD ELEMENTARY SCHOOL

STAGING AREAS: Goldfield Elementary School will have the following two major staging areas from which students can be loaded onto busses to transfer to rally points or to await clearance orders to go back into the building.

1. Gym (located on Euclid, between Ramsey and Hall)
2. Courthouse parking lot (corner of Crook and Euclid)

RALLY POINTS: Goldfield Elementary School students will be transported to the following rally points for reunification with parents/guardians and family members:

1. Goldfield City Park (on Aluminum and Oak Street)
2. Esmeralda County Ambulance barn {the new fire house} (on Euclid, between Elliot Ave. and Crystal Ave.)

ECSD PROTOCOL FOR SPECIFIC SITUATIONS

CODE YELLOW

1. Teachers and staff should follow the ECSD Emergency Response Plan “Code Yellow” Protocol.
2. Teachers needing to contact the office should dial 775- 485-6382 or 911 if appropriate.
3. “Code Yellow” will be announced via the phone system 775-485-3215 classroom, 775-485-6382 office or in person.
4. School personnel will immediately check the building and outlying areas for students and staff and notify any contacts of a “Code Yellow” alert. All students and staff should return to their regular classrooms to await any further instructions.

CODE RED

1. Teachers and staff should follow the ECSD Emergency Response Plan “Code Red” Protocol.
2. Teachers needing to contact the office should dial 775- 485-6382 or 911 if appropriate.
3. If and when evacuation procedures are implemented, specific evacuation routes, if

applicable, will be announced followed by the fire drill signal. If no evacuation routes are given, students will use normal “fire drill” evacuation procedures.

3. Teachers need to place the appropriate emergency status cards on the on the outside door handles in the room they occupy in order that emergency personnel may view them.

CODE BLUE

ECSD “Code Blue” Team Members will assess unconscious person and begin appropriate emergency procedures. The team will clear the area of other people and notify the office of need for an ambulance or sheriff.

EMERGENCY EVACUATION PROTOCOL

1. Emergency Evacuation Kits will be stored in the school’s office, kitchen, and each classroom.
2. Specific evacuation routes will be designated.
3. Staging areas are gym (located on Euclid, between Ramsey and Hall) and the Courthouse parking lot (corner of Crook and Euclid)).
4. Rally points are the Goldfield City Park (on Aluminum and Oak Street) and the Esmeralda County Ambulance barn{the new firehouse} (on Euclid, between Elliot Ave. and Crystal Ave.)
5. “Southeast side” evacuation will have all students and staff exiting through the south doors, or east side doors and move in a swift orderly manner to the Courthouse parking lot (corner of Crook and Euclid)). Students will line up in order by classes.
6. “West side” evacuation will have all students and staff exiting through the east side doors and then moving in a swift, orderly manner across the playground to the gate. Then exit through the gate, walk around the building to the front of the gym. Students will line up in order by classes.
7. Teaching and support staff, and other available personnel will be designated as the adult “runners” to maintain communication between tactical/administration and student staging areas, parent rally areas, and media areas in case electronic communication is interrupted.

BOMB THREAT

1. If the whereabouts of the bomb is known, a “Code Red” will be declared followed by appropriate emergency evacuation procedures.
2. If the threat is unsubstantiated or if the whereabouts of the bomb is unknown, “fire drill” procedures will be implemented followed by instructions for students and staff to move to the closest staging area.

SCHOOL CLOSING/DELAYED START

When there is a need for school to start early or have a delayed start, it will be announced over the local radio stations and every attempt will be made to contact parents by phone. Secretaries scheduled to work that day will be required to be at school as early as possible to answer telephones and contact parents and staff. Teachers will be required to report to school fifteen minutes before the start of school (if possible) on days with a delayed start.

CIVIL DISTURBANCE/SHELTER IN PLACE/HAZARDOUS MATERIALS/FIRE/FLOOD/ETC.

1. In the event of chemical spills or explosions, wild land fires, shootings, and/or hostage situations, and other related emergencies or natural disasters in which evacuation of the school is inappropriate, a “Code Red” will be declared until the situation can be evaluated.
2. If it is determined that it is in the best welfare of the students and staff to have them remain in individual classrooms, the “Code Red” will stay in place and staff will be given instructions to take certain protective measures.
3. If it is determined that it is in the best welfare of the students and staff to have them assemble at a central location within the building, information will be provided to the staff to move students in a swift and orderly manner to the lunchroom where it may be necessary to seal off ventilation systems and doorways. If the situation does not require that the area be sealed off, another room in the building can be specified as a central holding place. While in the lunchroom or in another central holding place, students and staff will remain under the “Code Red” stipulations until instructed otherwise.
4. If it is determined that it is in the best welfare of the students and staff to have them leave the facility, the emergency evacuation procedures will be initiated with specific instructions as to the appropriate staging areas.

INJURY/ILLNESS/DEATH

In the event of **non-critical medical situations**, the following procedures will be observed:

1. Administer first aid
2. Notify families and request that a family member transport student to home or Nye Regional Medical Center 482-6233.

In the event of **critical medical situations**, the following procedures will be observed:

1. Administer first aid to the extent possible
2. Call 911, Lead Teacher, and Superintendent
3. Initiate a "Code Yellow" alert if needed to limit activity around the injured person
4. Notify parent or emergency contact.

In the event of a death, the following procedures will be observed:

1. Attempt to administer first aid
2. Call 911
3. Notify Lead Teacher and Superintendent
4. Activate a "Code Red" Lockdown

EMERGENCY TELEPHONE NUMBERS

<u>INFORMATION</u>	<u>OFFICE TO CONTACT</u>	<u>PHONE NUMBERS</u>
Sheriff's Office	Esmeralda County Sheriff's Office Non Emergency	Emergency – 9-1-1 (775) 485-6373
Nye Regional Medical Center	Tonopah	(775)482-6233
Northern Inyo Hospital	Bishop, California	(760) 873-5811
Community Health Nurse	Beth Ennis	(775)482-6659
Poison Control	Salt Lake City	1-801-581-2151
Nevada Highway Patrol	Tonopah	(775)482-6330
Weather	National Weather Service	(775)673-8100 (x222)
Road Conditions	Tonopah Goldfield	(775)482-2323 (775)485-3411 (1-877-NVROADS) (1-877-687-6237)
Road Dept.	Ed Rannels	(775)572-3251 shop (775)842-9484 cell
Emergency Mgmt., LEPC Chairman	Ken Elgan	(775)485-6373 office (775)485-6393 office
Public Works	Mike Anderson	(775)485-3483 office (775)482-4696 cell
Nevada Energy	Goldfield, Silver Peak	(775)482-6808
Valley Electric Association	Dyer	(775)572-3266
Valley Propane	Hawthorne Tonopah	(775)945-5094 (775)482-5094

Superintendent Monie Byers	Esmeralda County School District	(775)485-6382 work (775)720-7271 cell
Dyer Lead Teacher	John Scates	(775)572-3347 or 572-3250 work
Goldfield Lead Teacher	Cristie Mixon	(775)485-3215 work
Silver Peak Lead Teacher	Rob Valentine	(775)937-2261 work
Transportation Supervisor	Guy Sheridan	(775)485-3216work (775)277-9005cell
Technology Information	Winifred Wood	(775)572-3250 work
Maintenance	Jesse Mazur	(775)485-3475 work (702)370-8615 cell (775)937-2704home
KIBS Radio Station 100.7/101.7	Bishop, California	(760) 873-5427
KGFN Radio Station	Goldfield, NV	(775)485-3773

SILVER PEAK ELEMENTARY SCHOOL EMERGENCY RESPONSE PLAN
STAGING AREA/RALLY POINTS SILVER PEAK ELEMENTARY SCHOOL

STAGING AREAS: Silver Peak Elementary School will have the following two major staging areas from which students can be loaded onto busses to transfer to rally points or to await clearance orders to go back into the building.

1. Community center
2. Old water tanks

RALLY POINTS: Silver Peak Elementary School students will be transported to the following rally points for reunification with parents/guardians and family members:

1. Esmeralda County Road Dept. shop
2. Cinder cone (where Blair meets Highway 265)

ECSD PROTOCOL FOR SPECIFIC SITUATIONS

CODE YELLOW

1. Teachers and staff should follow the ECSD Emergency Response Plan “Code Yellow” Protocol.
2. Teachers needing to contact the office should dial 1-775-485-6382 or 911 if appropriate.
3. “Code Yellow” will be announced via the phone system or in person.
4. School personnel will immediately check the building and outlying areas for students and staff and notify any contacts of a “Code Yellow” alert. All students and staff should return to their regular classrooms to await any further instructions.

CODE RED

1. Teachers and staff should follow the ECSD Emergency Response Plan “Code Red” Protocol.
2. Teachers needing to contact the office should dial 1-775- 485-6382.
3. If and when evacuation procedures are implemented, specific evacuation routes, if applicable, will be announced followed by the fire drill signal. If no evacuation routes are given, students will use normal “fire drill” evacuation procedures.
4. Teachers need to place the appropriate emergency status card on the outside door handles in the room they occupy in order that emergency personnel may view them.

CODE BLUE

ECSD “Code Blue” Team Member will assess unconscious person and begin appropriate emergency procedures. The team will clear the area of other people and notify the office of need for an ambulance or sheriff.

EMERGENCY EVACUATION PROTOCOL

1. Emergency Evacuation Kits will be stored in the school’s office, kitchen, and each classroom.
2. Specific evacuation routes will be designated.
3. Staging areas are community center and the old water tanks.
4. Rally points are the Esmeralda County Road Dept. shop and the cinder cone (where Blair meets Highway 265).
5. “South side” evacuation will have all students and staff exiting through the south side classroom doors and move in a swift and orderly manner through the playground entrance gate located on the southwest side of the school. Then continue east on Galena Street to Montezuma Street and travel southwest to the corner of Argentite and Montezuma to the Silver Peak Community Center. Students will line up in order by classes.
6. “North side evacuation will have all students and staff exiting through the northeast classroom doors and move in a swift and orderly manner to the gate located on the playground fencing on the east side of the playground. Then continue through the gate and turn west on Mica Way to the old water tanks located at the base of the mountains to the west of Silver Peak.. Students will line up in order by classes.
7. Teaching and support staff will be designated as the adult “runners” to maintain communication between tactical/administration and student staging areas, parent rally areas, and media areas in case electronic communication is interrupted.

BOMB THREAT

1. If the whereabouts of the bomb is known, a “Code Red” will be declared followed by appropriate emergency evacuation procedures.

2. If the threat is unsubstantiated or if the whereabouts of the bomb is unknown, “fire drill” procedures will be implemented followed by instructions for students and staff to move to the closest staging area.

SCHOOL CLOSING/DELAYED START

When there is a need for school to start early or have a delayed start, parents will be notified by telephone. Secretaries scheduled to work that day will be required to be at school as early as possible to answer telephones and contact parents and staff. Teachers will be required to report to school fifteen minutes before the start of school (if possible) on days with a delayed start.

CIVIL DISTURBANCE/SHELTER IN PLACE/HAZARDOUS MATERIALS/FIRE/FLOOD/ETC.

1. In the event of chemical spills or explosions, wild land fires, shootings, and/or hostage situations, and other related emergencies or natural disasters in which evacuation of the school is inappropriate, a “Code Red” will be declared until the situation can be evaluated.
2. If it is determined that it is in the best welfare of the students and staff to have them remain in individual classrooms, the “Code Red” will stay in place and staff will be given instructions to take certain protective measures.
3. If it is determined that it is in the best welfare of the students and staff to have them assemble at a central location within the building, information will be provided to the staff to move students in a swift and orderly manner to the lunchroom room where it may be necessary to seal off ventilation systems and doorways. If the situation does not require that the area be sealed off, another room in the building can be specified as a central holding place. While in the lunchroom or in another central holding place, students and staff will remain under the “Code Red” stipulations until instructed otherwise.
4. If it is determined that it is in the best welfare of the students and staff to have them leave the facility, the emergency evacuation procedures will be initiated with specific instructions as to the appropriate staging areas.

INJURY/ILLNESS/DEATH

In the event of **non-critical medical situations**, the following procedures will be observed:

1. Administer first aid
2. Notify families and request that a family member transport student to home or Nye Regional Medical Center 482-6233.

In the event of **critical medical situations**, the following procedures will be observed:

1. Administer first aid to the extent possible
2. Call 911, Lead Teacher, and Superintendent
3. Initiate a “Code Yellow” alert if needed to limit activity around the injured person
4. Notify parent or emergency contact.

In the event of a death, the following procedures will be observed:

1. Attempt to administer first aid
2. Call 911
3. Notify Lead Teacher and Superintendent
4. Activate a “Code Red” Lockdown

.....

.....

<u>INFORMATION</u>	<u>OFFICE TO CONTACT</u>	<u>PHONE NUMBERS</u>
Sheriff's Office	Esmeralda County Sheriff's Office	Emergency – 9-1-1
Non-emergency		(775)485-6373
Nye Regional Medical Center	Tonopah	(775)482-6233
Northern Inyo Hospital	Bishop, California	(760) 873-5811
Community Health Nurse	Beth Ennis	(775)482-6659
Poison Control	Salt Lake City	1-801-581-2151
Nevada Highway Patrol	Tonopah	(775)482-6330
Weather	National Weather Service	(775)673-8100 (x222)
Road Conditions	Tonopah	(775)482-2323
	Goldfield	(775)485-3411
		(1-877-NVROADS)
		(1-877-687-6237)
Road Dept.	Ed Rannels	(775) 572-3251 shop
		(775)842-9484 cell
Emergency Mgmt., LEPC Chairman	Ken Elgan	(775)485-6373 office
Public Works	Mike Anderson	(775)485-3483 office
		(775)482-4696 cell
Nevada Energy Company	Goldfield, Silver Peak	(775)482-6808
Valley Electric Association	Dyer	(775)572-3266
Valley Propane	Hawthorne	(775)945-5094
	Tonopah	(775)482-5094
Superintendent	Esmeralda County School District	(775)485-6382 work
Monie Byers		(775)720-7271 cell

Dyer Lead Teacher	John Scates	(775)572-3347 or 572-3250 work
Goldfield Lead Teacher	Cristie Mixon	(775)485-3215 work
Silver Peak Lead Teacher	Rob Valentine	(775)937-2261 work
Transportation Supervisor	Guy Sheridan	(775)485-3216work (775)277-9005 cell
Technology Information	Winifred Wood	(775)572-3250 work
Maintenance	Jesse Mazur	(775)485-3475 work (702)370-8615 cell (775)937-2704 home
KIBS Radio Station 100.7/101.7	Bishop, California	(760) 873-5427
KGFN Radio Station	Goldfield, NV	(775)485-3773

Emergency Management Protocols (Alphabetical Index)

• Accidents at School	1
• Aircraft Emergency	2
• Allergic Reaction	3
• Biological Agent Release	5
• Bomb Threat (3 page section)	7
• Bus Accident	10
• Chemical Material Release	14
• Civil Disturbance	16
• Death (Off Campus)	17
• Earthquake	18
• Explosion	20
• Fire	21
• Gas Leak	22
• Hostage Situation	23
• Kidnapping	24
• Mass Student Disturbance	26
• Mental Health Emergency	28
• Missing Child	30
• Poisoning	32
• Suicide	33
• Threat of Harm	42
• Trespasser/Intruder	68
• Weapons	69
• Weather Emergency	70

Accidents at School

- Staff actions:
 - Report accident to site administrator/designee and 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.
- Site administrator/designee or Team actions:
 - Provide appropriate medical attention; call 911 if needed.
 - Complete appropriate documentation including incident report and notice of student injury.
 - Contact parents/guardians as appropriate to seek follow-up services if needed.
- Other suggested preventive/supportive actions:
 - Post in the office or health office the names of building staff that have completed first aid or CPR training.
 - Post general procedures in the health office 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, Bloodborne 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.

Aircraft Emergency

Aircraft Crash into Building:

- Staff Actions:
 - Notify Site administrator/designee; call 911.
 - Move students away from immediate vicinity of crash.

- Site administrator/designee, Team:
 - Determine whether to implement evacuation procedures.
 - Assemble students and staff in an area as far from the crash scene as possible, which should be uphill and upwind from the crash.
 - Provide first-aid and removal of injured occupants from school buildings.
 - Account for all building occupants and determine extent of injuries.
 - Wait for instructions; you will be advised when it is safe to reenter the building.

Aircraft crash near school site but no damage to building:

- Staff Actions:
 - Notify site administrator/designee.
 - Move students away from immediate vicinity of crash.

- Site administrator/designee, Team:
 - Initiate Shelter in Place plan if warranted.
 - All students and staff should remain in the buildings; any students or staff outside should initiate Reverse Evacuation or go to designated area until further instructions are received.
 - No evacuations should occur unless subsequent explosions or fire endanger the building.

Allergic Reaction

- **Possible Symptoms:**
 - Skin irritation or itching; rash; hives; eye and nasal itching or sneezing; localized swelling of face eyes, or lips; swollen tongue.
 - Restlessness, sweating, fright, shock.
 - Shortness of breath, wheezing, vomiting, cough, hoarseness, difficulty breathing.
- **Staff First Actions:**
 - If imminent risk, call 911.
 - Send for immediate help (Operations: First Aid, CPR, medical and medication kit (for known allergies).
 - Assist in getting “epi pen” (Epinephrine) for individuals who carry them (usually in backpack or health office) and prescription medications (kept in health office).
 - If an insect sting, remove stinger immediately.
 - Notify site administrator/designee.
 - Assess situation; help student/employee to be comfortable.
 - Move only for safety reasons.
 - Monitor blood pressure, if trained.
- **Site administrator/designee, Team:**
 - Call 911, depending on circumstances (always call 911 if using epi pen).
 - Notify parent or guardian.
 - Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area; keep victim warm or take other actions as indicated.
 - Observe for respiratory difficulty.
 - Attach a label to the person’s clothing indicating time & site of insect sting or food ingested, name of medicine, dosage & time administered.
- **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 sheets for all known acute reactors.

- **Additional Information**

Common Allergens:

- Insect bite/sting (e.g., ant, bee, wasp, yellow jacket, spider)
- Medication (e.g., Amoxicillin, Keflex, Penicillin, Sulfa)
- Food (e.g., eggs, milk, nuts, shellfish, chocolate)
- Environmental source (e.g., chemicals, paint, perfumes, latex)

Possible Symptoms:

- Skin irritation or itching
- Rash
- Hives
- Itchy eyes/sneezing
- Tingling sensation around mouth or face
- Nasal congestion, wheezing, shortness of breath
- Shallow respirations, choking, swollen tongue
- Pale appearance, gray/blue color around lips
- Swelling of face, eyes, lips, throat
- Feeling of restlessness, sweating, weakness

Additional information:

Biological Agent Release

Biological agent releases may be accidental or intentional (in the form of weapons of mass destruction). Defense against biological attacks (e.g., anthrax, smallpox, plague, ricin, etc.) is difficult because awareness of such attacks usually doesn't take place until days or weeks after they occur. Typically conditions will be worse outside than inside.

Agent release originating outside the building:

- Staff actions:
 - Notify site administrator/designee, team.
 - Contact 911.
 - Move students away from immediate vicinity of danger (if outside, Reverse Evacuation).
- Site administrator/designee, Team:
 - Initiate Shelter in Place.
 - Shut off HVAC units.
 - Move to central location where windows and doors can be sealed with duct tape.
 - Bring a battery-powered commercial radio with extra batteries. Listen for instructions.
 - Do not leave the building unless instructed to do so by site administrator/designee; instructions will come from the Health or Fire Department.

Agent release originating inside the building:

- Staff actions:
 - Notify site administrator/designee, team.
 - Contact 911.
- Site administrator/designee, Team
 - If biological agent is potential anthrax, proceed to Lockdown.

- For other biological agents, move students away from immediate vicinity of danger. May include evacuation of the building.
 - Move upwind from the potential danger.
 - Follow standard student assembly, accounting and reporting procedures.
 - Wait for instructions from emergency responders (directions will come from Fire or Health Department.)
 - Do not take unsafe actions such as returning to the building before it has been declared safe.
- Additional steps for our school/facility (if any):

Bomb Threat

In the event of a Bomb Threat to the school or facility:

Staff Actions:

The person receiving the call should make every attempt to:

- Prolong the conversation as much as possible.
- Avoid hanging up the phone (use another phone to call 911).
- Record the number if caller ID is available.
- Identify background noises & voice characteristics.
- Engage the caller to give description of bomb, where it is, and when it is due to explode.
- Determine the caller's knowledge of the facility.
- Complete the Bomb Threat – School Report (next page).
- The person receiving the call will immediately alert the site administrator/designee or person in charge (without hanging up)

Site administrator/designee, Team

- Call 911.
- Using standard procedures, evacuate the school immediately, taking the emergency toolbox (NOTE: modify evacuation routes if necessary based on possible location of bomb).
- If what appears to be a bomb is found: DO NOT TOUCH IT; the police department 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 lights on or off).
- DO NOT change thermostat, etc.
- Avoid opening and closing doors.
- EVACUATE PERSONNEL AT LEAST 300 FEET FROM THE BUILDING; during inclement weather and a possible prolonged search, move students to an Alternate Building Location.
- Follow standard student accounting and reporting procedures.
- After an "all clear" by emergency personnel, return to class.
- Assist law enforcement with investigation.

BOMB THREAT – SCHOOL REPORT

(Completed by person receiving the call)

Date: _____ Time of call: _____

Bomb threat was received on telephone number: _____

Exact language/wording used by the caller: _____

=====

Record the following information as provided:

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

What does it look like? _____

Why are you doing this? _____

What is your name? _____

Additional Information (circle and 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 caller's voice? _____ Describe _____

Background noises: ___ music ___ traffic ___ machine ___ Voices/talking
___ airplanes ___ typing ___ children ___ TV/radio
___ other _____

Other Notes:

Person receiving call:

Name: _____ Home Phone: _____

Address: _____

Notification:

School Site _____ Time: _____

administrator/designee: _____

Police: _____ Time: _____

Bus Accident

“ACCIDENT” is an event that occurs between a school bus and anything that causes damage/injury or an event that creates or incurs damage to the bus, regardless of amount.

Examples:

- Vehicle v. Object (post, pillar, fence, pole, etc.); v. Physical Property (building, wall, landscape, etc.) or v. Person.
- Bus runs off the road into ditch and/or desert or goes through “V” ditch on roadway and bottoms out the front or rear of the bus.

UPON NOTIFICATION OF AN ACCIDENT, OFFICE PERSONNEL SHALL:

Do an “all call to all buses” from base requesting temporary radio silence.

A. USING THE TRANSPORTATION OFFICE ACCIDENT CHECKLIST FORM:

1. Call 911 and Esmeralda County School Transportation Department at 775-485-3216
 - a. Anyone hurt, how many, how serious, etc.
 - b. Number of vehicles
 - c. Location with cross street
2. Fill out as many details as possible
3. Notify Superintendent’s Office)
4. Notify affected school(s); have site administrator/designee respond if requested
5. Print updated bus route student roster
6. Start Incident Log (time, telephone or radio, who, info)

10. If requested, assist in notifying parents/guardians of any student treated on scene or transported (keep detailed record on Incident Log)
11. If requested, assist in notifying parents/guardians of non-treated students involved (keep detailed record on Incident Log)

- ❖ ADVISE PARENTS NOT TO RESPOND TO THE ACCIDENT LOCATION
- ❖ KEEP TRACK OF NAMES OF PARENTS WHO CALL THE OFFICE FOR INFORMATION ABOUT THE BUS
- ❖ STUDENTS CAN ONLY BE RELEASED ON SCENE TO PARENTS OR LEGAL GUARDIAN! (Not brothers/sisters/aunts/uncles/ neighbors, etc.)

B. Arrange transportation home after students have been authorized for release by law enforcement agency.

1. Same bus/same driver
2. Same bus/different driver
3. Different bus/same driver
4. Different bus/different driver

C. IF ANY PERSON/STUDENT INVOLVED IN ACCIDENT IS TRANSPORTED FOR MEDICAL CARE BY AMBULANCE,
OR
IF ANY VEHICLE INVOLVED IN AN ACCIDENT IS TOWED AWAY FROM THE SCENE
THEN:
THE DRIVER MUST PARTICIPATE IN THE POST ACCIDENT DRUG/ALCOHOL TESTING PROGRAM

****The driver is not allowed to smoke or to drink any soda/coffee/tea, etc. (only a small amount of water is allowed) until after completion of testing.**

1. ECSDrepresentative must take the driver to collection point for DOT post accident urine sample.
2. ECSDrepresentative must take the driver to Esmeralda County Sheriff's Office (jail) for breathalyzer test.
3. ECSDrepresentative must bring post accident test documentation to the Transportation Office to complete Post-Accident Alcohol and Controlled Substances Test.

** In the absence of a directive from the Transportation Director, the driver will be placed on paid administrative leave until authorized to return to work by the Transportation Director.

** If "C" above does not occur, then the driver may return immediately to work.

D. ECSDstaff must fill out the "Notice of Loss Accident" form and fax to Eason Insurance ASAP @ (775) 482-8782.

E. Driver's Responsibility (if physically able)

1. Notify ECSDTransportation Office
2. Care for students (first aid, keep students calm, etc.)
3. Evacuate students to safe location if event warrants; otherwise keep students on the bus
4. Make student seating chart (list) of where students were sitting at the time of the accident.
5. Get all necessary and pertinent information from other driver or property or vehicle owner involved.
6. Provide information as requested to law enforcement agency.
7. Complete incident report (in detail) of the accident for Transportation Director.

DO NOT DISCUSS ACCIDENT WITH ANYONE OTHER THAN LAW ENFORCEMENT AND SCHOOL DISTRICT MANAGEMENT STAFF.

FORMS & DOCUMENTS:

ACCIDENT CHECKLIST	Location: H:\Office Forms2\Accidents\
INCIDENT LOG	Location: H:\Office Forms2\Accidents\
NOTICE OF LOSS/ACCIDENT	Eason Insurance form
STUDENT ROSTER	Location: H:\Rosters
STUDENT SEATING CHART	From Bus Driver
STATEMENTS	From Individuals Involved
POST ACCIDENT APPENDIX N	NV Motor Carrier Program 382

Chemical Material Release

Chemical accidents may originate inside or outside the building. Examples include toxic leaks or releases caused by tank, truck or railroad accident; water treatment/waste treatment plants; industry or laboratory spills, etc.

Accidents originating outside the building:

- Staff actions:
 - Notify site administrator/designee, team.
 - Move students away from immediate vicinity of danger (if outside, Reverse Evacuation).
- Site administrator/designee, Team:
 - Initiate Shelter in Place, shut off HVAC units.
 - Call 911.
 - Do not leave the building unless instructed to do so. If you must evacuate building or grounds, take care to avoid fumes; position people upwind if possible.

Accidents originating inside the building:

- Staff actions:
 - Notify site administrator/designee.
 - Move students away from immediate vicinity of danger.
- Site administrator/designee, Team:
 - Check the Material Safety Data sheet (MSDS) to determine the urgency of situation.
 - Call 911 if warranted.
 - Initiate evacuation plan with emergency toolbox; 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 upwind, uphill and upstream 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):**

Civil Disturbance

Before Emergency:

- All site administrators shall be aware of the following events and insure that adequate security (police protection if necessary) is available:
 - Athletic events
 - Major school social activities
 - Community or college activities
 - Racial tension
 - Influx of outside agitators
 - Circulation of inflammatory literature among students

During Emergency:

- Determine whether or not there is a threat to the safety of students and staff.
- Notify the superintendent/designee and advise him/her of the situation if time permits.
- If the situation is critical, notify law enforcement authorities immediately.
- If the situation warrants, the following actions may be considered:
 - Arrange for relocation or cancellation of the event
 - Request government officials to establish a curfew
 - Request assistance from law enforcement or Nevada National Guard, as necessary

After Emergency:

- Site administrators will work with the Maintenance and Operations Supervisor to see that the following are accomplished:
 - Restoration of facilities
 - Resumption of classes
 - Assistance to the community for restoration of damaged areas.

Death

(Off Campus)

In the event of a reported death or serious illness outside the school setting:

- **Staff actions:**
 - Notify site administrator/designee
- **Site administrator/designee, Team:**
 - 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 law enforcement.
 - To request assistance from the crisis response team.
 - Notify teachers prior to school by using a phone tree; during school, notify teachers prior to notifying 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.
 - Contact the family or visit the home to offer condolences and support.
 - Allow students who wish to meet in the guidance office or any other appropriate place. 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.
 - Contact parents of those students who are affected by the crisis.
 - Notify the bus driver of the students involved in the accident or death.
 - Contact parents of students who are extremely upset to determine appropriate support needed after leaving school.
 - Offer assistance to parents of impacted students.
 - If deemed necessary, site administrator/designee may call a faculty meeting to disseminate additional information.

Earthquake

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 be dangerous.

- **If inside:**
 - Initiate Drop, Cover and Hold (under desks and tables).
 - 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 and 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, taking emergency bucket.
 - Initiate student accounting procedures.
- **If outside:**
 - 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 site administrator/designee.
- **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.

- In the event of aftershocks, 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):

Explosion

In the event of an explosion at the school, such as a faulty boiler within a school building, the following will be accomplished:

- **Explosion:**
 - Command DROP is given if an explosion occurs.
 - If the explosion occurred within the school building or threatened the building, the teacher should implement action LEAVE BUILDING as soon as it is evident that such action can be done safely.
 - Sound the school fire alarm.
 - Move to an area of safety and maintain control of students.
 - Take roll.
 - Render first aid as necessary.
 - Call 911.
 - Fight incipient fires without endangering life (teacher and staff).
 - Notify the Southern District Office.
 - Notify utility companies of a break or suspected break.
 - The site administrator will direct further action as required.
 - Students and staff should not return to the school until Fire Department officials declare the area safe.

- **Threat of Explosion:**
 - Sound the school fire alarm. This will automatically implement the action LEAVE BUILDING.
 - Follow procedures for “Explosion” above.

Fire

- **In the event of a fire:**
 - Sound alarm.
 - Call 911.
 - Implement Evacuation procedures, taking emergency toolbox to outside Assembly Area.
 - 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.
 - Determine if arrangements need to be made for transportation to Alternate Building Location or if school is to be dismissed.

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

Gas Leak

All school personnel, including cafeteria managers and custodians, shall immediately report any suspected gas leaks to the site administrator/ designee.

- **Staff actions:**
 - Notify site administrator/designee.
 - Move students from immediate vicinity of danger.
- **Site administrator/designee, Team:**
 - If gas is internal, implement evacuation procedures, taking emergency packet.
 - Call 911.
 - Notify Propane Company.
 - Determine whether to move to Alternate Building Location.
 - If extended stay outdoors in inclement weather, contact Transportation to provide bus to transport students to partner school or shelter students on buses.
 - Do not re-enter building until given “all clear” by emergency responders.

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

Hostage Situation

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to multiple perpetrators with multiple hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers.

- **Staff Actions:**
 - When possible, remove people from harm's way to prevent casualties.
 - Alert the site administrator/designee.
- **Site administrator/designee, Team Actions:**
 - Call 911, giving all known essential details of the situation (i.e., perpetrator, motive, location, weapons, number of persons involved).
 - It may be necessary to act to protect building occupants before help arrives by initiating a Lockdown or Evacuation (or combination of both) of all or parts of the building.
 - School staff will assist in evacuating students to a safe area away from the perpetrator or protecting students through Lockdown.
 - Secure exterior doors from visitor entry.
 - Teachers and staff will take roll or otherwise account for all students in their care and if possible pass that information to a single person.

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

Kidnapping

- **Staff Actions:**
 - Notify site administrator/designee, giving essential details.
 - Write down key information (i.e. name and description of the child and description of the suspect and vehicle information).
 - Move other children, if present, away from the area of abduction.

- **Site administrator/designee, Team Actions**
 - Verify information with the source of the report if the site administrator/designee believes abduction may have taken place.
 - Call 911.
 - Provide a picture and complete information of the child: name; age; description; home address; emergency contact information and custody information, if known; Emergency Protective Order (EPO), Domestic Violence Order (DVO)].
 - Supply suspect information to the police (if known).
 - Contact the parents/guardians of the child involved; establish a communication plan with them.
 - If the reason the child is missing is unclear:
 - Obtain the best possible witness information
 - Conduct a search of the school/campus/bus
 - Relay current information to police, parents and essential school staff
 - Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and give updated information as it becomes available.
 - Advise law enforcement dispatcher of the staff member key contact's name and number.

- The key contact should have access to school records and be available at school by phone beyond the close of the school day, if needed, until dismissed by the site administrator/ designee or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

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

Mass Student Disturbance

In case of mass student disturbance (fight, riot, etc.), the following shall be done:

- Take whatever preventative actions necessary to protect students and staff from physical harm.
- Where unlawful activity is in evidence (physical violence, display of weapons, etc.), call 911.
- Notify the superintendent/designee of the incident and request additional help, if needed.
- Classes should remain in session. Classroom teachers should be advised to remain in their classrooms and conduct class unless given other assignments.
- As soon as possible, break the group of involved students into small groups and isolate them from each other and the rest of the student body. Direct all students not involved in incident to return to class. Remove all non-students having no official business from the campus.
- Assure that student use of telephones is carefully controlled. (There have been instances of excited students adding to the disturbance by calling in additional participants from outside the school).
- A brief statement should be prepared by the superintendent/ designee so that a consistent statement can be made to any caller. To the degree possible, space and telephone services should be made available to bona fide representatives of the news media.
- If the site administrator/designee decides that the pupils should be suspended, the following statement should be read by the site administrator/designee:

"You are hereby advised that you are considered to be in violation of normal rules and regulations of (Esmeralda school District) and are, therefore, officially suspended from the Esmeralda County School District according to Section 392.030 of the Nevada Revised Statutes pending further investigation.

During the time of your suspension, you are not to attend any activities related to school.

You should now leave the campus and go to your home. If you do not leave the campus, you are subject to arrest."

Mental Health Emergency

A mental health emergency exists when school personnel have reason to believe a student's life or safety is at risk based on serious displays of disordered thought or behavior. Possible symptoms include: hallucinations; extreme paranoia; impaired judgment that may lead to unsafe decision making and dangerous behavior (to self or others); incoherent or disjointed speech; and self injurious behavior such as hitting head, cutting self, etc. In general, teachers and staff should elicit mental health support through the school's psychologist, social worker, counselor and/or nurse when such behaviors are present. Attempts should be made to use de-escalation strategies and calming techniques (e.g., deep breathing) and to implement behavior plans, crisis plans or strategies in IEP, if in place.

In the event of immediate danger:

- **Staff Actions:**
 - Take immediate action to secure, isolate and provide safety to the student.
 - Notify the site administrator/designee and the school psychologist, counselor, social worker or school nurse, but do not leave the student alone.
- **Site administrator/designee, Team:**
 - If, after meeting with the student, the school psychologist, counselor, social worker, nurse, etc. deems the situation to present an imminent danger, that school professional should recommend next steps to the site administrator/designee. Next steps may include:
 - Keeping the student under continuous adult supervision and not allowing the student to leave campus until parent/guardian has been notified and appropriate services arranged.
 - Contacting the student's parents/guardian to come to the school.

- Providing the parents/guardian with the names and phone numbers of mental health resources.
- If the student has a therapist, recommending that the parents make immediate contact with that person.
- Having parents sign two release forms to allow two-way communication between the school and the treating agency.
- If the parent/guardian is unavailable or uncooperative regarding emergency services, contacting Child Protective Services (CPS) to intervene on behalf of the student (potentially a medical neglect referral).
- If there is a reason to believe the student cannot be safely transported or actively displays dangerous behavior, calling agencies as appropriate to coordinate emergency mental health services (Child Protective Services, mental health facilities, juvenile court or law enforcement).
- Following up with the treating agency, family and student as appropriate, to ensure that care has been afforded.
- Providing follow-up check with the treating agency, family and student as appropriate, to ensure that care has been afforded.
- Providing follow-up support for student and parents (as indicated) within the school.
- Developing a safety plan prior to the student's return to school.
- Documenting actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

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

Missing Child

- **Staff Actions:**
 - Notify site administrator/designee with a description of the child, including clothing.
 - Describe where child was last seen and when.
 - Write down all known details.
- **Site administrator/designee, Team:**
 - Call 911 and conduct an immediate search of the school/campus/bus as appropriate.
 - Provide law enforcement with a picture and complete information on the child (name, age, description, home address, and emergency contact names and phone numbers).
 - If missing during bus transportation, give child's bus stop location and other nearby bus stops.
 - If a bus is involved, the driver needs to keep in communication with the transportation dispatcher.
 - Transportation dispatcher needs to coordinate efforts and information with the law enforcement dispatcher.
 - Designate a staff member as a key contact to personally answer phone line (no voice mail) to receive and give updated information as it becomes available.
 - Advise law enforcement dispatcher of the staff member key contact's name and number.
 - The key contact should have access to school records and be available at school by phone beyond the close of the school day, if needed, until dismissed by the site administrator/ designee or law enforcement.
 - If the student is not found promptly, notify parents.
 - Advise parent to come to school (as appropriate) and to leave another parent or responsible person at the home.

- Exchange phone numbers (household, cell phone, school key contact) with parent.
- When child is found, contact all appropriate parties as soon as possible.

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

Poisoning

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

- **Immediate Actions:**

- Call 911.
- Call the Poison Center Hotline (1-800-222-1222).
- Administer first aid as directed by poison information center.
- Notify site administrator/designee.
- Utilize building personnel with knowledge of poisonous materials, first aid training, etc.
- 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 and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid or other special life saving or life sustaining training.
- Provide staff with information on possible poisonous materials in the building.

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

Suicide

INTRODUCTION

Hinting, writing or talking about suicide is a call for help and must be 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 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 student is saying and take the suicidal threat seriously.
- **DO GET HELP** by contacting a school counselor, psychologist, site administrator/designee or other appropriate resource. Never attempt to handle a potential suicide by yourself.
- **DO OBSERVE** the student's nonverbal behavior such as facial expressions, body language and other concrete signs.
- **DO ASK** whether the student is thinking about suicide. If the indication is "yes", ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent, take immediate action).
- **DO ASSURE** the person that you care and you will find help that will keep him/her safe.

- **DO STAY** with the student and, if possible, assist with transfer to appropriate mental health professional. The student has placed trust in you, so you must help transfer that trust to another person.
- **DON'T** leave the student 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 student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because he/she has come to a decision (even if that decision is suicide).
- **DON'T** take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive, and getting her/him to a trained mental health professional/therapist.

Suicidal Threat or Ideation

In the event a staff member has reason to believe that a student is a suicide risk or has made a suicidal threat, he/she should:

- **Staff Actions:**

- Keep the student under continuous adult supervision.
- Notify the site administrator/designee and the counselor, social worker or school psychologist, but do not leave the student alone.

- **Site administrator/designee, Team:**

If, after meeting with the student, the counselor deems the situation to be an emergency and believes the student to be in imminent danger, the counselor or other mental health professional shall:

- Assure that an adult remains with the student at all times.
- Not allow the student to leave campus until a parent/guardian has been contacted and appropriate services arranged.
- Contact the student's parents/guardians and make appropriate recommendations for treatment.
- If the student has a therapist, recommend that parents make an immediate contact with that person or provide to the parents/guardians the names and phone numbers of mental health resources (agencies, therapists, hospitals, etc.).
- Have parents sign release forms to allow communication between the school and the treating agency.
- If the parent/guardian is unavailable or uncooperative regarding emergency services, contact Child Protective Services to intervene on behalf of the student (potentially a medical neglect referral).
- Follow-up with the family, student and treating agency, as appropriate, to ensure that adequate care has been afforded.

- In collaboration with any specific treatment plan formulated for the student 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.)
- **Additional steps for our school/facility (if any):**

Suicide Attempt

In the event of an actual suicide attempt:

- **Staff Actions:**
 - Notify site administrator/designee.
 - Ensure the short-term physical safety of the student and keep under continuous adult supervision.
 - By law (NRS) the teacher who has the information is responsible for notifying the parent/guardian.

- **Site administrator/designee, Team:**
 - Call 911 and law enforcement.
 - School nurse, counselor or other staff shall administer first aid until emergency responders arrive.
 - The student will be kept under constant observation.
 - The school site administrator/designee (or other designated professional) will communicate with appropriate school personnel, parents/guardian and counselors to establish immediate plan of action.
 - 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 or other school mental health professional with parents/guardian to determine that treatment services were obtained, current status of the student, if additional services are needed, etc.
 - Document all actions taken on behalf of the student (i.e., referrals, phone contacts, follow-up activities, etc.)

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

Suicide Completed

(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 is having on friends.

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

- **Staff Actions:**
 - Notify site administrator/designee.
 - Avoid spreading rumors.
 - Watch for warning signs in other students who may be affected by the news.

- **Site administrator/designee, Team:**
 - Verify the information with the Sheriff's Office.
 - Identify any family member(s) that may be in school and provide crisis counseling.
 - If the deceased student has siblings at other schools, initiate actions to support students at those schools.
 - If the media requests information, refrain from discussing any details relating to the deceased student; school staff may wish to describe assistance being offered on behalf of students.

- Call a faculty meeting or send an e-mail alert to:
 - Disclose all relevant facts.
 - 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.
 - Distribute a written statement announcing the information to be released to students and determine the method of making the statement.
 - Provide support meetings for school personnel if the need arises; refer employees to an employee assistance program as indicated.
 - Compile a list of other students deemed to be at risk. Consider counseling opportunities and mental health screening as part of the school's and district's commitment to responsible follow-up and recovery.
- If students make requests to leave school, do not allow them to leave unless parent/guardian permission is granted.
- Encourage the parent/guardian or other responsible adult to be home with the student.
- Allow students to leave class during the day to receive support offered from school personnel and the district's crisis response team.
- Avoid permitting 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:
 - 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 the regular routine is followed.
- In general, recognize a tragic loss of life, without emphasizing the means of death.

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

Threat of Harm

INTRODUCTION

A Threat Assessment is a structured response to potential threats of violence to others or self. This protocol, coupled with professional judgment, provides the structure and process to assess and respond to potential threats to safety. The processes described herein offer an opportunity to help maintain school safety by identifying and referring individuals who need help. It is essential to use warning signs and other materials responsibly. 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 secure or isolate the individual posing a threat and prevent access to potential weapons (if known).
- Take immediate action to move others from harm's way (in immediate vicinity of event).
- Initiate Lockdown procedures, if warranted.

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

- Have individuals observing Warning Signs, or with relevant knowledge of student, complete the single page Threat Assessment Referral Form (following 2 pages).
- Convene appropriate members of (School psychologist, site administrator/designee, counselors, law enforcement, teachers, etc.).
- Review Warning Signs, Risk Factors, Precipitating Events, Stabilizing Factors (outline provided on Threat Assessment Worksheet).
- Interview the individual under concern.
- Contact parents or legal guardian. Obtain a release of information to exchange information between agencies, as appropriate.
- Develop Threat Assessment Plan according to the presented risk.
- Document referrals, actions taken, follow-up plans, etc.

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

TITLE: 8216 – Threat Assessment

PURPOSE AND BACKGROUND: To provide guidelines for responding to threats.

APPLICABILITY: All Employees

MONITORING RESPONSIBILITY: Assistant Superintendent for Character Education

OUTLINE OF PROCEDURE:

1. Definitions:

Assault: An unlawful attempt, coupled with a present ability, to commit a violent injury on the person of another.

Threat: Intimidating or threatening to injure a person or property.

2. General

Violence is not limited to physical injuries or fatalities. It is recognized that any intentional words or actions meant to provoke another or to retaliate can escalate and can result in injury. Threats of suicide are considered acts of violence.

All assaults, threats and/or forms of violence will be addressed through the threat assessment processes as outlined below.

Risk: A direct threat has not been made, but there has been increasing violent ideation or behaviors that suggest the frequency or intensity of violence or violence potential may be escalating.

The process of determining if a threat maker (someone who utters, writes, e-mails, etc. a threat) actually poses a risk to the target or targets they have threatened. Many students and others engage in threat-making behavior, but research indicates that few pose a risk to harm the target they have threatened. Multi-disciplinary teams engage in a data collection process, through structured interviews, to determine “initial levels of risk” that may be posed and plan necessary risk-reducing interventions. Although a student of concern may be assessed as low risk, there may be data that indicates a more comprehensive risk assessment is required.

ECSD Administrative Regulation

3. Procedures:

- a. Trained multi-disciplinary teams at both the school and district level will use the Threat Assessment Screening and Reporting form.
- b. Each school is to review the threat assessment policy and regulation with all staff and students at the beginning of each school year as well as with the parent advisory group and with parents/guardians through the school newsletter in order to provide fair notice that each threat will be taken seriously.
- c. Students and staff who become aware of a threat are required to inform school administration immediately.
- d. Administration is expected to secure the school environment by detaining students involved in a threatening or violent situation, notifying parents/guardians, implementing the school discipline policy as appropriate to the situation or by taking any other immediate action deemed necessary to ensure student and staff safety.
- e. The Site Administrator is to be notified of all threats or violent situations and will coordinate the school's threat assessment procedures.
- f. The suspension of students for engaging in threatening or violent acts is not to be a substitute for a thorough threat assessment and intervention plan; however, suspension may be used as an interim intervention as the threat assessment is conducted and within the guidelines of the student discipline policy until such time as an adequate intervention plan can be implemented as appropriate.
- g. School Threat Assessment Teams may be formed to assess intervention needs, based on the level of the threat (low, medium or high) as per the Threat Assessment Screening and Reporting form, consult with outside experts and provide intervention recommendations to the Site Administrator.

- h. When the threat assessment protocol is activated, the Site Administrator/designee or a designated team member will notify parents/guardians. Whenever possible, parents should be an integral part of the risk assessment process.

- i. If available, a School Resource Officer (SRO) should be contacted prior to requesting a law enforcement investigation.

- j. The District Threat Assessment Team will meet with the Site Administrator and one other member of the School Threat Assessment Team to review the incident, assess the threat intervention needs and make recommendations for intervention planning for action.
- k. The resulting assessment report and recommendations represent the collective opinion of the whole team rather than any one individual member of the team.
- l. Students may be suspended for threat containment purposes for up to and including nine days as per the Student Suspension Policy until the threat assessment is completed. Any recommended suspensions over nine school days will be referred to the District Hearing Officer or Superintendent.
- m. Schools are to report the results of the threat assessment, indicating the assessed threat level, actions and interventions taken and planned.
- n. Communication with media will be done solely through the Superintendent's Office.

4. Teams

The District Assessment Team consists of the school counselor, the lead teacher and the Superintendent. The team members will be designated by the Superintendent.

References:

Revisions: NRS 200.471 & 205.320

Effective Date:

NEPN/NSBA

Classification:

**ESMERALDA COUNTY SCHOOL DISTRICT
THREAT ASSESSMENT SCREENING AND REPORTING FORM**

Level 1

The School Threat Assessment Team should initiate a Level I Threat Assessment Screening when a student makes a threat or if there is concern that a student may be about to act out violently or has acted out violently. Information should be shared amongst all members of the Building Team, as this is essential to the effectiveness of the Threat Assessment Screening and to the development of an Intervention Plan. The School Threat Assessment Team is directed by the School's Threat Assessment Coordinator and consists of:

Administrator (Principal, Vice-Principal) _____
 School Counselor _____
 Teacher or other person who knows the student _____

This Threat Assessment Screening will guide your inquiry, document concerns and help you develop an Intervention Plan to maximize student safety. Contact administrative offices as necessary for guidance. Actively seek information from:

- Current and previous school/discipline records
- Law Enforcement, Juvenile Probation, etc.
- Interviews with school staff, students, parents, the target of the threat & student of concern
- Searches of the student(s), lockers and vehicles
- Other agencies: mental health, human services, etc.
- Activities: Internet history, diaries, notebooks
- Parent/Guardian interview (offer support, seek help in understanding, clarify interest in/access to weapons)

Student	School		
DOB	Student Number	Grade	Age
Parent's Name		Phone(s)	
Date of Incident			
Date District Threat Assessment Coordinator Notified			

Threat Protocol

Step 1: Make Sure All Students Are Safe

- Appropriately detain the student(s)
- If there is imminent danger, call 911
- Do not allow anyone access to coats, backpacks or lockers during the investigation

Step 2: Notify the Student's Parent(s) or Guardian(s)

Parents/guardians have been notified of the situation and this screening:

Yes No

List unsuccessful attempts (time, method)

Step 3: Interview witnesses, including all participants directly and indirectly involved

Step 4: Initiate the Level 1 Threat Assessment Screening

The following warning signs are offered to guide the threat assessment process. The purpose of this process is to determine whether a student *poses* a threat to the safety of others. Does the student appear to have the resources, intent and motivation to carry out the threat? Is there evidence of attack-related behaviors that suggest movement from thought to violent action? Document and discuss all warning signs that apply.

Who are the targets of the threat?

Violent ideation or threats conveyed in stories, diary entries, essays, letters, songs, drawings or videos? Subtle threats, boasts, innuendos or predictions? Cyber bullying or any other electronic threats?

Homicidal ideation? Suicidal ideation? Obsessive thoughts?

Motives for the student's threat or behavior?

Has the student engaged in behaviors relevant to carrying out the threat? Practice sessions?

Interest in weapons or acts of violence? Weapon seeking? Access to firearms? At home or friends

Violence seen as a way to solve problems?

Difficulty controlling impulses or emotions? Are emotional reactions extreme or disproportionate to the situation?

History of disruptive behavior?

Aggressive behavior? Suspension?

Expulsion?

Nature of the student's

achievement/academic progress?

Irrational beliefs or ideas? Mental health concerns?

Student accepts responsibility for actions? Denials?

Are peers fearful of the student? Is staff fearful of the student?

ECSD Administrative Regulation

Drug or alcohol concerns? Nature of substance use/abuse?

Initiator or victim of harassment or bullying?

Student experiencing hopelessness, personal failure, desperation, depression?

History of violence toward others, objects or property (e.g., fights, vandalism, fire setting)?

Student feels treated unfairly? Grievances or grudges? Against whom? Result of attempts to solve these problems?

Recent loss or emotional trauma? Loss of status: shame, rejection, humiliation, failed love relationship

Member of a closed peer group? Does student's peer group reinforce antisocial attitudes?

Quality of support? Quality of student's relationships with peers/adults at school?

What support will parents provide? Lack of supervision?

How will student react to discipline in current situation? Student's reaction to recent or past disciplinary incidents?

Step 5: Review Findings with the School Threat Assessment Team

Convene the School Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *“To what extent does the student pose a threat to school/ student safety?”*

□ ***Low Level of Concern***

Risk to the target(s), students, staff and school safety is minimal.

- Threat is vague and indirect.
- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.

□ ***Medium Level of Concern***

The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.

- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (e.g., possible place and time).
- No clear indication that the student of concern has taken preparatory steps (e.g., weapon seeking), although there may be an ambiguous or inconclusive reference pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty: “I’m serious!”
- Moderate or lingering concerns about the student’s potential to act violently.

□ ***High Level of Concern***

The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.

- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests strong concern about the student’s potential to act violently.

Step 6: Decide on a Course of Action

With the input of *all* School Threat Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

□ **Low to Medium Level of Concern**

- Implement the attached Intervention Plan. *(Most students can be managed at school with interventions.)*
- Victim/Parent assurance contact.
- Mandatory staff awareness notification (while maintaining confidentiality).

□ **Medium to High Level of Concern**

- The School Threat Assessment Team has determined that a Level II Threat Assessment is needed and that Law Enforcement investigation is needed. *If there is imminent danger, call 911 (e.g., a gun is found).*
- While awaiting contact from the Level II District Threat Assessment Team (DTAT), complete the Intervention Plan below and use it to provide for student safety. Document all interim steps taken by the School Threat Assessment Team (STAT).
- Victim/Parent assurance contact.
- Mandatory staff awareness notification (while maintaining confidentiality).

The results of this screening do not predict specific episodes of violence, nor are they a foolproof method of assessing an individual's potential to harm others. The purpose of this screening is to identify circumstances that may increase the

Step 7: Develop an Intervention Plan

Use the following Intervention Plan to address all concerns identified during the Level I screening.

SCHOOL (attach additional pages as needed)

- Disciplinary action taken:
- If suspended, student will return on:
- Intended victim warned and/or parents or guardians notified.
- Suicide assessment initiated on: _____ By: _____
- Contract not to harm self or others created (please attach).
- Alert staff and teachers on a need-to-know basis.

- Daily or Weekly check-in with (Name/Title)
- Backpack, coat and other belongings check-in
and check-out by:
- Late Arrival and/or Early Dismissal
- Increased supervision in these settings:
- Modify daily schedule by:
-

ECSD Administrative Regulation

- Behavior plan (attach a copy to this Threat Assessment Screening).
- Intervention by support staff (Psychologist, Counselor or participating outside agencies).
- Identify precipitating/aggravating circumstances and intervene to alleviate tension. Describe:

- Drug and/or alcohol intervention with (list agency):

- Referral to IEP team to consider possible Special Education MDR/FBA (Management Determination Review/Functional Behavioral Assessment).*
- If Special Education student, review IEP goals and placement options*
- Review community-based resources and interventions with parents or caretakers.
- Maintain permission to share information with community partners such as counselors and therapists.
- Other action:

PARENTS/GUARDIANS (attach additional pages as needed)

- Parents/Guardians will provide the following supervision and/or interaction:

- Parents/Guardians will:

Monitor the Intervention Plan regularly and modify it as appropriate.

Principal, Plan Supervisor (Maintains responsibility until reassigned or modified)	Date
School Counselor	Parent/Guardian

Step 8: FAX this completed screening to the District Threat Assessment Coordinator (775/727-7768)

File this copy in the student's discipline folder. Do **not** destroy this copy.

ECSD Administrative Regulation

RISK FOR HARM CATEGORIES

Risk for Harm Categories provides a framework for schools to conceptualize risk based on a review of Warning Signs, Risk Factors, Precipitating Events and Stabilizing Factors. Based on the present risk, the E-Team develops a response plan to maintain safety and to help an individual gain access to needed services or interventions. The descriptors following each category are not an exhaustive list of behaviors and possible responses 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 will qualify for immediate hospitalization or arrest. Responses may include, but are not limited to, immediate action to secure individual, arrest or hospitalization, facility lock down, security response, parent notification, background or records check, "return to school plans" or 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, but are not limited to, immediate action to secure individual, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

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, but are not limited to, security response, parent notification, psychological consult/evaluation, background or records check or 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, but are not limited to, review of school records, parent notification, psychological consult, security notification and administrative action.

Low/No Risk for Harm

Upon review, it appears there is insufficient evidence for any current risk for 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, but are not limited to, investigation of the situation, notification and involvement of others as needed, and administrative action.

Trespasser/Intruder

- **Staff action:**
 - Notify the site administrator/designee and give description and location of the subject.
 - Keep subject in view until law enforcement arrives.
 - If possible, keep subject away from students and buildings.

- **Site administrator/designee, Team:**
 - Call 911.
 - Give description and location of subject.
 - Determine whether to initiate Lockdown procedures.
 - If no Lockdown is in effect, keep subject in view until law enforcement arrives.
 - Take measures to keep subject away from students and building.
 - Advise subject that he is trespassing and needs to leave the school, if the person is inside the school.

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

Weapons

Response Protocol

- Immediately institute a “Code Red” lockdown. Do not wait to verify the report before instituting a lockdown. Doing so will likely allow the suspect to take additional hostages and increase the possibility that weapons will be used.
- Notify law enforcement. Provide the dispatcher with all available information regarding suspect(s) description, location, type(s) of weapons, and any other critical information. Once an officer arrives on the scene, all school staff members should refrain from attempting to negotiate with the violator(s) unless asked to do so by an officer. Numerous hostage situations have ended in tragedy when well intentioned but untrained civilians attempted to help with negotiations.
- We discourage staff members from disarming a perpetrator or offering themselves in exchange for hostages. This will often increase the chances of something going wrong during the exchange with a violent result or in additional hostages being obtained.
- The first responder will establish an incident command post in accordance to your safety team procedures. It is important to remember that most injuries and deaths in hostage situations occur within the first few minutes of the situation. Control of the situation through a preplanned response is crucial. Once the situation can be stabilized, time works to decrease the probability that the suspect will use violence. Be prepared for a resolution that may take hours or even days.

Weather Emergencies

Watches: Indicate that conditions are right for development of a weather hazard. Watches cover a larger area than Warnings. Watches have lead times of approximately 1-2 hours (tornado or thunderstorm), 3-12 hours (flash flood) and 12-36 hours (river flood or winter storm).

Warnings: Indicate that a hazard is imminent, and the probability of occurrence is extremely high. Warnings are issued based on eyewitness reports or clear signatures from remote sensing devices (radar, satellite). Warnings have lead times of approximately 30 minutes or less (for thunderstorm type events) and 6-18 hours (for river floods and winter storms).

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

Upon issuance of a Watch or Advisory, site administrator/designee and Team:

- Activate appropriate members of E-Team to be alert for possible change in weather status.
- Monitor weather reports for change in conditions.

Upon issuance of a Warning, site administrator/designee and Team:

- Implement Severe Weather Safe Area procedure.
- All students and staff shall proceed to designated safe areas.
- Take a battery powered weather radio.
- Remain quiet to hear further instructions.
- Occupants of portable classrooms shall move quickly to the main building to designated shelter areas.
- Follow standard student accounting and reporting procedures.
- Occupants of shelter areas shall remain in that area until the “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” from emergency responders.
- If building is damaged:
 - Call 911.
 - Administer first aid

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

Emergency Management Resource Section

A. 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's 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 or 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.

B. Post Traumatic Stress Disorders (PTSD)

*(Adapted from the Kentucky Counseling Association
Journal, Fall 2003, Volume 22, Number 1)*

Post Traumatic Stress Disorder (PTSD) is an anxiety disorder that can develop in children, adolescents or adults when individuals survive a disaster-related experience. PTSD was formally recognized in 1980 as a psychiatric diagnosis. The cluster of symptoms--intense fear, helplessness, horror, exaggerated startle response, irritability, hyper vigilance, etc.--has been called many things over the centuries. During the Civil War, PTSD was called "exhaustion"; in the 1800's, railway accidents in England resulted in "railway hysteria"; and the extreme trauma of WWI and WWII was labeled "shell shock" and "combat fatigue." The best treatment practice for a child with PTSD involves several types of psychotherapy; however, there is an important supportive role that can be offered by parents and educators.

PTSD Tips for Parents

1. Create an open, supportive atmosphere where the child feels comfortable asking questions. Be careful not to force the child to talk about things associated with the traumatic event.
2. Provide the child with honest information and responses. As parents, share your own reactions and concerns. By doing this, the child will be encouraged to honestly express his or her feelings and concerns. It is important to maintain the child's trust in order to provide a sense of reassurance for the future. To do this, do not make unrealistic promises.

3. When discussing events associated with the traumatic experience, use words and concepts that are focused on the child's developmental level.
4. If the child is uncomfortable verbally expressing thoughts and feelings, help the child find alternative ways to express these concerns. Some other ways that thoughts and feelings can be expressed include writing stories and poems, drawing pictures, playing games and playing with toys.
5. Inform the child of your feelings regarding the traumatic event. It is important to let the child know if you are anxious, confused or upset because if the cause of these feelings is unknown to the child, he or she may begin to experience self-blame.
6. Monitor what the child watches on television. Don't allow the child to watch a lot of violent, upsetting images.
7. Establish/maintain a predictable routine or schedule. In a time of uncertainty, the child is reassured by structure and familiarity. Make sure that the child gets a sufficient amount of sleep every night and eats three well-balanced meals a day.
8. Monitor for headaches and stomach aches. This is not uncommon for a child who has not experienced trauma. Many children express their anxiety through physical symptoms and complaints.
9. Help to reduce stress by engaging the child in exercise, extracurricular activities, or even listening to music.
10. Remind the child that the emotions being experienced are normal responses to the traumatic events.

PTSD Tips for Teachers

1. Offer to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
2. Talk about your feelings and listen to those of the child.
3. As a class activity, talk with the students about the event or the anniversary of the event.
4. Encourage older children, adolescents in particular, not to try numbing or changing their feelings with alcohol or drugs.
5. Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include London Bridge and Duck Duck Goose.
6. Have the children or adolescents do a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
7. Involve the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
8. Coordinate information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
9. Respond to the children in a direct, supportive and consistent manner.

C. Information Sheet for Parents

Helping Your Child after a Disaster:

Children may be especially upset and express feelings about the disaster. 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 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 reread this sheet from time to time in the coming months. Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward. Professionals skilled in talking with people experiencing disaster-related problems staff your community mental health center.

D. Classroom Activities Following A Tragic Event (4 Page section)

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 to follow.

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 himself 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 as “open-ended” as possible (which means they cannot be answered by a simple “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. 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 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 about/act.
- 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 may not be 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 can be 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 and 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.

Drawing Method Activities:

- Draw/write a book together to 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 (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 using a leading question such as “Where were you when the disaster happened?”

- The teacher may draw/paste on the central image, and then the children add photos, magazine pictures, articles, fabric pieces, etc. around them or they may draw directly onto it.
- Collages are the “safest” form of drawing because the 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 an emotional safety 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.
- 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 students to talk about their drawings if they wish.
- 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.

E. When to Refer Students if you have Concerns

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine if a student should be referred to a school counselor for further assistance.

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have stopped showing these signs.
- Students who are withdrawn or appear depressed.
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed.
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves.
- Students who exhibit significant behavioral change from their normal behavior (i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.).

If you are unsure:

- Alert parent(s)/guardian(s) of your concerns.
- Contact your school counselor/social worker/school psychologist.
- Refer the student to the Student Assistance Team (if applicable).

F. Assisting Children When Someone 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 (CISD, Everly & Mitchell, 1999), an interactive process to facilitate a student's expression of these feelings. The school's Emergency Management Team or the District Support 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 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 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, fear, etc.).
- How are you feeling now? (all feelings are okay)
- We did not know ____ (name). Could anyone tell us about him/her?
- 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 him/her?
- 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 want to create cards, take a collection, etc.
- 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 about their sadness.

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

G. Classmate Tragedy (2 page section)

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 his/her 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? (This is your chance to guide students' responses to helpful comments as you guide them away from less helpful comments.)
- What would you want someone to say to you if you experienced the death of someone close?
- Are there things you could do that may help him/her feel better?
- We can take our cues from the person that will guide our actions. What might some of those cues be?

Assisting a Student after the Death of a Friend or Loved One

- Talk with the student before he/she returns to class. Discuss what to share with the class and who should tell them.
- Allow the student to leave class if upset and direct the student where to go.
- Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.

- Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- Encourage journal writing for older students; provide drawing materials for younger children.
- As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.

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" or "I'm 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 writing a brief note or card, calling, 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 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 he/she is 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 school work.

Some Don'ts:

- Don't shun the student; speak to him/her.
- Try to avoid 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 the 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.

H. The Effect of Trauma on 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 lability; becoming irritable or upset more quickly than usual.
- Feelings of fatigue, hopelessness or 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 a helpful, 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.

I. 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:

- 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.

J. 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.

Consider these points and examples:

- In general, memorials should focus on the life lived, rather than on the death.
- Check with family members to see what kind of memorial they would prefer.
- 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.
- There are many wonderful ways to support students' and loved ones' 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.

K. Suicide

A school's general response to a suicide does not differ greatly from a response to any death. 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.

Be cautious about discussing suicide as the cause of death of students even if it is apparent. Law enforcement will likely conduct an investigation that may result in days or weeks of uncertainty. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the apparent cause of death. If possible, consult with a surviving parent before disclosing sensitive details.

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.
- Do celebrate the life of this student as you would any student who has died.
- Don't organize school assemblies to honor the deceased student.

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