

**BOARD OF TRUSTEES  
AGENDA**

<input type="checkbox"/> Workshop	<input checked="" type="checkbox"/> Regular	<input type="checkbox"/> Special
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(A)  REPORT ONLY  RECOGNITION

**Presenter(s): Rolando Salinas, Deputy Superintendent for District Operations**

**Briefly describe the subject of the report or recognition presentation.**

**PRESENTATION OF EMERGENCY OPERATION PLAN – QUICK REFERENCE GUIDE.**

(B)  Action Item

**Presenter(s):**

**Briefly describe the action required.**

**(C) Funding Source: Identify the source of funds if any are required.**

**(D) Clarification: Explain any question or issues that might be raised regarding this item.**



MEMORANDUM

TO: Gilberto Gonzalez, Superintendent of Schools

FROM: Rolando Salinas, Deputy Superintendent for District Operations

DATE: May 31, 2018

SUBJECT: Agenda Item – Emergency Operation Plan

Attached please find agenda item that will be presented on upcoming Board Meeting on June 12, 2018.

The presentation will be a comprehensive overview of our district-wide Campus Emergency Operations Plan that is to be implemented for the 2018-2019 school year.

Your consideration is greatly appreciated.

RS/ggf

*Eagle Pass Independent School  
District  
CAMPUS EMERGENCY  
OPERATIONS PLAN*

Quick Reference Guide

**Committee Members:**

Mr. John Cox, Principal

Mr. Jose Montes, Teacher

Mrs. Amalia Riojas, Principal

Mrs. Lisa Ruiz, Principal

Mr. Rolando Salinas, DSDO

Officer Crestino Ynocencio, Assistant Chief of Police

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## Operational Priorities

Eagle Pass Independent School District prioritized its response to emergencies on campus. Due to the complex nature of emergencies, multiple responses may occur simultaneously and at different levels of priority; however, Eagle Pass Independent School District is committed to the following priority of emergency response.

### **A. Save lives**

1. Save human lives;
2. Treat the injured;
3. Warn the public to avoid further casualties;
4. Prevent harm from the effects of the incident;
5. Evacuate people away from the effects of the incident;
6. Shelter and care for those evacuated; and
7. Provide familial reunification and/or welfare communication.

### **B. Protect property**

1. Save property from harm or destruction;
2. Act to prevent further harm or loss; and
3. Provide security for affected buildings and/or property.

### **C. Protect environment**

1. Confine hazardous chemical releases to the smallest possible areas; and
2. Prevent runoff from entering waterways, storm water systems, and sewers.

### **D. Stabilize the incident**

1. Act to stop or minimize the incident cause; and
2. Act to maintain critical campus processes and functions.

### **E. Restoration**

1. Restore essential services and utilities;
2. Act to return the campus to academic and educational functionality.

When the immediate lifesaving activities are complete and the incident has been stabilized, the focus will begin shifting to assisting the general campus population, repair of utilities, roads, and other critical infrastructure, and the implementation of educational continuity plans. Response efforts will likely continue, but will gradually transition to recovery operations.

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## EPISD: Implementation of a Buddy System

In an Emergency, or anytime we need to deal with larger groups of students, it is beneficial to have a 'Buddy System' in place. By working together in a buddy system a mutual benefit of assistance, better monitoring, improved safety, and maybe even rescue in or from an urgent situation can be achieved for all parties involved – teachers and students. Having someone ready to support, encourage, and reinforce in a crisis or emergency situation can make the difference between success and failure; life or death.

Developing a multi-level buddy system is an easy task for EPISD teachers, administrators, counselors, clerks, custodians, para-professionals, and police/security forces, since we have such a collaborative team in our district. With that said, a thorough understanding of the purpose and elements involved in an effective buddy system is important.

### **Things to Consider in Developing a Classroom Teacher Buddy System**

1. A buddy can help create a sense of calmness and can help alleviate feelings of anxiety in an emergency situation.
  2. Teachers need to choose a buddy from an adjacent or nearby classroom. As close as possible.
  3. Review evacuation routes and procedures with your buddy. You should be ready to assist each other in any procedure: evacuation, lockdown, shelter-in-place, medical emergency in classroom.
  4. During an emergency, teachers should conduct a classroom status check and buddy teachers should check on each other.
  5. Remember: The teachers' responsibility is to all students, but in situations that threaten the lives of all, teachers should do the greatest good for the greatest number.
  6. If necessary, one buddy teacher should evacuate both classrooms. If both buddy teachers are available for evacuation, one should lead and one should bring up the rear, checking briefly to make sure that both classrooms are empty and closing doors.
  7. The buddy system, along with the department phone tree, can serve to keep us all safer and informed.
  8. Ensure that substitute teachers are familiar with emergency procedures and who their buddies are.
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**Eagle Pass Independent School District  
Campus Emergency Procedures  
Teacher's Guide  
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## **LOCKDOWN – CAMPUS TEACHERS & OTHER STAFF**

*Intruder/Weapon/Hostage/Active Shooter/Criminal Activity/Dangerous Animal/Walkout*

1. A campus administrator will announce **lockdown**. *All lockdowns are serious.*
  2. If anyone hears or sees a situation that requires lockdown, begin Lockdown procedures and **call 911 immediately** then inform Administration of situation.
  3. Get students out of hallways and into classrooms.
  4. **Lock and barricade classroom door(s), secure windows and turn off lights.**
  5. If you cannot lock classroom door: Secure/barricade door with any heavy furniture (ex. bookshelves, tables, desks, etc...).
  6. Keep students quiet, calm and out of view (spread out).
  7. If students are outside the building, and cannot be moved safely into a secure area, they should be evacuated a safe distance off campus and notify the police and/or principal of their whereabouts as soon as possible.
  8. Phones (including cell phones) are not to be used unless communicating critical information to administration or law enforcement.
  9. Remain in locked classrooms until campus administrator/law enforcement announces that the lockdown is over. Begin **SHELTER IN PLACE**.
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## SHELTER IN PLACE - CAMPUS TEACHERS & OTHER STAFF

*After Lockdown/any situation requiring all persons to stay in rooms*

1. Announcement will be made to initiate Shelter in Place procedures.
  2. Turn lights on, remove barricade and keep doors locked.
  3. Take class roll to account for all students and initiate student accountability procedures using the emergency status cards.
    - If all students are accounted for post **GREEN** status card in door window (slide under door).
    - Post **RED** status card in door window (slide under door) if you have a medical emergency or if you have noted something suspicious or student(s) not accounted for at the moment.
  5. Do not let any student leave without proper authorization.
  6. Follow instructions given by campus administrator/law enforcement.
  7. Limit classroom and cell phone usage until campus administrator/law enforcement communicates that it is safe to use phones.
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## EVACUATION – CAMPUS TEACHERS & OTHER STAFF

*Fire / Explosion/ Smell of Smoke/ Gas Odor/ Fire Alarm /\*Bomb Threat*

1. When you hear the fire alarm or other emergency announcement, begin campus building evacuation and student accountability procedures.
    - Instruct students to calmly leave the building.
    - If purses and backpacks are within arm length, students may take these items outside with them.
    - Check room for any suspicious items.\*
      - BOMB THREAT: This is a visual check: Do not open or touch any item that you deem out of place or suspicious.
    - Take **class roster**, and **Campus Emergency Operations Plan** with you.
    - Make sure classroom door is closed and preferably unlocked.
  2. Assemble class at assigned evacuation location.
    - Take roll to account for all students.
    - If all students are accounted for, hold up **GREEN** status card.
    - Hold up **RED** status card if you have a medical emergency or have noted something suspicious or if student(s) are not accounted for at the moment.
    - Keep students quiet and calm.
    - Do not let any student leave without proper authorization.
  3. Phones (including cell phones) are not to be used unless communicating critical information to administration or law enforcement.
    - **\*NOTE: DO NOT USE RADIOS/CELL PHONES. TRANSMISSIONS MAY SET OFF A BOMB .**
  4. Follow instructions given by Administration/Law Enforcement Official
    - Do not reenter building until directed by Administration/Law Enforcement Official.
  5. If relocation is necessary, account for all students **before** leaving to new location (see General Evacuation tab).
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## REVERSE EVACUATION – CAMPUS TEACHERS & OTHER STAFF

### *Dangerous situation outside*

1. A campus administrator/law enforcement officer will initiate reverse evacuation procedures and instruct staff members to bring all people that are outside into the building.
  2. Check hallways and bring students into classrooms. Lock classroom doors.
  3. Take class roll to account for all students and initiate student accountability procedures using the emergency status cards.
    - If all students are accounted for post **GREEN** status card in door window
    - Post **RED** status card in door window (slide under door) if you have a medical emergency or if you have noted something suspicious or student(s) not accounted for at the moment.
  4. No student or staff member should be released until student accountability is complete. Do not let any student leave without proper authorization.
  5. Follow instructions given by campus administrator/law enforcement.
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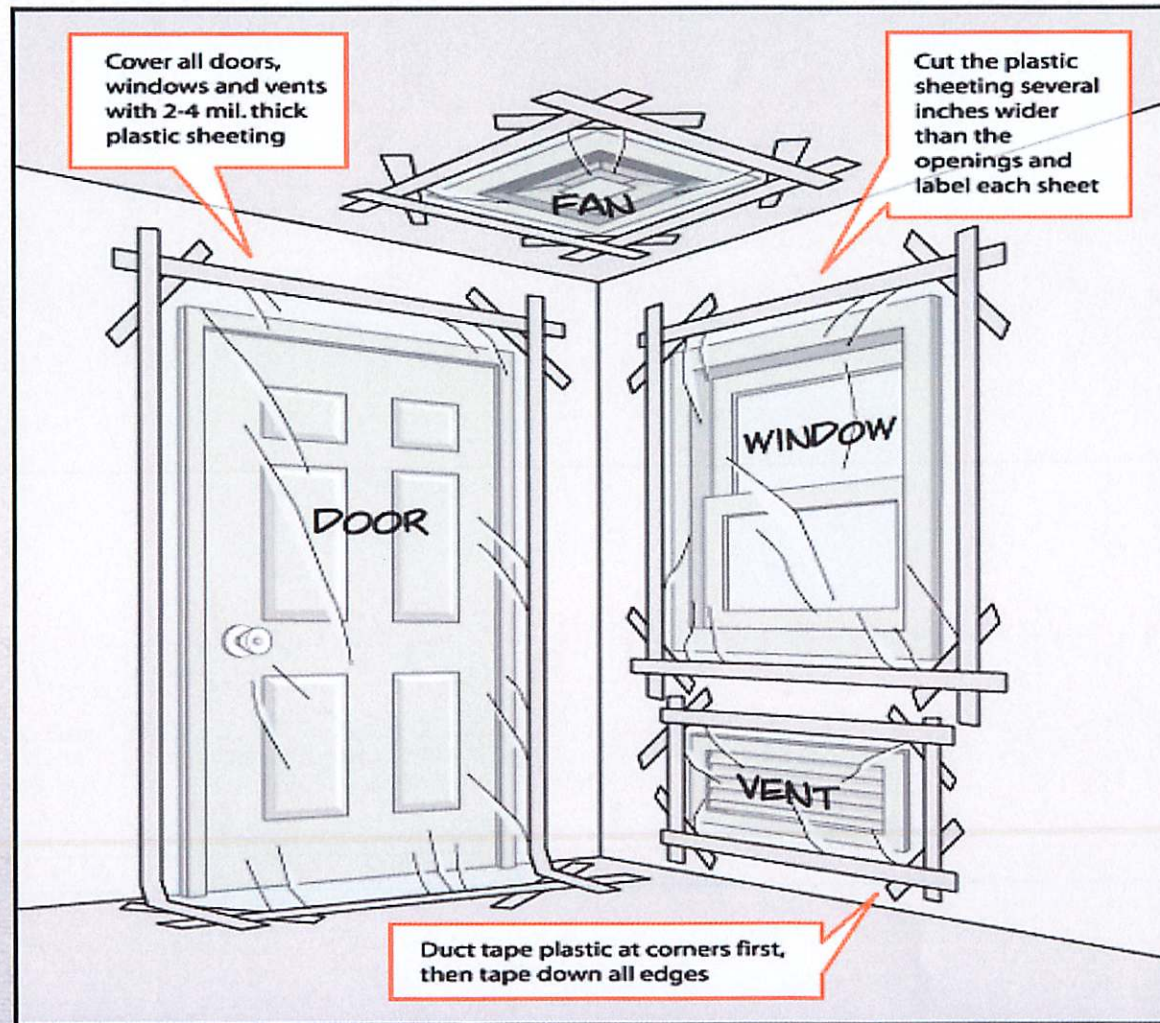
## TORNADO – CAMPUS TEACHERS & OTHER STAFF

### *\*TORNADO WATCH or WARNING*

1. Announcement will be made to initiate campus tornado/severe weather procedures.
    - Based on the severity of the storm and current weather conditions, any portable building occupants will be instructed to move inside to the main building.
    - If instructed, move class to pre-designated safe areas.
  2. If you have been notified that a tornado has been sighted in the immediate area --- do the following:
    - Have students and staff assume a protective posture—**kneel facing the interior protecting the back of the neck and head.**
    - Be aware that electrical power and phone service may be disrupted. Follow campus administrator instructions until danger has passed.
    - Sheltered areas should be 30 feet or more away from exterior glass.
    - Avoid gyms or large areas with high walls and roofs.
    - The best shelter is on the first floor in a multi-floor building, away from exterior windows.
  3. Initiate accountability procedures.
    - Upon reaching designated area, teachers should check class roster.
    - Staff will check all areas to ensure every student has been located.
    - If all students are accounted for, hold up (place in window or slide under door) **GREEN** status card.
    - Hold up **RED** status card if you have a medical emergency or student(s) not accounted for at the moment.
  4. Follow instructions given by campus administrator/law enforcement.
  5. Maintain control, keeping students and staff quiet and calm.
  6. Do not let any student leave without proper authorization.
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## IDEAS AND MATERIALS FOR SEALING DOORS

Use duct tape, heavy plastic or any materials on hand to seal the door, window, vent to your shelter





## Hazardous Chemical Dangerous Substance

### *Gas Leaks/Chemical Spills/Smoke: Requiring Clear Air Procedures*

1. Announcement will be made to initiate **Shelter in Place** procedures.
  2. Close doors and shut off air intake system for classroom, if possible.
  3. Find a way to seal any gaps in doors or windows that might allow air to infiltrate classroom.
  4. Take class roster to account for all students and initiate student accountability procedures using the emergency status cards.
    - If all students are accounted for post **GREEN** status card in door window (slide under door).
    - Post **RED** status card in door window (slide under door) if you have a medical emergency or if you have noted something suspicious or student(s) not accounted for at the moment.
  5. Do not let any student leave without proper authorization.
  6. Follow instructions given by campus administrator/law enforcement.
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## MEDICAL EMERGENCY IN CLASSROOM

*Choking, Seizure, Asthma Attack, Heart Attack, Basic First Aid*

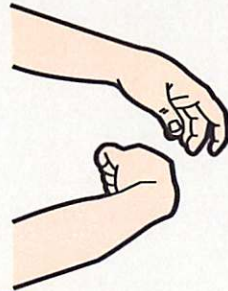
1. If you feel that the life of the student is in jeopardy, **CALL 911 IMMEDIATELY.**
  2. In case of a medical emergency the most important thing is to remain calm, clear the area and contact administration.
  3. Contact administration and nurse's office by sending a reliable student to get assistance.
    - **Be prepared** to give simple, clear instructions that can be readily accepted and understood. *EXAMPLE: STUDENT CHOKING in ROOM A 33, Mr. Urquiza is requesting help now, please hurry.*
    - One student should be directed to go toward the closest administrator's office, but to stop and seek assistance through anyone with a radio.
    - The second student should be directed to go to the nurse's office and to not stop until they have made contact with someone from the nurse's office.
  4. General Directions
    - **CHOKING:** If choking, perform the Heimlich Maneuver (follow information on poster)
    - **ACCIDENT:**
      - Do not move the victim if you suspect a neck or back injury.
      - Control severe bleeding.
    - **HEART ATTACK / STROKE / SEIZURE:**
      - Make certain the person is breathing.
      - Make certain the person's heart is beating by checking pulse.
      - Do CPR as necessary.
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# HEIMLICH MANOEUVRE

Also known as the abdominal thrust, this technique can be performed on the choking victim to prevent suffocation.



**1** Stand behind the person and lean him slightly forward.



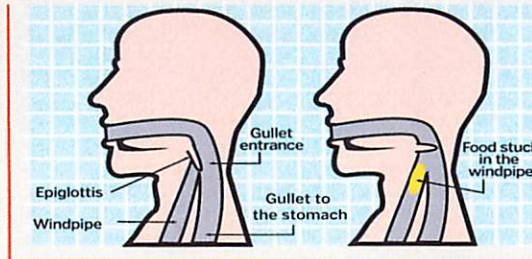
**2** Put your arms around the person and make a fist with one hand.



**3** Place your fist near the top of his stomach, just below the centre of the rib cage. Place your other hand over your fist and lock tight.



**4** Make a quick, hard movement inward and upward. This will create pressure in the chest area which will compress the lungs. Similar to an artificial cough, this will force air out of the windpipe and help to dislodge the food item stuck in the airway.



**The swallowing action**  
When a person swallows food, the epiglottis - the flap tissue at the back of the tongue - will normally block the entrance to the windpipe. The food then bypasses the windpipe and goes into the stomach. When food gets lodged in the windpipe or voicebox, choking occurs and may cause suffocation.

GRAPHICS: MANNY FRANCISCO

## Hands-only CPR saves lives

Experts say chances of survival double and even triple if hands-only CPR is started within the first moments of an adult collapsing. Adults in cardiac arrest generally have enough air in their lungs to forgo mouth-to-mouth resuscitation.

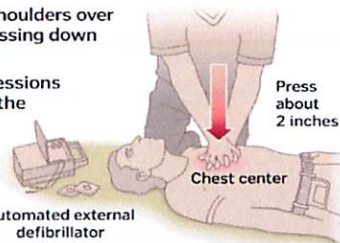
**If you see someone collapse . . .**

- 1** Alert 9-1-1 or have someone make the call.
- 2** Quickly position unresponsive victim on his back. Begin CPR by placing the heel of one of your hands on top of the other between the nipples of the victim's chest.

With locked elbows and shoulders over the chest, fall forward pressing down about 2 inches.

Deliver about 100 compressions per minute. That's about the tempo of the BeeGee's song, "Stayin' Alive."

Lift hands slightly after each compression to allow the chest to recoil.



- 3** Use an automated external defibrillator if available. Take turns with another bystander until help arrives, but keep CPR interruptions to a minimum. Don't stop until the compressions can be taken over by paramedics or another bystander.

SOURCE: University of Arizona Sarver Heart Center; American Heart Association  
ASSOCIATED PRESS | THE PLAIN DEALER

## In ANY Life Threatening MEDICAL EMERGENCY immediately CALL for Assistance and CALL 911

An A.E.D is located in the Front Office and in the Physical Therapy Room. The *automated external defibrillator* serves to shock the hearts chaotic electric impulses back into a workable rhythm.

*A combination of CPR (if the person's heart is not functioning) and the use of an AED can save a life. If the heart is 'flat-lined' the AED is ineffective.*

*As soon as person collapses and appears non-responsive and non-breathing CPR should begin immediately. If a shockable rhythm can be established the AED can be used to try and establish a functional heart rhythm.*

**EPISD DISCLAIMER:** This information has been presented in an attempt to inform teachers of the basic response to a medical emergency. In no way does this basic information fully prepare you for an emergency situation. When possible, a full CPR course should be completed. The 'hands only' approach is the newest concept being taught for basic CPR. The AED is a completely self-contained unit and will lead the user (speaks to you) through the procedures in attaching leads. The AED is then AUTOMATED and will perform / advise the needed shock. If there is no pulse, CPR can be used to bring the non-responsive person back to a point where the AED can be beneficial.

# FOR Anaphylaxis


## First Aid

To handle an emergency situation, use Emergency Scene Management (ESM).

- 1 Take Charge.
- 2 Call out for help.
- 3 Assess hazards and make the area safe.
- 4 Find out what happened.
- 5 Identify yourself and offer to help.
- 6 If head or spinal injuries are suspected, support the head and neck.
- 7 Assess responsiveness.
- 8 Send or go for medical help.

Note: Protect yourself and others by wearing vinyl gloves when giving first aid. Use a shield or face mask with a one-way valve when giving AB or CPR.

### Emergency Numbers

St John Ambulance  
  
 AMBULANCE  
 FIRE  
 POLICE  
 FAMILY DOCTOR  
 POISON INFORMATION CENTRE

- ### Common causes of anaphylaxis
- 1 Stings - by bees, hornets, wasps and fire ants
  - 2 Medications - including antibiotics (esp. penicillin), seizure medications, ASA and muscle relaxants
  - 3 Foods - like milk, eggs, nuts (incl. peanuts), shellfish, whitefish, food additives
  - 4 Exercise

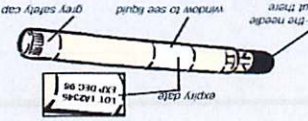
### Signs and symptoms of anaphylaxis

- The early signs and symptoms of anaphylaxis may include:
- 1 Itchy, flushed skin, raised skin rash (hives)
  - 2 Sneezing, running nose and watery eyes
  - 3 Swelling of the airway
  - 4 A "lump" or "knot" in the throat that won't go away
  - 5 Coughing
  - 6 Sense of impending doom
  - 7 Nausea and vomiting

### How to help with medication for anaphylaxis

Anaphylaxis medication is injected into the body with a needle. The EpiPen<sup>®</sup> Auto-Injector is designed for simple use to give the right amount of medication with each injection. If the casualty cannot give the injection to him or herself, you may have to do it.

The EpiPen<sup>®</sup> Auto-Injector is a disposable drug-delivery system with a spring-activated, concealed needle. The EpiPen<sup>®</sup> Auto-Injector delivers a single dose of medication. A casualty may have more than one auto-injector for multiple doses.



- ### To use the EpiPen<sup>®</sup> Auto-Injector
- 1 Take the unit out of the plastic case. Check the expiry date and pull off the grey safety cap - and pull off the black tip - sure this is off, any pressure on the black tip will activate the unit.



As anaphylaxis progresses, the signs and symptoms may include:

- 1 Pale skin and / or cyanosis
- 2 Anxiety and perhaps a severe headache
- 3 Wheezing, chest feels like it's being squeezed
- 4 Breathing difficulties, coughing
- 5 Pulse is rapid and irregular
- 6 Shock - wrist pulse may be hard to find
- 7 Swelling of the lips, tongue, throat, hands and feet
- 8 Unconsciousness, stopped breathing, stopped heart (cardiac arrest)

- If the liquid in the syringe is brown, do not use it. It should be clear and have no colour.
- If the device has expired (check the expiry date) do not use it.
- If you or anyone else is injected by mistake, get medical help.



only use the auto-injector on the outer thigh part of the outer thigh  
 The EpiPen<sup>®</sup> Auto-Injector can be given through lightweight clothing

- 2 Firmly jab the black tip into the outer thigh until the Auto-Injector activates-you'll feel and hear a "click." Hold the EpiPen<sup>®</sup> Auto-Injector in place for ten seconds, then pull it straight out.
- 3 After the injection, keep the casualty warm and avoid any exertion. If the casualty's condition doesn't get better in 10 minutes, give another dose if the casualty has one. The medication will begin to wear off within 10 to 20 minutes - get medical help right away.

### What to do with the EpiPen<sup>®</sup> Auto-Injector

Bend the needle now coming out of the black tip of the unit against something - never touch it. Put the broken case and used unit back in the plastic case and take it to a hospital with the casualty.





## Important Information for Substitute Teachers

A copy of the *EPISD Emergency Operations Plan- Quick Reference Guide* and an up-to-date roster of the Students assigned to that classroom will be by the classroom door.

- 1) SAFETY: YOUR SAFETY and the STUDENT'S SAFETY is PRIORITY #1. Always act in the best interest of keeping yourself and the students' safe.
  - 2) Remain calm. You are the adult and the leader.
  - 3) If needed, ask students for help; all students have been trained on emergency procedures.
  - 4) Follow the procedures and directions outlined within the *EPISD Emergency Operations Plan- Quick Reference Guide*.
  - 5) Wait for additional instructions from administration or law enforcement.
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# Eagle Pass ISD Building/Campus Evacuation Procedures

- You may need to evacuate a building or the campus at any time. In general, you should:
- Know your surroundings – identify your primary and secondary building exit locations.
- Become familiar with campus emergency plan.
- Understand your role during a building or campus evacuation.

## Evacuating a Building

- Remain calm.
- Complete assigned tasks, if any, relative to your campus evacuation plan.
- Take your class roster with you.
- Exit the building by the most direct route that avoids danger.
- Inform others along the way.
- Assist visitors and, if needed, people with special needs.
- In the event of a fire alarm, DO NOT use elevators unless instructed to do so by emergency response personnel.
- Move at least 300 feet away from the building.
- Make your way to the predetermined assembly point for your class, office, or department.
- DO NOT re-enter the building until an all clear is given.

## Head Count

- Individuals in leadership positions should account for students, staff, and visitors that were under their immediate supervision at the time of the evacuation:
- Teachers/Counselors
- Students
- Paraprofessionals (office staff, cafeteria staff, custodial staff, aides, etc.)
- Administrators
- Visitors
- Inform the individual in leadership if you suspect someone did not exit the building. The individual in leadership should inform emergency response personnel of the person's last known whereabouts.

## Evacuating the Campus

Depending on the incident, established evacuation plans and routes may be changed to keep you safe and out of harms way. If a campus evacuation is ordered, stay informed and listen for evacuation instructions that will be provided to you through various emergency notification methods which will provide information on assembly points for your class, office or department. **In the event that students and staff need to fully evacuate the campus, bus transportation will be provided to the Student Activity Center, 5021 E. Hwy 277, Eagle Pass, Tx.**

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