

EMERGENCY SITUATIONS

SUICIDE THREATS/ATTEMPTS

Suicide is not a spontaneous activity. Suicide is usually the result of a long-term, gradual, wearing-away process called emotional erosion. What is being eroded is the person's ability to cope with life experiences and the emotions surrounding his/her experiences. There is no single cause of a suicide.

If a person demonstrates any suicidal tendencies (verbal or other signs), keep that person under close observation until a trained professional in mental health arrives.

When working with a suicidal person look for a clustering of warning signs within a context of: recent loss, sadness, frustration, disappointment, grief, alienation, depression, loneliness, physical pain, mental anguish, or mental illness.

- **Take Suicide Threats Seriously.**
- **Remain With The Person Until Help Is Obtained.**
- **Seek Immediate Help From A Trained Professional.**

BOMB THREAT INFORMATION AND PROCEDURES

YOU'VE RECEIVED A BOMB THREAT

Bomb threats may be received by phone, mail, or message. There are specific procedures for handling each type of threat.

By Telephone

Most bomb threat calls are very brief, with the caller normally stating the threat in a few words and immediately hanging up or breaking the connection. Delay the caller by saying, "I'm sorry. I did not understand you. What did you say?"

This might provide time to alert a co-worker and start the Site Specific process. It is very important that the person receiving the threat gets as much information as possible from the caller, i.e., where the bomb is located, what time it is scheduled to explode, why he/she placed the bomb in the school, what the bomb looks like. The recipient should note the following: sex of caller and approximate age - man, woman, boy or girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type), motors, traffic. [Note: The Site Specific Checklist incorporates this information.]



By Written Message

If a threat is received by letter, it should be preserved for investigation by the police. To accomplish this, the person opening the letter and recognizing it as a threat, should place the letter in a document protector and report it to principal/designee.

NEXT STEPS

There is no sure way of knowing whether or not the call is real or just a prank. So, the established procedures are activated whenever a bomb threat is received or suspected. Using the Bomb Threat Checklist as a reporting form will provide an orderly procedure for maintaining the safety and welfare of students and staff. In addition, it serves as a precise record of all incident responses and actions.

Bomb threats may be received by phone, mail, email, or text message. They are a message that a bomb is set to explode on or near campus.

A bomb threat must always be considered a real and immediate danger to students and personnel and requires an immediate response by the person receiving the bomb threat message.

Consequently, all employees must be familiar with the established procedures, as many times, it may not be possible to receive direction from the Principal or site administrator.

Use the **BOMB THREAT CHECKLIST** on page to capture the information, especially useful in a phone call threat. The principal or designee will **EVACUATE** all students and staff.

No bomb threat is to be disregarded as being a prank call.

At least one bomb threat drill should be conducted each school year. Because evacuation of students and/or staff to the Pre-planned evacuation site is the response used for bomb threat as well as a number of other disaster incidents, staff members will probably not be aware that they are evacuating because of a bomb threat. Therefore, it would be a good practice that whenever exiting the classrooms/work places for any kind of drill/exercise/incident all personnel should quickly visually inspect their work area for anything that might seem unusual/out of place and be aware of any unusual or suspicious persons on the site.

- Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.
- Students should not go to lockers and should evacuate immediately. Evacuations may be necessary during winter months and students may not have coats-this situation must be considered in planning.
- Each site should designate a primary and at least one secondary evacuation site for students/staff. The primary evacuation area is usually the pre-planned site and the secondary sites are off campus/site. At least one of them should be within walking distance, i.e., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center, etc.

BOMB THREAT CHECKLIST

Questions to Ask:

1. When is the bomb going to explode?
2. Where did you put the bomb?
3. When did you put it there?
4. What does the bomb look like?
5. What kind of bomb is it?
6. What will make the bomb explode?
7. Did you place the bomb?
8. Why did you place the bomb?
9. What is your name?
10. Where are you?
11. What is your address?

Exact wording of the Threat:

Action:

Report call immediately to: _____

Phone Number: _____

REMEMBER

Keep Calm

Don't hang up

Caller's Voice:

Accent (specify): _____

Any impediment (specify): _____

Voice (loud, soft, etc): _____

Speech (fast, slow): _____

Diction (clear, muffled): _____

Manner (calm, emotional, etc): _____

Did you recognise the voice? _____

If so, who do you think it was? _____

Was the caller familiar with the area? _____

Threat Language:

Well Spoken: _____

Incoherent: _____

Taped: _____

Message read by caller: _____

Abusive: _____

Other: _____

Background Noises:

Street Noises: _____

House Noises: _____

Aircraft: _____

Voices: _____ Local call: _____

Music: _____ Long distance: _____

Machinery: _____ STD: _____

Other: _____

Other:

Sex of caller: _____

Estimated age: _____

Number: _____

Call Taken:

Date: ___/___/___ Time: _____

Duration of call: _____

Number called: _____

Recipient:

Name (print): _____

Telephone Number: _____

Signature: _____

ACT OF VIOLENCE/ACTIVE SHOOTER

Active Shooter(s): a person who is actively engaging students and/or staff with a firearm.

Armed Person on School Grounds: an individual displaying or wielding a deadly weapon.

Drive by Shooting: is shooting from an occupied/moving vehicle into a target area.

Hostage Situation: detaining students and/or staff against their will by force or threatened use of force.

Shots Fired from On/Off-School Grounds: from an undetermined source.

Show by: is driving by with the intent of a show of force i.e. showing a gun out the car window, but not firing it.

Suicide/Threat of Suicide: The act of taking one's own life, or threatening to do so.

It is possible that a shooting could occur at or near a school site. The immediate concern is the safety of staff and all students. The locations at greater risk may be the fields utilized by physical education classes, the perimeter of the school, and the entrance areas due to accessibility by vehicles.

Immediately after the incident/reported shots fired:

Initiate **LOCKDOWN** procedures campus-wide.

Additional Instructions:

- If outside, find cover-may need to lie flat.
- Have students move safely and quickly to the nearest shelter (building) or cover.
- Assess injuries, if applicable.
- Do not allow anyone seriously injured to move. If injured are ambulatory assist them to a shelter.
- Stay with the injured until emergency services arrive.
- Assist the police with as much detail as possible.

Motivation

- While motivations for active shooter incidents are difficult to fully determine, some common "triggers" may include:
 - ❖ Loss of significant relationships
 - ❖ Feelings of humiliation/rejection
 - ❖ Changes in financial status
 - ❖ Major adverse changes to life circumstances
 - ❖ Loss of job
 - ❖ Changes in living arrangements

* Many active shooters are described as "socially isolated," harboring feelings of hate or anger, and/or having some reported contact with mental health professionals.

- Few active shooters have had previous arrests for violent crimes.

Remember: Students will model their emotional reaction after yours, so **STAY CALM.**

Gadsden High School Faculty and Staff will receive behavior indicators of an active shooter through receipt and review of Safe School Plan. Information was previously reviewed during Department meetings in January 2016.

HAZARDOUS MATERIAL RELEASE

A **hazardous material** is any chemical compound or biological agent that has adverse effects to health and safety. This includes natural gases, propane, and like gases.

A **hazardous material release** is a release of a chemical compound or biological agent that requires initiation of emergency protocol.

All containers must be labeled as to their contents. No hazardous materials should be brought onto school property without prior authorization from the principal, and the Material Safety Data Sheet (MSDS) for the chemical should be forwarded to Central Office or Risk Management.

Proper chemical hazard signs should be displayed on outside of buildings that contain chemicals.

If the boiler malfunctions, or if a line leaks there may be an irritating ammonia odor. Call Maintenance and Operations and evacuate away from the area. Open windows if necessary.

INTERIOR hazardous material release: **EVACUATE** all students and staff.

EXTERIOR hazardous material release- may need to **SHELTER IN PLACE** or **LOCKDOWN.**

Additional Instructions

- Notify principal or designee of hazardous material release. Incident Commander will determine the appropriate course of action; responders will take appropriate action (shelter-in-place, lockdown, or evacuation).
- Do not clean up or touch any chemical spill.
- It is not necessary to evacuate the entire school if one building is affected. In the event of inclement weather, students should be moved to an unaffected building.

FALLEN AIRCRAFT (INCLUDING HOT AIR BALLOONS)

A **Fallen aircraft** includes: plane, hang glider, hot air balloon, helicopter, etc. that has fallen out of the sky and has crashed on or near school property. All types of aircraft that use gas to power a motor or engine have a high risk of fire or explosion after a crash.

In the event of a fallen aircraft, teachers/administrators should instruct students to implement **SHELTER-IN PLACE** procedures.

If a building is involved in a crash all students/staff shall be **EVACUATED**.

Additional Instructions:

Do not attempt to assist at the crash site. The primary responsibility is for the safety of staff and students.

FIRE

School fires are often more dangerous than they appear. Panic greatly complicates evacuation. Most school fires are set by vandals. Never assume that the fire has a single source or is minor. Cafeterias, laboratories, shops, storage rooms and toilets are common areas for fires. To prepare, have your staff familiarize themselves with the locations and operation of fire extinguishers, fire pull stations, and hoses.

All incidents of fire should follow standard **EVACUATION** procedures.

Additional Instructions:

- Do not attempt to extinguish the fire, if it will put anyone in danger.
- If there is a fire external to the school, an evaluation will need to be made; **SHELTER IN PLACE** may need to occur. (i.e. forest fire, brush fire)

Principal/Designee

The principal/designee shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

7. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
8. Determine which situation is appropriate (Evacuation; Shelter-In-Place; Lockdown)
9. Activate the school Incident Command System (ICS).
10. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
11. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)

Maintain a line of communication with the Superintendent's Office and District Incident Command Team

PARENT NOTIFICATION

In addition to advance notification, it is important to let parents know when an emergency situation as occurred and the school and district response to that emergency. The Phone Messenger system may be utilized to provide information from the Gadsden ISD regarding a fire incident.

NATURAL HAZARDS

Fire Hail Tornado Earthquake Lighting Snow/Ice Storm Wind/Sand Storm Flood

In the event of a natural hazard, there is often no time to assess the situation. In this situation follow the procedure for **SHELTER IN PLACE**. There may be certain situations where an **EVACUATION** is the best response in order to prevent students and staff from being stranded on school grounds or placed in greater danger.

Students should not be released if it is hazardous to do so.

Additional Instructions:

Earthquake

Inside Building

- All pupils and staff should immediately turn away from glass areas and place themselves under tables and desks.
- If structural damage, window breakage, etc. has been sustained, the teacher is to follow normal evacuation drill procedures **following termination of the quake**.
- Extinguish all science class room gas burners.
- Stay clear of chemicals.

Outside Building

- Move to an open area away from trees, portable backstop, power lines, buildings, etc. Remain in a cleared area free from any potential falling objects
- Under no circumstances should students or adults attempt to return to the building during an earthquake

High Wind Events (Tornadoes, Wind Storms)

Move students

- away from windows and exterior doors.
- to lowest floor area
- from portables to main building, if time allows.

Avoid auditoriums, gymnasiums and structures with large roof spans

Flood/Snowfall

- A flood or snowfall may require evacuation.
- Do not evacuate through water or in a severe snow storm.

LOSS OF POWER OR WATER

If loss of power or water cannot be immediately restored and may negatively impact students, school may need to be dismissed.

Additional Instructions:

- **Contact Maintenance and/or Operations {phone number}.**
- **Maintenance and/or Operations will assess the situation and advise the Superintendent or Chief of Facilities Planning and Operations and the site administrator with the estimate of when the utilities will be restored. The decision to close school or change hours of the school day is the responsibility of the Superintendent.**
- **If the situation occurs after hours, a local utility company may need to be called at {phone number} if Maintenance and/or Operations is not available. If utility company cannot be reached, contact local law enforcement.**
- **The school should provide flashlights for classrooms and work places, and replacement batteries are routinely provided. School multipurpose rooms and main offices and special services area should have emergency lighting that is automatically activated during a power failure.**

MISSING STUDENT: AMBER ALERT

The AMBER Alert program is a voluntary partnership between law-enforcement agencies, broadcasters, transportation agencies, and the wireless industry, to activate an urgent bulletin in the most serious child-abduction cases. The goal of an AMBER Alert is to instantly galvanize the entire community to assist in the search for and the safe recovery of the child.

There are certain situations where it is of utmost concern to keep track of all students. This includes off-site field trips. Ensure that field trips sponsors have correct attendance lists and emergency contact information.

Attendance must be taken at key intervals throughout the day to ensure all students are accounted for. These times include before the transportation leaves, when the transportation arrives on site, after entering the site, after boarding transportation at the end of the trip.

As soon as it is determined that a student is missing, notify local law enforcement.

CIVIL DISTURBANCE

Civil Disturbance is a disruption in the educational process due to: unreasonable behavior, mass disobedience, or other inappropriate behaviors or actions stemming from a group of individuals that threatens the stability and operation of the school and/or the safety of the students/staff. This may include: sit-ins, walk-outs, protests, etc.

Coming from within school- **LOCKDOWN**
Disturbance outside school property-**SHELTER-IN-PLACE** or **LOCKDOWN** depending on the situation

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TRANSPORTATION EMERGENCIES

Transportation Emergencies may include: bus accident, vehicle accidents with students or teachers, pedestrian hit by vehicle, vehicle crash into campus property, etc.

Each District is required to have policies in place to address transportation emergencies, including the following:

GISD policies, EBB, EBBB, EBBB-R, EBBB-E, EBC and EBC-RA are in place to address transportation emergencies. Each site Administration will tailor their plan for their site to include the following:

- use EBBB-E for reporting accidents
- vehicle trouble requiring evacuation
- vehicle trouble not requiring evacuation
- passenger trouble requiring transportation personnel intervention
- passenger trouble requiring police intervention
- passenger trouble requiring medical intervention
- passenger trouble requiring medical intervention accidents.



Additional Information:

- Student transportation is a privilege to students who are eligible for transportation and students who do not obey the state and local regulations may have their transportation privileges revoked based on the local board policy.
- For further information on all transportation regulations please see NMAC 6.41.4 Standards for Providing Transportation for Eligible Students.

CAMPUS MAP/ UTILITY CUT-OFF DIAGRAM

The Campus Map/Utility Cut-off Diagram will be the last page on this plan.

SECTION VI-RECOVERY (AFTER)

INTRODUCTION

The **Gadsden High School** is committed to providing a healthy, safe and secure environment for students and employees. The ALL HAZARD PLAN (SAFE SCHOOL PLAN) - RECOVERY section provides {**Gadsden High School**} staff as school resumes after a critical incident has occurred. Resuming school activities as quickly as possible is important to promote the long term welfare of children and their families. Teachers and other school staff can play an integral role in helping their students. Teachers have usually spent the most time with their students and most likely know them the best. They are in a good position to provide early and ongoing recovery strategies.

The goal of the *All Hazard Plan (Safe School Plan) - Recovery* section is to assist schools in coping with the aftermath of a traumatic incident.

The Gadsden Independent School District recognizes that each school community has unique needs and resources, which must be addressed to enhance the All Hazard Plan (*School-Level Safety Plan*). The All Hazard Plan (SAFE SCHOOL PLAN) – RECOVERY section will be reviewed annually by school staff.

(NOTE: Recovery activities are school and community-specific. Included in this document are **samples** of possible recovery strategies a school might have in place to assist in the aftermath of critical incidences. Every school should develop a recovery section in their School-Level Safety Plan.)

RECOVERY PLANNING

Many individuals who have had traumatic experiences suffer from ongoing reactions to them. These reactions are called Posttraumatic Stress Reactions. These reactions are common, understandable and expectable, but are nevertheless serious and can lead to many difficulties in daily life. Understanding the nature of traumatic stress and moving to appropriate interventions can greatly increase the chances for a quicker return to normalcy and decrease reactive emotion and behavior.

In a crisis situation, many of the school staff may also be traumatized and will need to address their emotional state as well. The more a school community can prepare for a crisis, the more equipped they will be to tackle these issue. Training for school staff is essential for recovery planning.

Training for school staff should include topics of:

- Stress and risk factors,
- Protective factors,
- Emotional and behavior problems,
- Trauma reactions
- Symptoms and strategies for crisis prevention, response and personal coping.

Recovery Team: A team of individuals who will come together after a critical incident and manage the aftermath of the situation. This group should include a diverse group of individuals within the school, such as the principal, assistant principal, school psychologist, guidance counselor, school social worker, school nurse, teachers, building security. In addition, the team should include community members, such as the community spiritual leaders, and community mental health providers. The GHS will designate and assemble a recovery team on a case specific basis.

Purpose of team:

- To support (grief counseling, debrief, etc.) students, staff, and parents they grieve by normalizing reactions.
- To provide a safe environment for students to express their feelings of grief, loss, anger, guilt, etc and not feel alone in their experience.
- To return the school environment to its normal routine as quickly as possible following a crisis.
- To prevent possible copycat responses if the crisis is related to a suicide or other form of attack.
- To reduce possible long-term effects that can negatively influence school attendance and learning.

The members of the team will need training in suicide assessment, intervention, or debriefing procedures in order to effectively respond and intervene with students, staff, and parents. The recovery team will include the Threat Assessment Team, augmented by professionals and community as deemed appropriate by the GHS Administration.

Recovery Team

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
GHS Administrator	David Martinez	6340
Guidance Counselor	Jenny Gonzalez	6301
NJROTC/AHT	Mark Morrell	
Law Enforcement/AHT	Samuel Marquez	
GHS Security Officer	Al Marmolejo	Radio

STAFF AND STUDENT NOTIFICATION

A school announcement of a death of a student or staff that affects a school community is critical and needs to be done as soon as possible. A staff person should be designated as the single school spokesperson. If during school hours, a written statement or a staff meeting to share information on the crisis involving a death of a student or staff.

Informing the staff first will give the opportunity for questions and acknowledge their grief and loss. It also gives the staff the opportunity to prepare how to respond to their students and follow the guidelines on student notification.

Guidelines for student notification may include:

- The announcement should only include accurate information that has been verified by the family or the authorities to help control rumors.
- The students need to get the same information at the same time (e.g. homeroom, first period class, or in small groups) from someone they know (if possible).
- The announcement should be appropriate to grade level of the students, especially in primary and middle schools.
- Avoid using public address systems or school assemblies.

- The announcement should also include information on mental health support services and how to access them.

A prepared statement for parents is also very important. A letter should be sent home with students for parents to notify them about the crisis and what services are being offered to the students and their families. The letter should suggest helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

FAMILY REUNIFICATION

The Planning Team should consider the following when developing policy for Family Reunification:

- Gadsden High School families and guardians will be informed through our ALL CALL MESSAGING AND THROUGH OUR LOCAL MEDIA SPANISH AND ENGLISH RADIO AND TELEVISION STATIONS in order to inform of the reunification process in advance and how to clearly describe their roles and responsibilities in reunification.
- Gadsden High School will verify that an adult is authorized to take custody of a student through our emergency contact forms.
- Gadsden High School staff will facilitate communication through check points between the parent check-in and the student assembly area.
- Gadsden High School will take roll of students through class rosters to ensure that students do not leave on their own and to ensure that every student is accounted for.
- Gadsden High School Students will be placed away from local media to ensure the privacy of students and parents.
- Gadsden High School will have trained personnel to facilitate and guide parents in order to reduce confusion during the reunification process.
- GISD will determine the frequency of updating families with current information.

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Sample letter:

GADSDEN HIGH SCHOOL

6301 Highway 28
Anthony, New Mexico 88021
(575) 882-6328 Fax (575) 882-2370
Web Page: www.gisd.k12.nm.us

Hector Giron
Principal

David Martinez
Assistant Principal

Rebecca Rodriguez
Assistant Principal

William Dickson
Assistant Principal

Dear Parents:

(Current Date)

One of our teachers, -----,(Name), passed away on (date) in her sleep. The cause of death has not been determined. This unfortunate death may have an impact on your child and will impact all of (Name) students and colleagues.

Whenever a school loses a teacher of (Name) quality, it affects the school community. We will miss her and it will have an impact on our school. There will be support for all students and staff, who feel the need to talk to someone. We will have counselors and extra social workers available this week. If you have any questions please feel free to call the school.

Sincerely,

Hector Giron
Principal

(Fecha Vigente)

Estimados Padres de Familia:

El sábado, 5 de abril de 2008, se murió la maestra, (nombre). Siempre es difícil cuando esto ocurre en una escuela. La escuela tendrá consejeros y trabajadores sociales para hablar con los estudiantes en esta semana. Si tiene preguntas por favor llama la escuela.

Atentamente,

Hector Giron
Director

CHECKLISTS

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff is assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.

In the event of a death, use the following checklist for planning possible events/processes:

Administrative Meeting		Person Responsible	Completed (Yes/No)
Notifications	Prepare Letter for Parents - include Parent Meeting information		
	Prepare community resources for parent letter		
	Prepare statement for staff to read if appropriate		
	Identify list of vulnerable students		
	Call parents of vulnerable students		
	Prepare statement to media		
Staff Meeting	Announce date/time staff meeting		
	Discuss how information will be disseminated		
	Talk about warning signs, etc.		
	Long term prevention plan		
	Distribute handouts		
Parent/	Arrange for outside facilitator to present to parents		

Community Forum	Organize place/time		
Memorials	Plan memorials		
	Organize materials for memorial room: paper, markers, tissues, etc.		
Funeral	Announce funeral information		
	Arrange for busses, if appropriate.		
	Arrange for substitutes if needed		

Counseling		Person Responsible	Completed (Yes/No)
	Staff teachers' lounge		
	Meet with vulnerable students		
	Meet with parents of vulnerable students.		
	Staff "crisis" room.		
	Report list of students seen to counselor		
	Organize classroom/assembly discussions		
	Make appropriate referrals		
	Identify students needing on-going grief counseling		
Follow-up		Person Responsible	Completed (Yes/No)
	Assess needs for ongoing support groups		
	Assess needs for outside counseling referrals		
	Possible Peer Helping program		
	Possible classroom presentations		
	Possible staff training		
	Consultation on school protocols.		
	Review self-care with school counselor		
	Consultations on on-going suicide intervention curriculum		
	Evaluate helpfulness of Recovery team efforts		
	Monitor debriefing efforts		
Other		Person Responsible	Completed (Yes/No)

PANDEMIC FLU RECOVERY

Pre-planning for recovery:

- Identify and pre-screen health and grief service providers.
- Develop template letters.
- Provide training for school staff regarding grief and possible health problems.

Recovery

- Mobilize the Crisis Recovery Team that provides emotional-psychological support. If there is a loss of life in the school community establish location site or "Safe Room" for counseling services to be provided.
- Hold faculty/staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students; signs and symptoms to look out for and safe room function and location. Also announce counseling support services available to faculty and staff.
- Announce counseling support services that are available to students.
- Provide rest places for those who tire easily.
- Provide physical assessments if needed if staff are available or make appropriate community health referrals.
- Send letter home to families.
- Make educational materials available to families on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
- Make educational materials available to staff on topics such as recovering from the flu, and common symptoms and constructive ways to cope with stress.
- Establish working relationship with Employee Assistance Programs.
- Identify students, families and staff who may need long-term physical and mental health support or intervention and develop the school and community resources to provide these services.
- Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors and other crisis team members.
- Modify work roles and responsibilities or add volunteer or support staff as needed.
- Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services.
- Follow-up with student referrals made to community agencies.
- Conduct debriefings with Crisis Recovery Team.

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- Document “lessons learned” and incorporate them into revisions and trainings.
- Assess if Crisis Recovery Team needs additional training, as needs arise.
- File appropriate reports. Plan a response for the anniversary period several months in advance, including a needs assessment to identify students at continued risk.

Campus Map/Utility Cut-Off Diagrams

Revised Fall of 2015

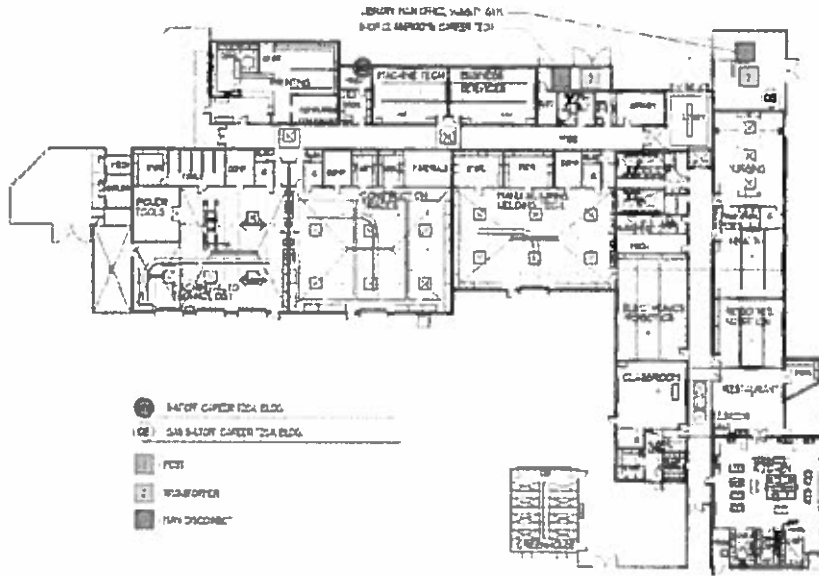
- 10 GAS MTR TO MECH CAPP & ACROSS 1 FLOOR
- 11 GAS CLOFF TO NORTH BLDG
- 12 GAS BALCOFF TO MECH TR
- 13 GAS BALTOP TO CO-PIPER LAB
- 14 POOL
- 15 TRANSFORMER
- 16 FAN DISCONNECT



GADSDEN HIGH SCHOOL
 GADSDEN INDEPENDENT SCHOOL DISTRICT



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11/11/15
Gadsden High School

FLOOR PLAN
SCALE: 1/8" = 1'-0"

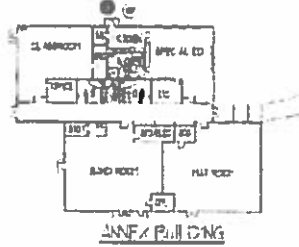
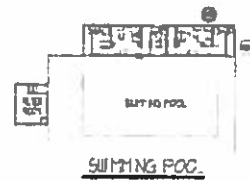
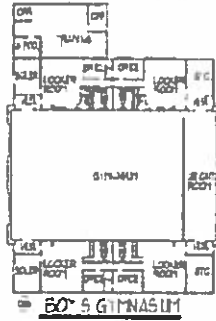
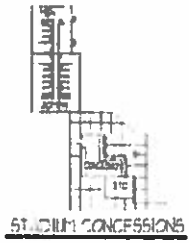


GADSDEN HIGH SCHOOL
GADSDEN INDEPENDENT SCHOOL DISTRICT



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- SLOTTED GLASS PARTITION
- SLOTTED GLASS PANEL
- SLOTTED GLASS
- SLOTTED GLASS PANEL
- SLOTTED GLASS
- 10'
- 12'
- 14'



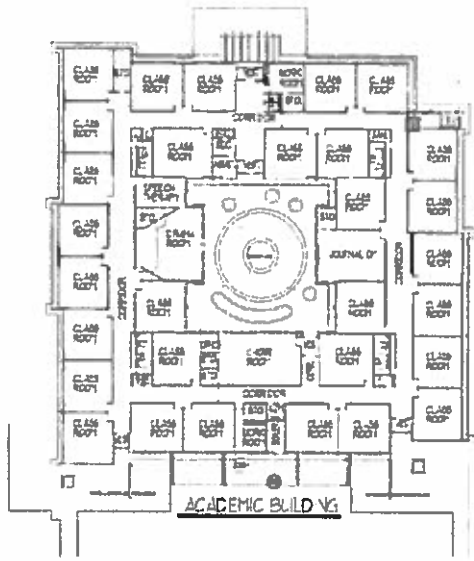
GADSDEN HIGH SCHOOL
GADSDEN INDEPENDENT SCHOOL DISTRICT



10/22/15
10/14/15

- STAIR (ACADE BLD)
- STAIR (ACADE BLD)
- FIB
- STAIRWELL
- PLANT ROOM

15-04-2015
10:11:29 AM



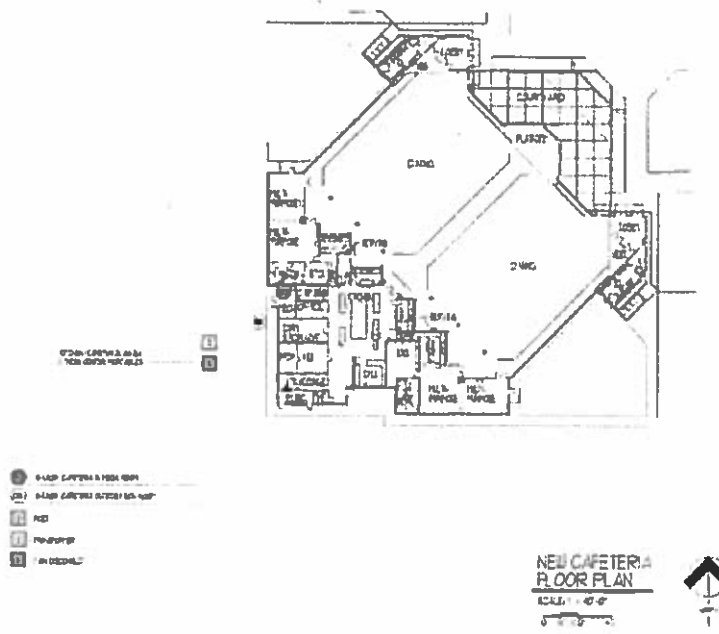
FLOOR PLAN
SCALE - 1/8" = 1'-0"



GADSDEN HIGH SCHOOL
CLIBBEN INDEPENDENT SCHOOL DISTRICT



Revised Fall of 2015



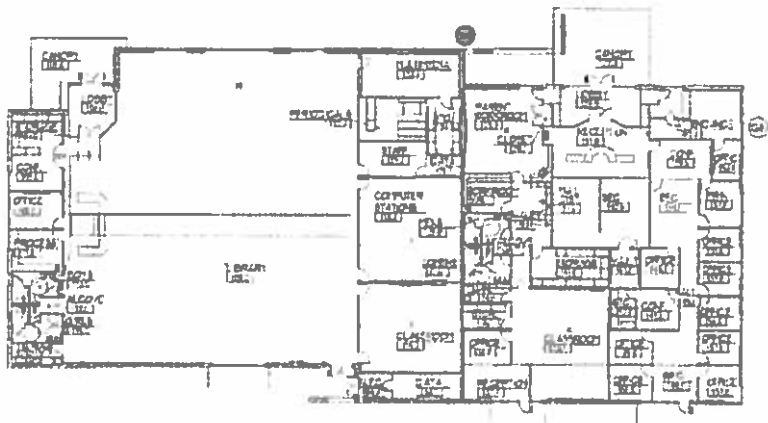
9/23/14
4/13/15



GADSDEN HIGH SCHOOL
GADSDEN INDEPENDENT SCHOOL DISTRICT



Revised Fall of 2015



● BUILDING ADMINISTRATION AND SERVICES
□ BUILDING ADMINISTRATION, A.C. SERVICE

10/15/15
10/15/15

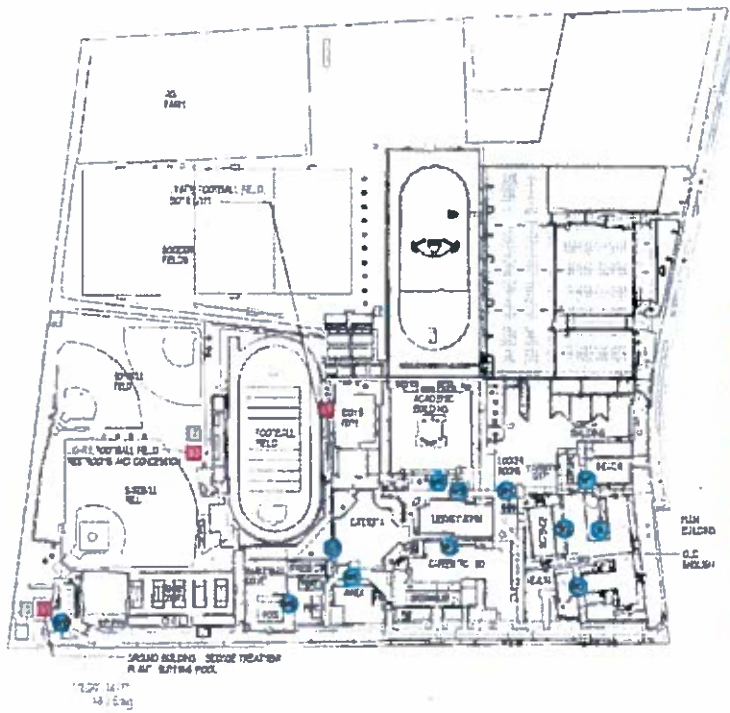
FLOOR PLAN
SCALE = 1/8" = 1'-0"
0 10 20



GADSDEN HIGH SCHOOL
GADSDEN INDEPENDENT SCHOOL DISTRICT

HS-37

Revised Fall of 2015



CLASSROOM	NO.	AREA
101	100	100
102	100	100
103	100	100
104	100	100
105	100	100
106	100	100
107	100	100
108	100	100
109	100	100
110	100	100
111	100	100
112	100	100
113	100	100
114	100	100
115	100	100
116	100	100
117	100	100
118	100	100
119	100	100
120	100	100
121	100	100
122	100	100
123	100	100
124	100	100
125	100	100
126	100	100
127	100	100
128	100	100
129	100	100
130	100	100

- TUFF FOOT BALL, EXPR. CENTER
- BULLY CHEMICALS, COMPUTER LAB, 14 HOUR AND NODERN BLDG
- BAYFIRE SCIENCE BLDG (EAST TECH ROOM)
- BAYFIRE HEALTH SERVICES
- BAYFIRE SAFETY CENTER
- BAYFIRE ADMINISTRATION AND JUDGE
- BAYFIRE ACADEMIC BLDG
- BAYFIRE COMPUTER LAB (EAST TECH ROOM)
- BAYFIRE ARTS BLDG (NORTH SIDE)
- BAYFIRE ARTS CENTER
- BAYFIRE IMMEDIATE TREATMENT PLAN
- BAYFIRE CAREER TECH BLDG

- H&O ELECTRIC COMPANY
- TRANSPORT
- H&O SERVICES OF PARK

GADSDEN HS
 BLDG. 1 • 200' x 100'



GADSDEN HIGH SCHOOL
 GADSDEN INDEPENDENT SCHOOL DISTRICT

