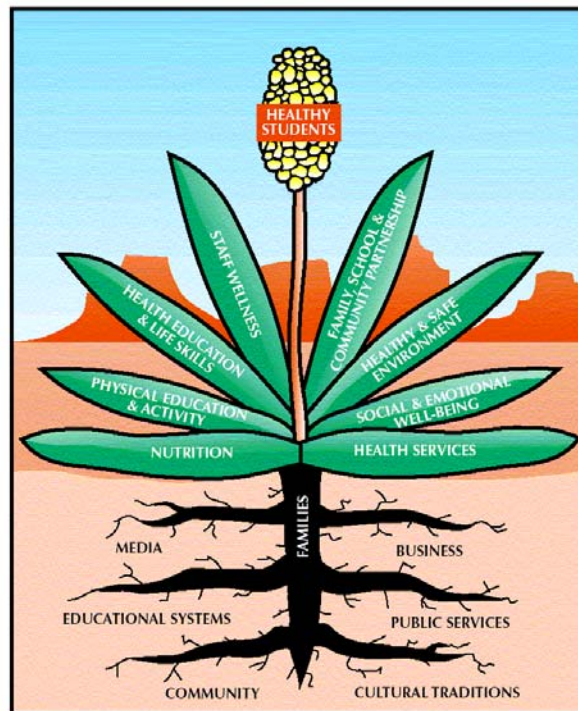




School and Family Support Bureau

# PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

HEALTHIER SCHOOLS - NEW MEXICO



**GUIDANCE DOCUMENT**  
**April 2008**

## INTRODUCTION

In New Mexico, as well as the rest of the nation, we are looking at strategies to keep our students, staff and faculty safe in our schools. This plan is a revision of previous versions, updated with new research and new approaches that will hopefully prevent situations that can be prevented and to properly train staff and students for events that cannot be avoided.

This version is in compliance with the National Incident Management System (NIMS) and their Incident Command Structure (ICS). Even if you have never taken a NIMS course, the Safe Schools Plan will guide you in setting up a command structure that will work with whatever emergency services arrive on site. The intent is to remove the concern and disruption of who is in charge, and what “language” they are speaking. This plan also strongly suggests the removal of codes in the emergency system of your district. They are confusing to everyone involved, including emergency services, which may not be aware of what the codes mean.

The goal of New Mexico Public Schools is to build a culture of preparedness that will increase our schools ability to be both proactive and responsive when situations may arise. New Mexico has always been at the forefront of planning ahead and talking about school safety. It is our hope that we can continue this in the new millennium.

School Safety is part of Coordinated School Health Programs (CSHP). CSHP is a framework for linking health and education. The focus is healthy and successful students. There are eight interactive components of CSHP: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school and community involvement.

6. 12.6 NMAC School District Wellness Policy, requires local school boards, school districts and charter schools to develop and implement a policy that addresses student and school employee wellness through a coordinated school health approach. Within this requirement is the requirement for school-level safety plans at each school building focused on supporting healthy and safe environments. The plans must include, but are not limited to sections on **prevention, policies and procedures**, and **emergency response** (including tactical emergency response plans). This guidance document includes the required sections as well as a section on **recovery**.

The goal of the **SAFE SCHOOL PLAN – PREVENTION** section is to provide direction for school staff for preventing potential harmful situations.

The goal the **SAFE SCHOOL PLAN – POLICIES AND PROCEDURES** section is to provide direction for school staff for intervening in potential harmful situations.

The goal of the **SAFE SCHOOL PLAN – RESPONSE** section is to assist schools in preparing for potential emergency situations.

The goal of the **SAFE SCHOOL PLAN – RECOVERY** section is to assist schools in coping with the aftermath of a traumatic incident.



A School-Level Safety Plan takes into account the differences between rural and urban areas as well as the cultural diversity of all the communities in New Mexico. The School-Level Safety Plan requires parent and community involvement in planning and maintaining a safe learning environment.

**The Goals for Safe Schools in New Mexico include:**

1. All students in New Mexico will have access to public educational services in a safe, healthful, caring, and respectful learning environment.
2. All school personnel in New Mexico will be able to carry out their duties in a safe, healthful, caring, and respectful work environment.
3. Students, school staff, parents, and communities will understand that safe schools are everyone's responsibility.

This guidance document has been developed to assist schools and their community partners in the revision of the school-level safety plans. School-level safety plans provide the basis for coordinating protective actions prior to, during, and after any type of emergency.



# BEGINNING THE PROCESS

In preparation for revising and updating the Safe Schools Plan, (SCHOOL NAME) has done the following:

- School-level safety committee has been established, with the following members
  - \_\_\_\_\_ (Lead)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  
- Current School-level Safety Plan was reviewed and areas needing updating were identified.
- New PED Safe Schools Template was reviewed to determine areas the needed updated and additional information that needed to be collected and included.
- Connections were made with community emergency responders to identify local hazards.
- Data such as Violence and Vandalism, safety audits, Youth Risk and Resiliency Survey were reviewed to determine appropriate programs, policies and procedures to be included in the revised School-level Safety Plan.
- Appropriate staff was identified to oversee violence prevention strategies in our school (i.e., Who is responsible for prevention programs, policy enforcement, and crisis management?).
- A plan to obtain input and feedback during the crisis planning process from the school community (i.e., staff, parents, students) has been established.
- Assessment data was obtained on how the school addresses various problems related to school safety.
- Assessment data was obtained to determine how these problems—as well as others—may impact the school’s vulnerability to certain crises.
- The revised and updated (**NAME OF SCHOOL**) Safety Plan was reviewed by key stakeholders (i.e., parents, staff, students, community responders).



# PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

## SECTION I: PREVENTION



# PREVENTION Table of Contents

<b>INTRODUCTION.....</b>	<b>3</b>
<b>WELLNESS.....</b>	<b>4</b>
HEALTH EDUCATION .....	4
INTERNET SAFETY TIPS FOR PARENTS.....	6
<b>FAMILY, SCHOOL AND COMMUNITY INVOLVEMENT .....</b>	<b>10</b>
<b>HEALTH SERVICES .....</b>	<b>11</b>
BEHAVIORAL HEALTH.....	12
SUICIDE PREVENTION.....	14
GRIEF .....	15
CONFLICT RESOLUTION/MEDIATION .....	17
PEER FACILITATION .....	17
MENTORING.....	17
PANDEMIC FLU .....	19
<b>TRAFFIC SAFETY .....</b>	<b>20</b>
PICKUP/DROP-OFF .....	20
BICYCLE SAFETY .....	21
<b>SECURE SCHOOLS.....</b>	<b>22</b>
SIGN-IN/NAME TAGS .....	22
<b>ENVIRONMENTAL DESIGN.....</b>	<b>23</b>
SAFETY CHECKS.....	23
PLAYING FIELDS AND PLAYGROUND INSPECTIONS.....	24



## INTRODUCTION

The **(Name of School)** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOL PLAN – PREVENTION section provides a guideline for ensuring a safe school environment. Prevention programs, such as health education, counseling, traffic safety, secure schools and safe building and grounds will assist **(Name of School)** in providing a school environment that is healthy, safe and conducive to learning.

The goal of the PREVENTION section of the *School-Level Safety Plan* is to decrease the need for response as opposed to simply increasing response capability. The **(Public School District)** recognizes that each school community has unique needs and resources which must be addressed to enhance the *School-Level Safety Plan*. The **SAFE SCHOOL PLAN – PREVENTION** section will be reviewed annually by school staff.

NOTE: Prevention programs are school specific. Included in this document are **samples** of possible programs a school might have in place to prevent possible violent situations. Every school must develop a prevention section in their School-Level Safety Plan that minimally includes programs required by existing statute or rule. It is recommended that schools are familiar with what is required by the district's wellness policies as they update this section.



## WELLNESS

### HEALTH EDUCATION

“Health education” is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

6.30.2.19 NMAC requires all school districts to adopt K-12 Health Education Curriculum aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The **(Name of School)** health education curriculum is aligned to these standards. **(Name of School)** incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review. In addition, the district has an Opt-out policy that will ensure that parents have the ability to request that their child be exempted from the parts of the health education curriculum that addresses the sexuality performance standards.

#### NEW MEXICO HEALTH EDUCATION STANDARDS

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health promoting products and services.
3. Student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, peer, and community health.



## Life Skills

Traditionally health education emphasized the learning and comprehension of health facts. The health education curriculum was organized around health topic areas taught as multiple independent instructional units designed to increase knowledge.

The emergence of life skills education into health education calls for the emphasis to be placed on students being able to use essential knowledge and skills required to adopt, practice, and maintain healthy behaviors. Health education as life skills education requires a focus on prevention of risky behaviors including:

- use of tobacco, alcohol and other drugs
- poor dietary patterns
- sedentary lifestyles
- behaviors that result in sexually transmitted diseases and unintended pregnancy
- behaviors that result in unintentional injuries
- violent and other anti-social behaviors

A life skills educational approach allows for health education to be taught as planned sequential K-12 instructional units designed to develop life skills based on essential knowledge. These skills are: (List only those areas covered under the school site and be specific).

- communication
- non-violent conflict resolution
- decision-making
- goal setting
- stress management
- resisting negative social pressure



The **(Name of School)** health education curriculum, aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards, will provide the opportunity for a life skills approach to health education at **(Name of School)**.

## **INTERNET SAFETY TIPS FOR PARENTS (ELEMENTARY SCHOOL)**

The Internet offers a world of resources with the click of a mouse. But there is a dark side to the Internet that poses a variety of dangers for our youth, such as viruses that could harm your computer; pedophiles that are trying to meet your child; and disclosing personal information that could lead to identity theft. Every parent must recognize these dangers in order to help their child learn to protect his/her self online. The following are some safety tips for parents of elementary students who use the Internet.

**Place the computer in a common area.** We strongly suggest your child not have a computer in his or her room, or at least no internet access on the computer in his or her room.

**Learn to use the Internet.** Experience cyberspace with your child and learn how to check the computer's "History" to see what websites your child is visiting.

### **TEACH YOUR CHILDREN THE FOLLOWING RULES:**

**Never accept files or downloads from unknown sources; this includes familiar sources if you were not expecting them.**

**Choose an email address/ screen name that DOES NOT contain any part of your name, age, gender, interests or favorite activities.**

**Do Not fill out a profile without parent review and approval.**

**Never give out real name, telephone or cell phone number(s), mailing address, or passwords.**

**Do Not enter chat rooms.**

**Do Not post photographs in publicly accessible sites.**

**The settings for ANY social networking profiles\* should be PRIVATE and new friends are accepted only if they are known to the child AND parent.**

**\*Social networking sites include: MySpace, FaceBook, Bebo, etc.**

**Talk to your child about the dangers online.**

Your child should know that:

Accepting files or downloads from unknown sources can bring a virus that could harm the computer.

Giving away personal information can lead to identity theft or worse.

People may not be who they say they are online -- predators roam cyberspace.

Open communication with your child is vital. Your child needs to feel they can come to you if they encounter frightening communications or images without fear of losing Internet privileges.

**If you have a webcam, your child should use it ONLY if you are present.** Posting pictures online or sending images can have dangerous consequences. Parents *must* control such activity.

**Note to Parents:** There are many organizations and activities in which your child may be involved that post information online in public locations. It is extremely important for you to pre-approve any information about your child that will be posted for the world to see.

Remember, cyber predators are looking too.



## INTERNET SAFETY TIPS FOR PARENTS (MIDDLE SCHOOL)

### **If you have a profile on a social networking site\*:**

- Set up profile to Private or Friends Only – otherwise you are giving cyber predators permission to view it.
- Only add people to your friends list that you already know.
- Protect your personal information as well as personal information about your friends.
- If you are too young to be on a site, don't lie about your age to join.
- Delete mean or embarrassing comments.
- Beware of invitations through comments or bulletins to view videos or click on links they may be attempts to capture your password and introduce a virus.

### **Remember that anyone can lie online. A stranger could be a cyber predator if:**

- The stranger asks for your picture.
- The stranger invites you to view his web cam.
- The stranger asks if you are alone.
- The stranger talks about sexual matters.
- The stranger wants to meet you in person.

**If you are thinking about posting your pictures on a public site, think about this:** Once you have placed your picture on a public Internet site, it's out there forever and there is no taking it back.

Software manipulation of photographs makes it possible for that photo to be altered and put back on the Internet or traded among child pornographers.

- Be anonymous: Don't give away personal information in your user name or screen name.
- Don't use passwords that are easy to guess (i.e., the name of your pet).

\*Social networking sites include: MySpace, FaceBook, Bebo, etc.

### **Is Your Computer Protected?**

**What do you do with email from unknown sources?** Opening an email from an unknown source, particularly if there is an attachment, may introduce a virus that could permanently damage your computer.

**Do you post your email on public sites?** Spammers can find your email on the Internet and use it send you junk email.

**Does it have anti-virus software installed?** Protect your files and computer from virus attacks that can prove disastrous.

**Do you have a firewall?** One of the best ways to protect your computer from the ravages of hackers is to install a firewall.

**Do you know the dangers of file sharing?** Someone could infect your computer with a virus or access information from your hard drive. This could be particularly devastating if financial information is stored on the computer.

**Do you forward emails from unknown sources?** You may think you are being helpful but by forwarding the email, but you have just provided your friend's email address to an unknown source. And, if there is an attachment, you may have forwarded a virus.

**Do you disconnect the Internet when it's not in use?** This is the best way to prevent anyone from using the Internet's "two-way street" to get into your computer.



## INTERNET SAFETY TIPS FOR PARENTS (HIGH SCHOOL)

### **Tempted to meet someone face-to-face that you know only from online chats?**

Remember anyone can pretend to be anyone online. A skilled predator will pretend to be exactly the type of person you are looking for; otherwise you wouldn't be interested in getting together, would you? If you think you can't come in contact with a predator, think again. Predators go anywhere you go on the Internet. MySpace found 30,000 sex offenders with profiles and they are just the ones who used their real names to register.

### **Sharing too much information about yourself?**

Giving out personal information could lead a predator to your door. Set all online profiles of yourself to PRIVATE or FRIENDS ONLY. You, your friends, and your athletic teams are putting information about you onto the web. If the world can see that information, so can a predator or a stalker. Guard your personal information and ask others to be careful with it as well.

There is another potential problem that you might not consider – *identity theft*. This is a crime in which someone establishes credit in your name. Unfortunately for you, the credit history that is established will not be a good one and it will take a lot of time and effort to clean up the mess. Giving out personal information should be your decision. Just because an interesting website asks for your personal information doesn't mean you should give it out.

Be careful posting photos of yourself on the web. Photos placed on public sites can be manipulated and placed back on public sites. Such photos of you might prove to be embarrassing or worse – not the kind of photo you would want a college admissions committee or potential employer to see.

### **What do you know about intellectual properties?**

Do you know that intellectual properties are protected by copyright law? And using another's intellectual properties without their permission is illegal.

Many owners of intellectual properties view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious legal and monetary consequences. The music industry has taken legal action against some offenders, typically costing the person thousands of dollars to resolve.

**Plagiarizing can seriously damage your academic record which could adversely affect college admission or getting a job.**

### **EXAMPLES OF INTELLECTUAL PROPERTIES**

Music Recordings  
Videos  
Photographs  
Drawings  
Magazine Articles  
Computer Games  
Computer Software  
Books

### **SOME ONLINE BEHAVIORS ARE AGAINST THE LAW...**

Many view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious consequences. If you recognize that stealing a CD or DVD from a store is wrong, don't steal online.

There is an area of the law called Intellectual Properties; learn about it. Copying information from the Internet can be illegal and there are risks.

Learn more:

[www.cybercrime.gov/rules](http://www.cybercrime.gov/rules)

[www.cybercitizenship.org](http://www.cybercitizenship.org)

[www.copyrightkids.org](http://www.copyrightkids.org)

[www.bsacybersafety.com/index.cfm](http://www.bsacybersafety.com/index.cfm)

### **PROTECTING YOUR COMPUTER**

**Emails from unknown sources** may contain attachments that introduce viruses that permanently damage your computer. Forwarding emails from unknown sources can reveal your friend's email address to the sender and possibly infect your friend's computer with a virus.

**File sharing** can lead to a virus or provide access to information contained on your hard drive.

**Installing a firewall** can help protect your computer from the problems created by hackers.

**Anti-Virus software** can help protect your files.

**Disconnecting your Internet when not in use** is the best way to prevent anyone from using the Internet's "two way street" to get into your computer.

**Posting your email address on public sites** allows spammers to find it and send you junk mail.

**Remember: Your first and best line of defense is self-defense in cyber space.**

### **IF YOU SUSPECT THAT YOUR CHILD HAS BEEN CONTACTED BY PREDATOR:**

Notify law enforcement

or

File a complaint online at [www.missingkids.com](http://www.missingkids.com)

or

Call the Office of the Attorney General at 505-222-9000 and ask for an Internet Crimes Against Children investigator.



## FAMILY, SCHOOL AND COMMUNITY INVOLVEMENT

“Family, school and community involvement” means an integrated family, school and community approach for enhancing the health and well-being of students. The lessons children learn at school must be reinforced and practiced at home and in the community. Parents and community members can help instill lifelong healthful habits in their children. Some suggestions include:

- Wellness programs that focus on being a healthy role model.
- Preventive health care and education.
- Strategies for teaching children to manage anger, settle disagreements, handle frustration, and deal with conflict in a peaceful, nonviolent manner.
- How to work with students to reduce environmental hazards in the home, school and community.
- Nutrition information including how to prepare and serve low-fat and high-fiber foods.
- How to participate in age-appropriate physical activity and exercise with children.
- How to talk to children about the dangers of substances use.
- How to talk to children about sensitive topic areas.
- Keys to setting limits and guideline on television viewing.

(Adapted from the National PTA brochure: *Healthy Children, Successful Students: Comprehensive School Health Programs*)

More comprehensive ideas and information can be found in the PED Parent Involvement Toolkit available on the PED website).



## HEALTH SERVICES

“Health Services” means services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care or behavioral health services or both, foster appropriate use of primary health care services, behavioral health services, prevent and control communicable diseases and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health.



## BEHAVIORAL HEALTH

School behavioral and mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs should support the student's process to become a fully functioning and happy adult. Programs should encourage and support linkages between youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive. School behavioral health programs should emphasize:

- Creating an atmosphere in which the psychological, social and emotional aspects of the student are integrated into all parts of student life and wellness
- Providing the structure and support to allow each individual student to live a socially and emotionally fulfilling life
- Increasing awareness of student's social and emotional needs.
- Decreasing stigma around behavioral and mental health issues.
- Linking systems to improve support, resources, advocacy, and assessment.
- Creating school-linked programs that are family-friendly, accessible, integrated and comprehensive.
- Supporting local strategies that create healthy schools.
- Promoting behavioral health in order to break down barriers to students' learning



### Mental Health Stigma

**Stigma:** A mark of shame or discredit.

**Mental Health Stigma:** Stigmatization of people with behavioral health issues is visible by bias, distrust, stereotyping, fear, embarrassment, anger as well as avoidance and isolation of people behavioral issues.

After a traumatic event, many students and staff may have feelings, such as depression, or post traumatic symptoms, that are interfering with their daily life. However, because such concerns can be looked down upon by peers, students and staff will often not seek help for these issues. It is important that the school climate create acceptance and empathy for behavioral mental health concerns.

#### Approaches to De-stigmatizing Mental Illness:

- Broaden acceptance by talking about behavioral health issues so those who are in need receive the right support and services early on.
- Encourage students to seek out help, to not fear discrimination, shame or blame.
- Decrease the negative attitudes that surround behavioral health problems by providing accurate information about behavioral health. Encourage young people to support their friends who are living with behavioral health issues.

- Foster recognition in school personnel that many children have behavioral health issues which are real, painful and sometimes severe.
- Increase public awareness about the importance of protecting and nurturing the behavioral health of young people.

**Resources:**

- Lesson plans, games and posters created to break the silence about mental illness in our schools <http://www.btslessonplans.org>
- Pre-planning for crisis, page 9 <http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf>
- Training module from a prevention perspective <http://smhp.psych.ucla.edu/pdfdocs/contedu/contedu.pdf>
- “stigma.” *The American Heritage® Stedman's Medical Dictionary*. Houghton Mifflin Company. 12 Nov. 2007. <Dictionary.com <http://dictionary.reference.com/browse/stigma>>.

## SUICIDE PREVENTION

Suicide is the act of taking one's own life. It 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.

Suicide prevention programs in healthy, supportive and informed schools can assist in reducing youth suicide by identifying students at risk and directing them to services and effective treatment. A well developed and practiced protocol addressing the issues of a suicidal student is a prevention curriculum which addresses intervention strategies and recovery prepared a school if such a crises occurs.

**(Name of School)** will provide suicide prevention training to help staff recognize sudden changes in students' appearance, personality or behavior which may indicate suicidal intentions.

### Early Warning Signs for Possible Suicide:

- Withdrawal from friends and family
- Preoccupation with death
- Marked personality change and serious mood changes
- Difficulty concentrating
- Difficulties in school
- Change in eating and sleeping patterns
- Loss of interest in pleasurable activities
- Frequent complaints about physical symptoms, often related to emotions, such as stomachaches, headaches, fatigue, etc
- Persistent boredom
- Loss of interest in things one cares about
- Giving away personal items



**SAMPLE**

**PROGRAM**

Make sure all school personnel know how to respond to a student showing signs of suicidal ideation. Follow an organized set of procedures including:

- A specific Suicide Prevention Plan should be in place that outlines the appropriate steps to take when a student threatens suicide. Ensure that school personnel know about the plan
- Ensure that school personnel know the appropriate steps to take when a student threatens suicide.
- Create a referral network to get fast help.
  - be aware, well in advance, of the existing agencies and services in the community to contact following a student suicide threat or attempt. Community agencies may include police, hospital emergency department and psychiatric facilities.

- Establish crisis intervention teams in each school.
- 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.
  - Take Suicide Threats Seriously.
  - Remain With The Person Until Help Is Obtained.
  - Seek Immediate Help From A Trained Professional.

## **GRIEF**

Between the ages of five and ten a youngster begins to realize that everyone will die. They often need help dealing with these fears and concerns. Many students have experienced the death of a family member, a pet, a friend, or a relative. The primary reason the school should respond to tragic events is to provide a service that will return the student and the staff to a state of emotional and mental equilibrium so all can return to productive work. Given a nurturing climate, the grieving person will be able to regain a sense of balance much sooner. Feelings that are repressed or denied do not simply go away. They fester and eventually become barriers to healthy relationships and the total wellness of the student.

### **Student Counseling**

Student counseling is critical in creating an emotionally and psychologically safe environment. Educating the ‘whole’ student must include addressing the emotional, social, spiritual, mental, and physical well being. There is no other area where the need is greater than helping the student process and copy with all the adjustments necessary when something traumatic happens.



**SAMPLE**

**PROGRAM**

**(Name of School)** has school counselors available to students, staff and families. Students who seek behavioral/mental health services may need to be seen by New Mexico Behavioral Health providers. Academic education is balanced by promoting emotional and social development. On-going groups are offered that help students in areas of friendship, grief and loss, as well as divorce related issues. Groups are open-ended and students may join or drop throughout the year.

Students may need to be seen individually on an as-need basis. A non-intrusive approach, recognizing the importance of play and supporting the student’s ability to solve his own problem is embraced.

Students may be referred for immediate services such as crisis intervention, mediation support, or referral to an outside agency such as Social Services or to a family-counseling service agency.

Other concerns and activities are directed through the school counseling department, such as mediation training, educational neglect, physical and/or emotional abuse referrals, career day, art day, and classroom presentations as requested. Character Counts ideals and intentions are central to **(Name of School)** counseling philosophy.



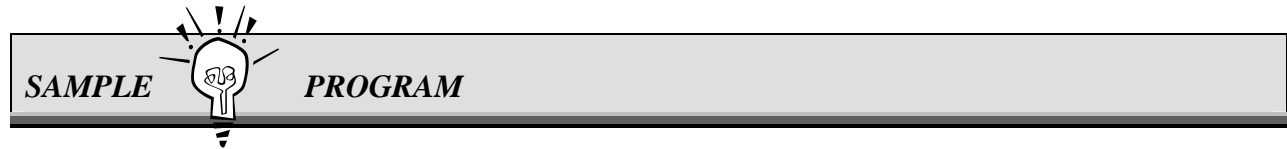
As of July 1, 2007, a child fourteen years of age or older is presumed to have capacity to consent to treatment without consent of the child's legal custodian, including consent for individual psychotherapy, group psychotherapy, guidance counseling, case management, behavioral therapy, family therapy, counseling, substance abuse treatment or other forms of verbal treatment that do not include aversive interventions. Nothing in this section shall be interpreted.

A child under fourteen years of age may initiate and consent to an initial assessment with a clinician and for medically necessary early intervention service limited to verbal therapy as set forth in this section. The purpose of the initial assessment is to allow a clinician to interview the child and determine what, if any, action needs to be taken to ensure appropriate mental health or habilitation services are provided to the child. The clinician may conduct an initial assessment and provide medically necessary early intervention service limited to verbal therapy with or without the consent of the legal custodian if such service will not extend beyond two calendar weeks. If, at any time, the clinician has a reasonable suspicion that the child is an abused or neglected child, the clinician shall immediately make a child abuse and neglect report."



## CONFLICT RESOLUTION/MEDIATION

Mediation programs provide a means of nonviolent conflict resolution for students and staff to be used for disputes that arise in the school setting. Students are trained as mediators who act as third party neutrals to help disputants reach agreements that are mutually satisfactory. Mediation is a voluntary process; the mediator does not find fault or punish or decide out-comes, but helps parties reach agreements that will allow them to continue their relationship.



Schools can utilize any of a variety of programs on mediation. A conflict resolution/mediation program may contain the following components: **(SAMPLES ONLY -List school-site information if prevention programs exist).**

- Teacher Modeling Component – involves training of teachers and other staff to use conflict resolution skills.
- Curriculum Component – K-5 curriculum utilized in the classroom that enhance acceptance and understanding of the student mediation program.
- Student Mediator Component – involves the training of selected staff and students in the mediation process.



## PEER FACILITATION

Older students work with younger students who need help academically or socially. They may tutor the student or be a reading buddy. The peer facilitation can also involve working with groups of students. **(SAMPLES ONLY-List school-site information prevention program exist).**

## MENTORING

Mentoring is a program that pairs a student with an adult or an older student for a sustained period of time. Mentors provide academic, behavioral, and emotional support to the student.

## VIOLENCE PREVENTION

Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

Some of the signs of potential violence toward others are also signs of depression and suicidal risk, which should be addressed through early identification and appropriate intervention.

### Warning Signs:

- Being a victim of violence
- Feelings of being picked on and persecuted
- Expression of violence in writings and drawings
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- Intolerance of differences and prejudicial attitudes
- Drug and alcohol use

All staff, students, parents, and members of the community have a personal responsibility for reducing the risk of violence. We can take steps to demonstrate mutual respect and caring for one another, and ensure that children who are at-risk get the help they need by:

- Identifying problems and assess progress toward solutions
- Emphasizing positive relationships among students and staff
- Treating students with equal respect
- Creating ways for students to safely share their concerns
- Creating prevention and awareness programs
- Engaging students and families in meaningful ways



## PANDEMIC FLU

A pandemic is a global disease outbreak. A pandemic flu outbreak occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causing serious illness, and can sweep across the country and around the world in very short time. It is difficult to predict when the next influenza pandemic will occur or how severe it will be.



**SAMPLE**

**PROGRAM**

A comprehensive Pandemic Flu Planning Checklist for schools includes:

- Address pandemic influenza preparedness as part of the district's safe school plan, with the involvement of all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives).
- Develop a dissemination plan for communicating with staff, students, and families, including lead spokespersons and links to other communication networks.
- Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).

### **What you need to know**

The primary strategies for preventing spread of pandemic influenza include the following infection control efforts by persons with flu symptoms.

- Stay at home.
- Cover nose and mouth when coughing or sneezing.
- Wash hands with soap and water or use alcohol-based hand sanitizers frequently.
- Try to maintain spatial separation of at least three feet from others, if possible.

### **Hand, Cough and Sneeze Hygiene**

- When sneezing or coughing, cover the nose and mouth with a tissue or upper arm if a tissue is not available.
- Dispose of used tissues in a wastebasket and wash hands after coughing, sneezing, or blowing nose.
- Use warm water and soap or alcohol-based hand sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose, or mouth.
- Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).

## TRAFFIC SAFETY

### PICKUP/DROP-OFF

Watch the crossing guards both on (**Name Intersection/cross streets etc**). and in the driveways. Remind students to cross the driveway only at the designated crosswalk. Stepping between cars is absolutely not allowed, even with an adult. Remember, students learn best by watching what adult's model.

- Fire lanes must be observed. The fire lanes are along (**location**) of the main building. Cars should not be parked in fire zones, and may be ticketed.
- Parent pick up/drop off areas should be separated from bus pick up/drop off areas.
- Traffic in the drive-through and parking lot is one way. Arrows should be painted in the drive-through and the parking lot indicate the direction of traffic flow.
- The speed limit in the drive-through and parking lot is less than (**10**) miles per hour. Idle speed is recommended. Accelerating in these areas is not permitted.
- It is **NEVER** permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).

**There are designated areas and driveways for bus and emergency vehicle traffic only.**



*SAMPLE*

*PROGRAM*

Early morning drop-offs are discouraged. School begins at (**TIME**) a.m. Staff are not on duty until (**TIME**) a.m. Students who arrive before school hours are expected to (**attend the Community Education before-school Program for safety and supervision, report to the library, report to the cafeteria, etc.**).

In order to improve the traffic problem in the front of the building, students who are eligible to take the bus are encouraged to do so. Students should stand off the road while waiting for buses. Students who drive to school must obey all city and school traffic/safety regulations.

The parking lot is limited to students, staff and parents who are volunteering at the school. The parking lot **SHOULD NOT** be utilized for drop-offs and pick-ups. For the safety of all, drop-offs and pick-ups should be in the designated area.

Between (**time of arrival a.m., time of dismissal p.m.**) and during any time the traffic guard is directing traffic in front of the school, the front area is strictly for drive-through traffic. Parents may **NOT** leave their cars during that heavy traffic time. Leaving a car causes unnecessary traffic jams and inconveniences.



## BICYCLE SAFETY

A bicycle is not a toy. It is a vehicle! Head injuries are the most serious injury type and the most common cause of death among bicyclists. More than half of all bicyclist deaths occur to school age youth (ages 5-17). **(Name of School)** emphasizes the following bicycle safety tips for parents and students (extracted from: Prevent Bicycle Accidents flyer produced by the U.S. Department of Transportation, National Highway Traffic Safety Administration):



- All students riding bicycles should wear an approved bike helmet.** An approved helmet has a sticker inside certifying the helmet meets standards of the Snell Memorial Foundation and/or the American National Standards Institute.
- To help **ensure the helmet is worn every time the student rides**, let the student help pick out the helmet. If the parent is a rider, they should also wear a helmet to set a good example. Parents should also encourage their student's friends to wear helmets.
- Make certain that **the bike is the right size for the student, is safely maintained, and has reflectors.**
- Students under age nine should not ride their bikes in the street.** They are not able to identify and adjust to the many dangerous traffic situations. When available, ride in designated bicycle lanes.
- Teach students to always **stop and look left right left before entering the road.** This is a good pedestrian safety practice, too, for crossing the street.
- If a bicyclist rides in the road, the cyclist must obey traffic laws that apply to motor vehicle operators. **Instruct students on the bicycle rules of the road.** Bicyclists should ride single file on the right side and signal their intentions to other road users.
- Never allow students to ride at night or with audio headphones. Stress the need to ride alert since most drivers do not see or acknowledge riders.

## SECURE SCHOOLS

### SIGN-IN/NAME TAGS

(**Name of School**) pledges to make every effort to ensure the safety of our students. Therefore, all persons entering the campus who are not school staff are considered either visitors or volunteers. All visitors or volunteers at the school are required to check in at the office, and wear a visitor pass as identification.



*SAMPLE*

*PROGRAM*

- Visitors/Volunteers are to report to the office upon entering the campus, sign-in, and pick-up a “*Visitor*” badge to wear while they are on campus.
- All school staff must wear identifying badges during the duty day (time a.m. to time p.m.).

**School Name**

**VISITOR PASS**

## ENVIRONMENTAL DESIGN

### SAFETY CHECKS

The Safety Committee of **(Name of School)** checks the buildings and grounds for hazards to ensure safety standards are met and students are safe.



*SAMPLE*

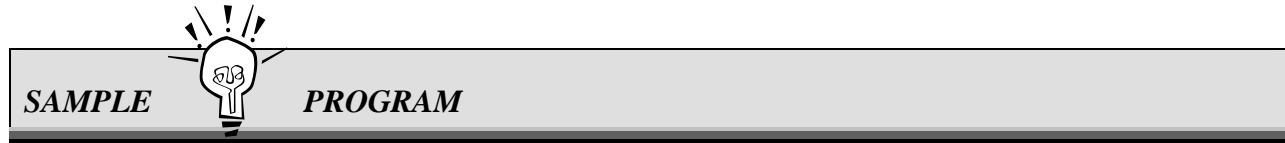
*PROGRAM*

The **(Name of school)** routinely monitors the following:

- The depth of sand under the play/sports equipment
- The safety of the play/sports equipment
- The safety of playing/sports fields
- The heating and ventilation of the classrooms
- The cleanliness of the school both inside and out
- Lighting both exterior and interior
- Fire safety
- Traffic safety

## PLAYING FIELDS AND PLAYGROUND INSPECTIONS

The entire area of the play/sports grounds/fields is inspected regularly. This includes the surface, perimeter, and equipment. The following checklist can be used as a guide.



**Date:** \_\_\_\_\_

**Area:** \_\_\_\_\_

Cracked, bent, warped, rusted play/sports equipment?	
Worn swings, hangers, and chains?	
Damaged swing seats?	
Sharp corners or edges?	
Broken supports or anchors?	
Footings exposed, cracked or loose in ground?	
Protruding bolt ends, which are not rounded?	
Loose bolts?	
Broken bleachers or missing rails, steps, seats, rungs?	
Chipped or peeling paint?	
Type of surface under play/sports equipment, and a sand depth of 12 inches?	
Pinch points, crush points from exposed mechanism?	
Tripping hazards?	
Vandalism, bottles or debris?	
Splintered or deteriorated wood?	
Evidence of any modification of equipment?	
Any areas which could lead to entrapment or strangulation?	
Areas which might harbor vermin?	
Inspect all chain link, perimeter and backstop fences.	



# **PLANNING FOR SAFE SCHOOLS IN NEW MEXICO**

## **SECTION II: POLICIES AND PROCEDURES**



**POLICIES AND PROCEDURES  
Table of Contents**

**INTRODUCTION..... 2**

**DISCIPLINE POLICY .....3**  
    BUS DISRUPTIONS..... 4  
    SUBSTANCE USE/GANG ACTIVITY/WEAPONS..... 5

**DRESS CODE POLICY .....6**

**ATTENDANCE POLICY .....7**

**ABUSE/NEGLECT REPORTING .....9**

**BULLYING .....10**



## INTRODUCTION

The **(Name of School)** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - POLICIES and PROCEDURES section provides **(Name of School)** staff with direction in the areas of discipline, dress, attendance, and abuse/neglect reporting, bullying, etc.

**The goal of this section of the *Safe Schools Plan – Policies and Procedures* is to provide direction for school staff for intervening in potentially harmful situations.**

The **(Name of Public School District)** recognizes that each school community has unique needs and resources, which must be addressed to enhance the *School-Level Safety Plan*. The SAFE SCHOOL PLAN – POLICIES AND PROCEDURES section will be reviewed annually by school staff.

(NOTE: Policies and Procedures are school specific. Included in this document are **samples** of possible policies and procedures a school might have in place to prevent possible violent situations. Every school must develop a policies and procedures section in their School-Level Safety Plan that minimally includes policies required by existing statute or rule. Please include all existing policies and procedures that are specific to a safe and healthy learning environment. i.e., attendance policies, dress code policies, anti-bullying policies.)



## DISCIPLINE POLICY

**(Name of School)** is committed to maintaining a campus environment that is pleasant, safe and conducive to learning for all. Toward this end **(Name of School)** is dedicated to providing a consistent discipline policy, which will encourage appropriate and socially acceptable behavior.

All staff members are responsible for promoting a desired campus environment and for the consistent implementation of the **(Name of School)** Discipline Policy. This responsibility carries authority from every employee to every student and shall not be limited by position assignment or job description.



**SAMPLE**

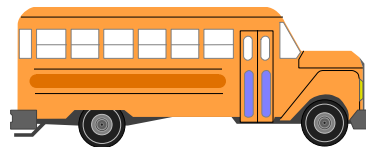
*Guidelines*

### Sample Rules of Conduct

- Follow school procedures and rules.
- Treat everyone with respect.
- No fighting or physically hurting another person.
- No teasing or using inappropriate language.
- Take care of school property.

## BUS DISRUPTIONS

Bus disruptions, deliberately or inadvertently interfering with the safe operation of a school bus which is stopped or moving; behaving in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops, or at pick-up areas will result in a progressive discipline procedure as stated below:



### **Progressive Discipline Procedure for Bus Disruption**

The Discipline Procedure is administered by the bus driver in cooperation with the principal.

**First warning**                      The bus driver issues a Bus Incident Report stating the offense. The Bus Incident Report is turned into the school office. Depending on the incident, a call to parents and/or a letter from the principal is sent to the parents with the report attached. The letter informs the parents that bus privileges may be revoked should a student receive a third bus incident report.

**Second warning**                      The bus driver issues a Bus Incident Report stating the offense. The Bus Incident Report is turned into the school office. A second letter from the principal along with the Report is sent to the parents. The letter reminds the parents that a third incident report will result in bus privileges being revoked.

**Third warning**                      The bus driver issues a Bus Incident Report stating the offense. The Bus Incident Report is turned into the school office. A third letter from the principal along with the Report is sent to the parents. The letter informs the parents that bus privileges are revoked until a conference can be arranged with the parents, bus driver, and the principal. At that meeting bus privileges are reinstated on a probationary basis. The student may ride the bus until which time there is a fourth incident. A fourth incident will result in bus privileges being revoked for the remainder of the school year.

**Fourth warning**                      The bus driver issues a Bus Incident Report stating the offense. The Bus Incident Report is turned into the school office. Bus privileges are immediately revoked for the remainder of the school year.

The principal in cooperation with the Bus Company may immediately revoke bus privileges for behavior, which results in injury or potential injury to another person.

There are four copies of each Bus Incident Report: one for the parents, one for the school, one for the bus company, and one for District Transportation Office.



## SUBSTANCE USE/GANG ACTIVITY/WEAPONS

Illegal substance use will result in notification of parents and may result in notification of other appropriate authorities.



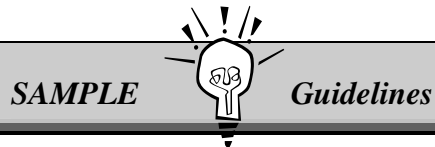
The following behaviors will result in an immediate call to parents requesting a conference with the parents, teacher, and principal. The behavior may result in suspension. Appropriate authorities will be notified if necessary.

- Controlled Substance Possession:** Having any substance capable of producing a change in behavior or altering a state of mind or feeling. These include any narcotic drug, hallucinogenic drug, inhalants, amphetamine, barbiturate, marijuana, alcoholic beverage or intoxicant of any kind. Also included are "look-a-likes", items that look like a controlled substance whether or not they are capable of producing a change in behavior or altering a state of mind.
- Controlled Substance Sale or Distribution:** Selling or distributing a substance capable of producing a change in behavior or altering state of mind or feeling including "look-a-likes".
- Tobacco:** Using **any** form of tobacco is prohibited on school ground.
- Vandalism:** Deliberately or maliciously destroying, damaging, and/or defacing school property or the property of another individual.
- Gang-like Behavior;** Gang-like behavior is disruptive to the educational process. Although this list is not inclusive, examples of unacceptable behaviors include gang graffiti on school property, intimidation of others, gang fights and/or initiation rituals, wearing gang attire or colors.
- Weapons Possession on school ground:** Possessing a weapon, including "look-a-likes" such as, but not limited to: a firearm, any type of gun, knife (including pen/pocket knives), or club is prohibited, and will result in immediate suspension.



## DRESS CODE POLICY

The **(Name of School)** expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. Student dress may not present a health or safety hazard, violate municipal or state law, or present a potential for disruption to the instructional program.



Attire and accessories, which advertise, display, or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry toward any group are not acceptable.

**Unacceptable clothing and accessories are prohibited these include, but are not limited to:**

- Gang-related attire
- Excessively tight or revealing clothes
- Short-shorts
- Bare midriff
- Low-cut and/or off the shoulder blouses
- Spiked jewelry
- Chains
- Belts with more than 2 inches excess
- "Sagging" or the wearing of pants below the waist and/or in a manner that allows underwear or bare skin to show
- "Bagging" or wearing of excessively baggy pants with low-hanging crotches

As a matter of common courtesy and respect, hats/caps are not to be worn while inside buildings except where there are specific instructional, safety, religious, or medical reasons.



## ATTENDANCE POLICY

6.10.8 NMAC states that “Attendance” means students who are in class or in a school-approved activity. If a student is in attendance up to one half the total instructional time during a school day, the student will be counted as having attended one-half of a school day. If the student attends school for more than one-half of the total instructional time, the student will be counted as having attended for the full day. In addition, 6.10.8.8 NMAC requires that each local school board and charter school develop a written attendance policy.

Student attendance in New Mexico is compulsory and failure to attend is regarded as educational neglect as stated in Section 32-1-L (2) NMSA 1978, the educational neglect section of the New Mexico Children’s Code, N.M.S.A., 1978. Educational Neglect is interpreted to be chronic absences and or excessive tardiness.

**(Name of School)** recognizes that children/youth are sometimes too ill to attend school. Parents should notify the school when his/her student will be absent by calling the attendance line, {telephone number}. The school encourages parents to ensure their student attends school to maximize his/her learning and to increase his/her chances of having a successful school career.

**SAMPLE**



**Guidelines**

**(School name)** attendance policy has the following components:

- class attendance is taken and maintained by class period for every instructional day for each student in each school or school program in the secondary school and twice a day in the elementary school (once in the morning and once in the afternoon);
- prohibits out-of-school suspension and expulsion as a punishment for truancy;
- provides for early identification of students with unexcused absences, truants and habitual truants; provides for intervention that focuses on keeping truants in an educational setting; and further provides that:
  - if a student is truant, the school district or charter school shall contact the student’s parent(s)/guardian(s) to inform them that the student is truant and to discuss possible interventions;
  - a representative of the school district or charter school shall meet with the student and his or her parent(s)/guardian(s) to identify the causes for the student’s truancy, identify what actions can be taken that might prevent the student’s truancy, identify possible school district, charter school and community resources to address the causes for the student’s truancy, and establish a corrective action plan to address the student’s truancy;
  - the notification to the student’s parent(s)/guardian(s) and the meeting with the parent(s)/ guardian(s) must be respectful and in a language and in manner that is understandable to the student and the parent(s)/guardian(s);
  - the corrective action plan must contain follow-up procedures to ensure that the causes for the student’s truancy are being addressed;
  - if the student is a habitual truant, the local school board, charter school or their authorized representatives shall, in addition, give written notice of the habitual

truancy by certified mail to or by personal service on the student's parent(s)/guardian(s);

- if there is another unexcused absence after delivery of a written notice of habitual truancy, the student shall within seven (7) days of this unexcused absence be reported to the probation services office of the judicial district where the student resides.

## ABUSE/NEGLECT REPORTING

Reporting laws govern schools and school employee response to both Substance Abuse and Child Abuse and Neglect.

### **Substance Abuse**

#### **Section 22-5-4.4 NMSA 1978:**

“A. A school employee who knows or in good faith suspects any student of using or abusing alcohol or drugs shall report such use or abuse pursuant to procedures established by the local school board.

B. No school employee who in good faith reports any known or suspected instances of alcohol or drug use or abuse shall be held liable for any civil damages as a result of such report or his efforts to enforce any school policies or regulations regarding drug or alcohol use or abuse.”

### **Child Abuse and Neglect**

#### **Section 32-1-15 NMSA 1978:**

“A. Any licensed physician, resident or intern examining, attending, or treating a child, any law enforcement officer, registered nurse, school teacher, or social worker acting in his official capacity or any other person knowing or having reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to: (1) a local law enforcement agency; or (2) the county social services office of the human services department in the county where the child resides.

G. Any person who violates the provision of Subsection A of this section is guilty of a misdemeanor and shall be sentenced pursuant to the provisions of Section 31-19-1 NMSA 1978.”

#### **Section 21-1-16 NMSA 1978:**

“B. Anyone reporting an instance of alleged child neglect or abuse or participating in a judicial proceeding brought as a result of a report required by Section 32-1-15 NMSA 1978 presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by the law, unless the person acted in bad faith or with malicious purpose.

C. Any school personnel or other person who has the duty to report child abuse pursuant to Section 32-1-15 NMSA 1978 shall permit a member of a law enforcement agency or an employee of the human services department to interview the child with respect to a report without the permission of his parent, guardian or custodian. Any person permitting an interview pursuant to this subsection is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by law, unless the person acted in bad faith or with malicious purpose.

School personnel who suspect substance abuse or child abuse or neglect are not to conduct an investigation, but are to report to The Children, Youth and Families Department.



## BULLYING

6.12.7.7 NMAC states that “Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation. In addition, 6.12.7.8 NMAC requires that each local school board and charter school develop a written anti-bullying policy.

There are multiple forms of bullying, **direct**- in which there is physical violence or name-calling, and **indirect**- exclusion from an activity, rumor spreading, or cyber-bullying, are the most common versions. Bullies are more likely to:

- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol
- Smoke
- Be truant, drop out of school
- Report poorer academic achievement
- Perceive a negative climate at school
- Carry a weapon

**(School Name)** believes it is important for a school to create a climate where bullies and bullying behavior are not tolerated.

**SAMPLE**



**Guidelines**

Anti-bullying policy shall at least include, but shall not be limited to:

- definitions;
- an absolute prohibition against bullying;
- a method to ensure initial and annual dissemination of the anti-bullying policy to all students, parents, teachers, administrators and all other school or district employees;
- procedures for reporting incidents of bullying which ensure confidentiality to those reporting bullying incidents and protection from reprisal, retaliation or false accusation against victims, witnesses or others with information consequences for bullying which include consideration of compliance with state and federal IDEA requirements;
- consequences for knowingly making false reports pursuant to the anti-bullying policy;
- procedures for investigation by administration of incidents reported pursuant to the anti-bullying policy;
- a requirement that teachers and other school staff report any incidents of bullying; and
- a requirement that anti-bullying is included as part of the health education curriculum as set forth in 6.30.2.19 NMAC (“content standards - health education”).



## Table of Contents

<b>INTRODUCTION.....</b>	<b>3</b>
<b>LEVELS OF EMERGENCIES .....</b>	<b>4</b>
<b>DISTRICT INCIDENT RESPONSE TEAM DUTIES/RESPONSIBILITIES .....</b>	<b>5</b>
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<b>SCHOOL SITE PERSONNEL DUTIES/RESPONSIBILITIES .....</b>	<b>8</b>
<b>CRITICAL INCIDENT MANAGEMENT PLAN .....</b>	<b>9</b>
INCIDENT COMMAND IN SCHOOLS .....	10
PERSONNEL GUIDE .....	11
EMERGENCY ASSIGNMENT WORKSHEET .....	14
CRISIS RESPONSE TEAM.....	15
MEDIA GUIDELINES.....	16
<b>CLOSING OF SCHOOL .....</b>	<b>17</b>
<b>STAFF AND STUDENT NOTIFICATION.....</b>	<b>18</b>
<b>EVACUATION PLAN .....</b>	<b>19</b>
<b>UNSCHEDULED EARLY DISMISSAL.....</b>	<b>20</b>
<b>LOCKDOWN.....</b>	<b>21</b>
<b>SHELTER IN PLACE.....</b>	<b>22</b>
<b>PARENT NOTIFICATION.....</b>	<b>23</b>
SAMPLE LETTER.....	24
<b>EMERGENCY SITUATIONS .....</b>	<b>26</b>
SUICIDE THREATS/ATTEMPTS .....	26
BOMB THREAT INFORMATION AND PROCEDURES .....	27
ACT OF VIOLENCE .....	30
HAZARDOUS MATERIAL RELEASE.....	31
FALLEN AIRCRAFT (INCLUDING HOT AIR BALLOONS).....	32
FIRE.....	33
NATURAL HAZARDS.....	34
LOSS OF POWER OR WATER.....	35
MISSING STUDENT: AMBER ALERT .....	36
CIVIL DISTURBANCE.....	36
TRANSPORTATION EMERGENCIES.....	37



## INTRODUCTION

The **(School Name)** is committed to providing a safe and secure environment for students and employees. The **SAFE SCHOOLS PLAN – RESPONSE** is designed to assist the school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

**The goal of the RESPONSE section of the *School-level Safety Plan* is to provide direction for school staff in planning, preparing and training for potentially harmful situations.**

On-going review and practice of the plan to ensure complete understanding and proper implementation is necessary. Planned training should include school faculty, staff and administrators.

The **(Name of Public School District)** recognizes that each school community has unique needs and resources which must be addressed to enhance the *School-level Safety Plan*. The **SAFE SCHOOL PLAN – RESPONSE** section will be reviewed annually by school staff. A comprehensive *School-level Safety Plan* requires an assessment and identification of security needs as the first phase of planning.

(NOTE: Responses to crisis are school specific. Included in this document are **samples** of possible response procedures a school might have in place. Every school must develop a response section in their School-Level Safety Plan that minimally includes procedures for tactical emergency responses which include how the school will conduct emergency drills. The School-level safety plan minimally must include procedures for fire drills, shelter-in place and evacuation.)



## **LEVELS OF EMERGENCIES**

### **School Level Emergencies**

Situations in which the scope is limited to school settings & school-based personnel, & no assistance is needed (such as an allergic reaction and use of "epi-pen")

### **District Level Emergencies**

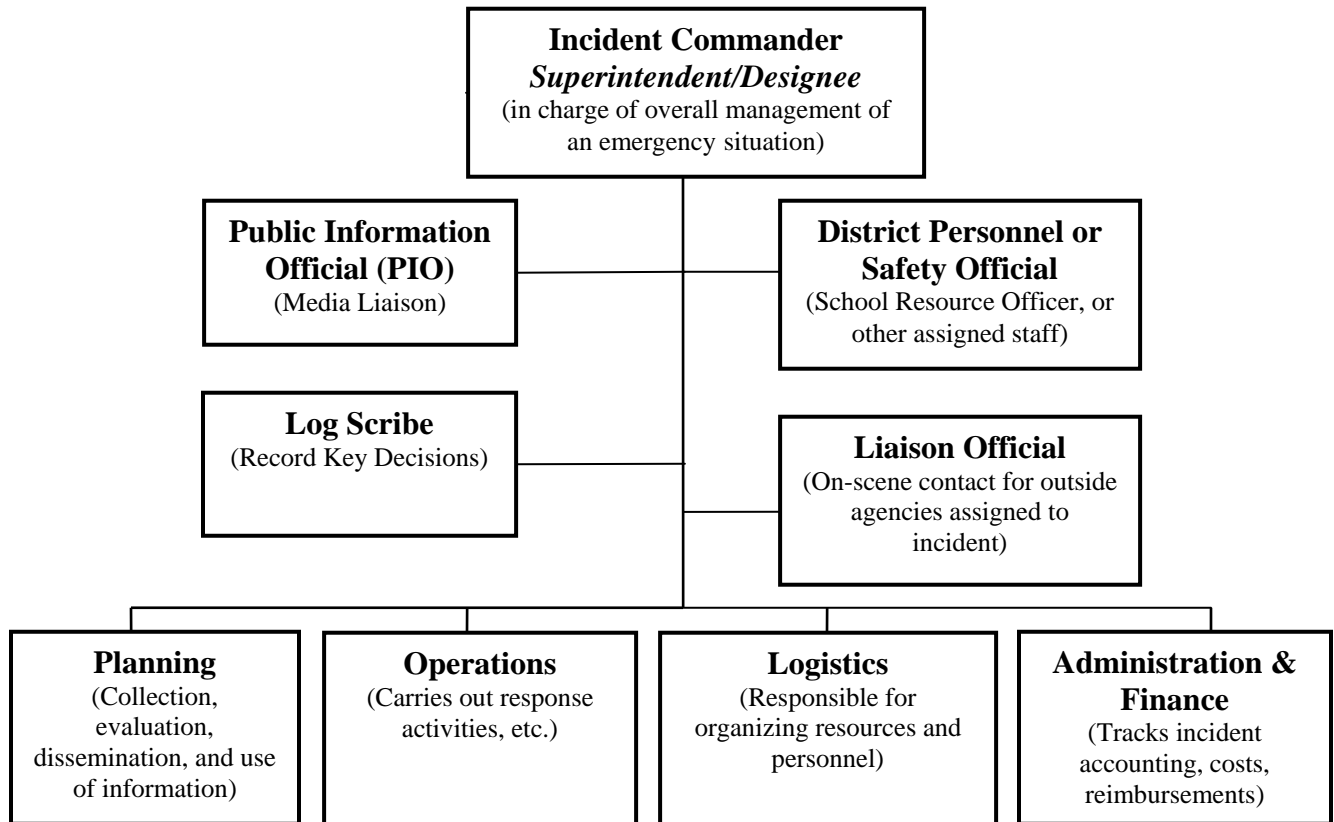
These are events where support and involvement is required from school district personnel or members of the District Emergency Team. Events may include an unexpected death, suicide threats, water or power failure, trespasser, etc. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters needing community-wide support.

### **Community Level Emergencies**

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. Such events include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In many of these situations the school's role is to implement protocols until appropriate community agencies respond and assume responsibility (such as police, fire and rescue). However, schools must be prepared to rely on their own resources until help arrives.



## DISTRICT INCIDENT RESPONSE TEAM DUTIES/RESPONSIBILITIES



### **Superintendent or Designee**

#### Universal District Response:

1. Coordinates assistance and maintains communication with any district school affected by an emergency or disaster.
2. Determine whether to implement emergency management protocol.
3. Assigns central office personnel to duties in the emergency headquarters, specific district facilities, or to school sites as necessary.
4. Alert all nearby schools (including day care, private, parochial, etc) of the incident as soon as possible.
5. Maintains communication with the local School Board of Education.

#### Emergency On-Site:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
2. Arrange for transfer of staff, and other individuals when safety is threatened by a disaster.



3. 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.)

### **Assistant Superintendent or Designee**

#### Universal District Response:

1. Assist as directed by Superintendent.
2. Provides direction to individual school sites and maintains communication with the School/Local Police, Central Office Staff, and the District Community Relations Office.
3. Coordinates public information. Duties may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

### **Student Transportation Services**

Plans and provides transportation services as needed by school sites to transport students home or to assist in evacuation of students and staff.

### **Facilities Planning and Operations**

#### Universal District Response:

1. Assigns maintenance personnel to school sites as necessary in order of highest to lowest priority.
2. Assists custodial staff at school sites as necessary, ensuring that all gas, water, and electricity is shut off or provided under safe conditions.
3. Provides crew immediately following a disaster to assess and completely clean and repair damages.
4. Ensures that there is a telecommunication plan to facilitate communication between the central office and the affected sites in the event that the regular telephone system is disrupted by the conditions of the disaster or emergency.

### **Food Services**

#### Universal District Response:

1. Oversees the proper storage, preparation, and delivery of food to the various sites as necessary.
2. If the extent of the disaster dictates that schools become emergency shelters, works with other community and government agencies to ensure that adequate water and food supplies are made available at each shelter.

### **Human Resources**

#### Universal District Response:

1. Activates and coordinates immediate on-site psychological resources for intervention at the crisis site.
2. Provides counseling and/or debriefing to the individuals involved and affected by the crisis.
3. Assists in establishing district emergency procedures, assists in updating district plans annually, monitors safety compliance, assists administration in loss prevention and



emergency management, and coordinates with Facilities Planning to assess cost of damage.

4. Provide supplies for emergency care and shelter needs.

### **Nursing/Health Services**

#### **Universal District Response:**

1. Coordinates' nursing services and works with school health services personnel to assist with emergency health needs of students.

### **Guidance, Counseling and Special Services**

#### **Universal District Response:**

1. Coordinates school counseling services K-12.



## SCHOOL SITE PERSONNEL DUTIES/RESPONSIBILITIES

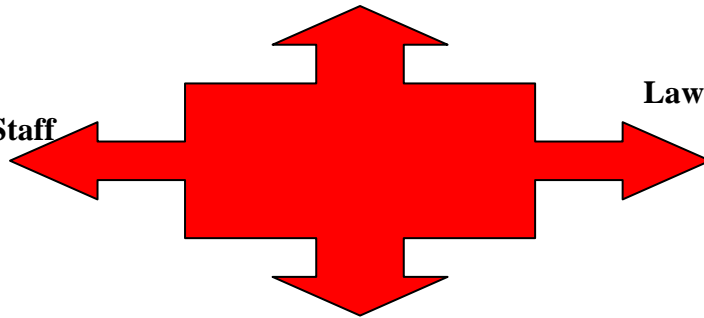
In the event of a major disaster, there is no guarantee that emergency, medical or fire personnel will be able to immediately respond to school sites. Therefore, **the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance.**

It is critical to determine **who does what, where, and how** – before such a disaster occurs.

Principal/designee



Staff



Law Enforcement



## CRITICAL INCIDENT MANAGEMENT PLAN

When a situation happens on your campus, what is your first instinct? To call 911? To let your principal know? Then what? What do you do until "help" arrives? It is critical to have a plan in place that every staff member is aware of and aware of *their* role in the system. The section below is an introduction that every staff member needs to read.

### Introduction to the Incident Command System (ICS)

Every complex job/situation needs to be organized, and emergency management in schools is no exception. The Incident Command System (ICS) is the nationwide standard for emergency management, preparedness and response. The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters and is currently in use by many agencies across the country. ICS is required under the Homeland Security Presidential Directive # 5, other wise known as National Incident Management System (NIMS).

A basic premise to ICS is that in an emergency situation staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander."

### Division of Labor

The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. Main divisions of ICS are: Command/Management, Operations, Logistics, Planning/ Intelligence, and Administration/Finance.**In simple terms:**

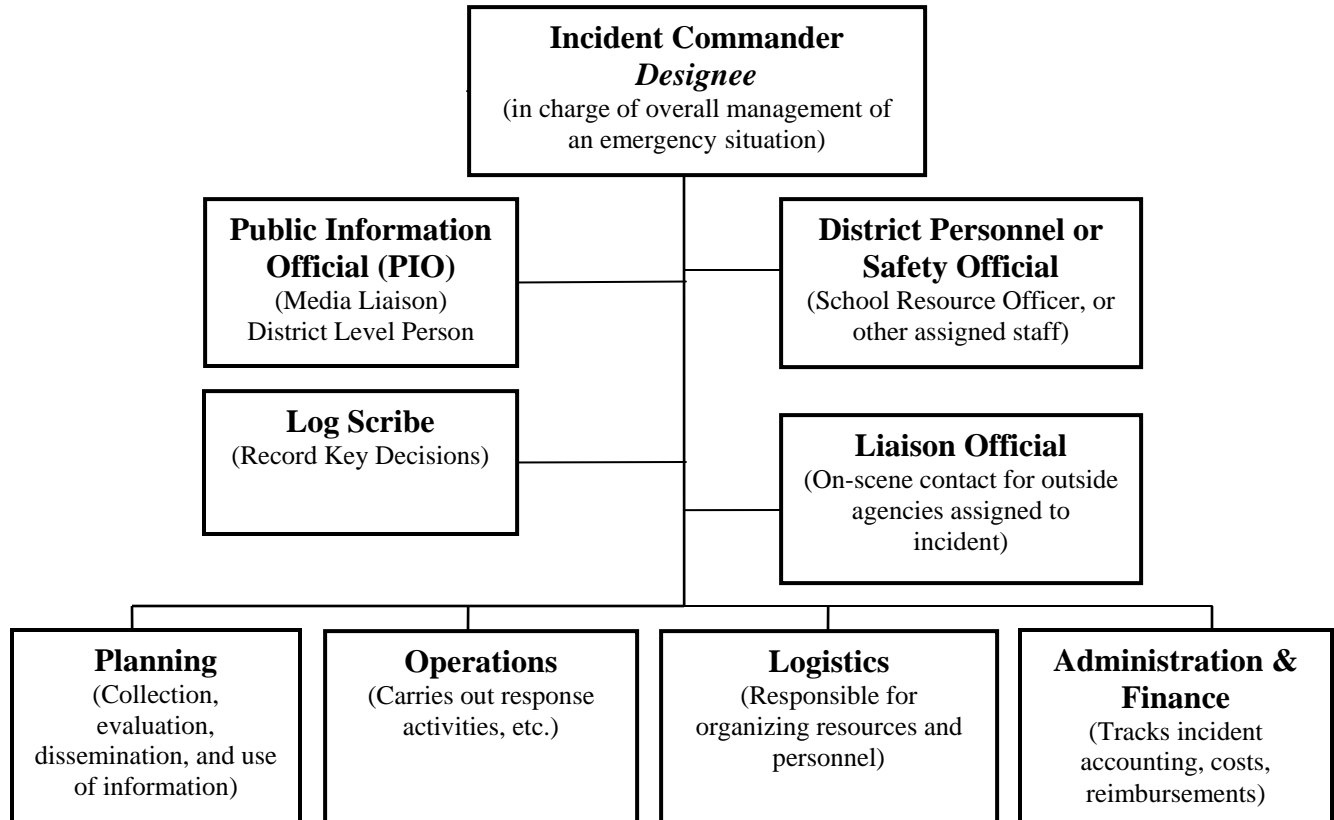
- **Command /Management:** Is in charge
- **Operations:** Makes it happen (by "doing")
- **Logistics:** Makes it possible (by "getting")
- **Planning/Intelligence:** Makes it rational (by "thinking")
- **Administration/Finance:** Makes it fiscally accountable (by "recording")

Span of Control: Another concept of ICS is Span of Control. The structure dictates that no one person should be in charge of more than 7 other people. The optimum number is 5, unless a large number of people are all performing the same function; for example, 1 person might be in charge of 10 teachers, who are all caring for students.)Common Terminology: One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.



## INCIDENT COMMAND IN SCHOOLS

In many ways, Incident Command has been in place since the formation of the first modern schools. In an emergency, the designee assumes control or management responsibility, and activates others as needed. For relatively small incidents, the principal/designee may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions. NOTE: Designee may include, but is not limited to district officials, principals, teacher, and other school staff as applicable.



**Incident Commander:** Establishes command, works to protect life and property, directs overall management of emergency response activities.

**Planning:** In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident, and status of resources.

**Operations:** On a school campus, most staff will be assigned roles under Operations. Operations is responsible for care of students and carrying out response activities.

**Logistics:** Is responsible for communications, as well as securing and providing needed materials, resources, services and personnel. This section may take on a major role in extended emergency situations.

**Administration/Finance:** Sometimes overlooked, the Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal "disaster area" may be declared.

**Unified Command** is an important principle to keep in mind. Once police, fire, are on the scene, it becomes a Unified Command structure. In ICS, Unified Command is a unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished **without losing or abdicating agency authority, responsibility or accountability.**

### ICS Team Roles

The following Personnel Guide outlines roles and responsibilities for staff during an emergency. The Incident Command Team has specifically assigned roles during an emergency, and will access the District ICS Team in accordance with your school's individualized plan.

## PERSONNEL GUIDE

### 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:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
2. Determine which situation is appropriate (Evacuation; Shelter-In-Place; Lockdown)
3. Activate the school Incident Command System (ICS).
4. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
5. 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.)
6. Maintain a line of communication with the Superintendent's Office and District Incident Command Team.

*All staff should prepare their own family members that they may be required to remain at school to assist in an emergency*

### District Incident Command Team

The District Incident Command Team's role is to support the school when the need exceeds the resources of the school to handle a situation:

1. Provide guidance regarding questions that may arise.
2. Direct additional support personnel, including District Team Staff members as needed.
3. Monitor the emergency situation and facilitate major decisions that need to be made.
4. Provide a district contact for release of information to the media.



## **Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of ICS.
2. Direct students in their charge according to school ICS.
3. Render first aid if necessary. It is recommended that teachers should be trained and certified in first aid and CPR.
4. Teachers must have their roll book with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to school's designee.
7. Assist as directed by the principal/designee.

## **Counselors, Social Workers, Psychologists**

Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities may include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
2. Direct students in their charge according to school ICS.
3. Render first aid if necessary.
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the Incident Command Team.
7. Assist as directed by the principal/designee.

## **School Nurses**

1. Provide first aid or emergency treatment as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal/designee.

## **Custodians**

1. Survey and report damage to principal/designee.
2. Assist emergency management protocols as directed.
3. Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.



### **School Secretary**

1. Assist as directed by the principal/designee.
2. Provide for the safety of essential school records and documents.

### **Food Service/Cafeteria Workers**

1. Assist as directed by the principal/designee.

### **Transportation Drivers**

1. Supervise the care of students if an emergency occurs while students are on the vehicle.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow local district procedures as directed by transportation policy for emergency situations, including a plan of action for the following reasons:
  - 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
  - accidents.

## EMERGENCY ASSIGNMENT WORKSHEET

In the event of an emergency situation, the following stations are to be manned by the school site emergency team. The principal and/or designee will: 1) Secure the area, 2) Check for injuries/damage, 3) Call 911 and DPS if appropriate, 4) Notify the Superintendent and Safety Coordinator.

### Emergency School Site Administrative Stations

NAME	POSITION	PHYSICAL LOCATION	PRIMARY RESPONSIBILITY	SECONDARY RESPONSIBILITY
	Principal	Office	Incident Command	Administration
	Counselor	Office	Administration	Incident Command
	Teacher	Building	Liaison	Operations
	Secretary	Building	Operations	Liaison
		Building	Logistics	Liaison
		Office	Scribe/ Communications	Planning/ Intelligence
	Custodian	Building	Planning/ Intelligence	Building Operations
	Nurse	Nurse's Office	Safety/ First Aid	Logistics

Each person listed above has primary and secondary responsibilities. For instance, if the person with the primary responsibility of Incident Command is not at the school when a critical incident occurs, then the person assigned Incident Command as a secondary responsibility will take the duty in addition to their primary responsibility.

If several of the members are not present, it may be necessary for further delegation of duties by the person in charge.





## **MEDIA GUIDELINES**

Though there are not many certainties in a school crisis, it is guaranteed that the media will be at the scene. Instead of being overwhelmed by the media, be prepared to work with them. The media may be the only communication you have with families. Here are some important tips for dealing with the media:

1. Work with local media before a crisis to make sure they know your needs during an incident.
2. Designate one representative within your crisis team to deal with the media. This person should be the PIO.
3. Emphasize that only the designated representative will give information to the media. Every effort should be made to keep students away from media during the event.
4. Designate a predetermined site for the media to assemble. If this site is not safe during the incident, the principal or Incident Commander should designate an alternate site.
5. Be prepared to deal with media trying to get live coverage, pictures, and interviews. Direct them to the PIO.
6. Arrange for a joint press conference with emergency responders or choose one media representative to disseminate information. This will help you keep control over the information being released.
7. Work with state and local emergency management agencies to have the Federal Aviation Administration restrict air space over your site. This will prevent news helicopters flying over your school in a time of chaos. Media helicopters can be very frightening to children.



## CLOSING OF SCHOOL

It is the intent of the school to remain open according to the calendar adopted each school year. Notwithstanding this commitment, there might be emergency situations that necessitate the closing of school.

The decision to close the schools will be made by the Superintendent upon advisement from staff and civil authorities (police, fire, emergency management, hazardous materials team) as to danger to students and staff, damage assessment of facilities, and capabilities of school to function (water, power, heat, sanitation, road access, etc.).

Usually, the decision to close a school will be made as a result of winter storm effects or some disaster situation, such as an earthquake, fire explosion, chemical spill, flood, severe winds or storm conditions, or even excessive heat. In these instances, the Local and State Emergency Management offices may already be activated and the status of the situation closely monitored. Once a school has been closed, children are not to return until an official announcement is made by the Superintendent.

If the decision is made to close school early, the following items should be considered:

- Children may be returning to homes that have no adult present.
- Children may be returning home during weather conditions or other conditions that increase the chance of injury.
- Streets may be without crossing guards.

If the decision is not to close the school, the following should be considered:

- Conditions may worsen by regular dismissed time posing increased risks for bussed students and those walking
- If conditions unexpectedly worsen, students may have to stay overnight at the school.

### **INFORMING STUDENTS, STAFF, FAMILIES, AND SCHOOL COMMUNITY**

Determination of the closing of school(s) or the reopening of school(s) for the following day(s) should be made as early in the day as possible so that students and staff can be notified as expediently as possible. The final determination should be relayed to the broadcasting media (radio and cable TV), as well as local authorities.

Telephone communication trees will be established so that all families of students and all personnel can be notified by phone of school closures. Each Principal or site administrator and department head will maintain at his/her home a current list of phone numbers of all employees under his/her supervision.



## **STAFF AND STUDENT NOTIFICATION (OF A MAJOR INCIDENT)**

**Student Notification:** To inform students in a timely manner, what is occurring. Or in the case of an off campus event- what has happened.

**Staff Notification:** It is important to inform staff prior to sharing information with students so that they can be prepared to answer questions.

**Parent/Guardian Notification:** parents will need to be notified as soon as possible of an event happening on campus (or school sanctioned event). In addition a letter will need to be sent home as follow up.

A school announcement of a death, or major incident, of a student or staff that affects a school community is critical and needs to be done as soon as possible. If during school hours, a written statement or a staff meeting to share information on the crisis to inform staff is imperative.

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.

Once staff is prepared, the students need to be informed. This **should not happen in a large group format** (i.e. assembly, or intercom announcement).

### **Guidelines for student notification 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. It should also include helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.



## EVACUATION PLAN

### Teacher/School Staff

### Principal/ Incident Commander

1. Evacuate when the pre-designated signal is made.
1. Be clear of evacuation routes and sites.
2. Close class room doors and windows after everyone has been evacuated.
3. Leave the building quickly, quietly and orderly.
4. Account for all students, keep track of and report all missing students to the office.
5. Do not allow anyone to leave the secured area until the all clear signal is given.
6. If the situation warrants vehicle and/or bus use, follow set procedures.

1. Instruct staff to Evacuate by a pre-designated signal (PA, bell system, verbal, written, etc.) that requires all persons outside to go indoors
2. Call \_9-1-1 or emergency services.
3. If the situation warrants vehicle/bus use, notify/have transportation.
4. Evacuate all students and staff to pre-designated areas.
5. Make sure persons with special needs are given assistance in getting to the secured area.
6. Notify parents of the evacuation and give them the central site for picking up students.

## UNSCHEDULED EARLY DISMISSAL

**Unscheduled Early Dismissal:** School may be dismissed early due to emergency status such as severe weather conditions, power outages, etc.

### Additional Information

**If an unscheduled early dismissal occurs these steps should be followed:**

- The crossing guard or designated staff will go on duty in front of the school immediately.
- Support staff will assist the traffic in front of the building. Teachers remain with their classes.
- Support staff will assist in the office answering the phones, delivering messages, and monitoring bus arrivals.
- Each teacher will call a parent who initiates a telephone tree for that class.
- Each teacher remains with his/her students until all students are picked up.
- Students remain in the classroom until notified of their bus arrival or that their parent is here to pick them up.
- After all busses have departed all remaining students will report to **(Location)**. The principal or designee will be responsible until all students have been picked up.

## LOCKDOWN

- Refers to protection from an internal or external threat by excluding and/or isolating the threat.
- Protective cover is sought in locked sections of the building and locked classrooms.
- Requires the ability to quickly secure all sections of the building and campus, the classrooms and all interior and exterior doors.
- During a lockdown it is encouraged to limit the use of all phones and cell phones.
- All staff will remain with students until the emergency is over.

### Teacher/School Staff

### Principal/ Incident Commander

1. Make sure all students go inside to the nearest secured area.
2. Close and lock all windows and doors to the secured area.
3. Account for all students, keep track of and report all missing students to the office.
4. Continue to listen for and follow the directions given by the Incident Commanders communication {PA, written verbal communication, e-mail, radio, etc.}.
5. Do not allow anyone to enter/exit the secured area until the proper signal or response is given.
6. In the event of any audible alarm occurring during a lockdown all students/staff will remain in place. If evacuation alarms sounds, manually check and re-secure any unlocked doors or windows.
7. Do not allow anyone to leave the secured area until the all clear signal is given.

1. Instruct staff to Lockdown by a pre-designated signal (verbal through the use of intercom, radio, e-mail, etc.) that requires all persons outside to go indoors.
2. Call \_ 9-1-1, or emergency services.
3. Make sure persons with special needs are given assistance in getting to the secured area.
4. Ensure that all doors/windows are locked.
5. Notify superintendent/supervisor
6. Make sure that everyone stays in the secured area.
7. Maintain communication with emergency response personnel to receive periodic updates.
8. Communicate all clear signal once police and fire departments deem appropriate.

## **SHELTER IN PLACE**

- Use of any classroom or office for the purpose of providing temporary shelter.
- Principal/designee/Incident Commander receives information about a situation that requires Sheltering-In-Place rather than an evacuation or lock-down.
- Different from Lock-Down procedures in that students/staff have some degree of discretion over movement, as directed by the Principal/designee/Incident Commander.

### **Teacher/School Staff**



### **Principal/ Incident Commander**



1. **Make sure all students go inside.**
2. **Make sure persons with special needs are given assistance in getting to shelter.**
3. **Close all windows and doors to the shelter area (Consider taping doors and windows).**
4. **Turn off all ventilation that may come from outside.**
5. **If the air within the shelter appears to be contaminated, inform the office of the problem.**
6. **Account for all students, keep track of and report all missing students to the office.**
7. **Discourage use of cell phones.**
8. **Continue to listen for and follow the directions given by the Principal's Office. (PA, written verbal, etc.)**
9. **Do not allow anyone to leave the shelter until the all clear signal is given.**

1. **Instruct staff to Shelter-In-Place by a pre-designated signal (PA, bell system, verbal, written, etc.) that requires all persons outside to go indoors.**
2. **Call \_ 9-1-1, or emergency services.**
3. **Make sure persons with special needs are given assistance in getting to shelter.**
4. **Ensure that maintenance shuts all exterior doors and shuts off all ventilation systems (Consider taping doors and windows).**
5. **Notify superintendent/supervisor.**
6. **Make sure that people stay in shelters. (Use your best judgment in allowing visitors into a shelter).**
7. **Communicate with police and fire departments to determine any change in the situation. Get/give periodic updates.**
8. **Communicate "all clear" signal once police and fire departments deem appropriate.**

## **PARENT NOTIFICATION**

It is important to notify parents in advance of the possible situations that may occur on campus while their children are at school. While it is not necessary to detail every possible emergency, it is important for them to be aware of the responses the school may take. These include: Lock-Down, Shelter-in-Place, and Evacuation.

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.

## SAMPLE LETTER

[Date]

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in New Mexico are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed emergency crisis plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified as such on a School District emergency card which is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
  - He/she is 18 years of age or older.
  - He/she is usually home during the day.
  - He/she could walk to school, if necessary.
  - He/she is known to your child.
  - He/she is both aware and able to assume this responsibility.
3. Turn your radio to [radio stations] for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via the School District to the local TV Channel (\_\_\_\_). In addition, information regarding day-to-day school operations will be available by calling the District Office.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency form. During an extreme emergency, students will be released at designated reunion gates located on school campuses. Please instruct your student to remain at school until you or a designee arrives.

The decision to keep students at school will be based upon whether or not streets in the area are open. If this occurs, radio stations will be notified. In the event that a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the



responsibility of the parent or guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road conditions prevent the driver from delivering students to their home or to school in the morning, the students will be delivered to the nearest school site and that school will communicate with the home school to inform them of the students' whereabouts.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will clear the fields, report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Principal  
School



## 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: \_\_\_\_\_



### 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(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.

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



## 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)

## 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**

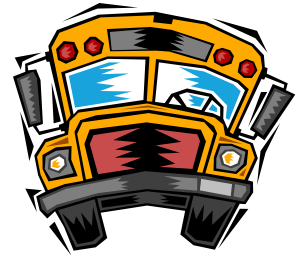
Disturbance outside school property-**SHELTER-IN-PLACE** or **LOCKDOWN** depending on the situation

## 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:

- 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
- 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.

# **PLANNING FOR SAFE SCHOOLS IN NEW MEXICO**

## **SECTION IV: RECOVERY**



# RECOVERY Table of Contents

**INTRODUCTION..... 3**

**RECOVERY PLANNING ..... 4**

**RECOVERY TEAM..... 5**

**RECOVERY PROCEDURES..... 6**

**STAFF AND STUDENT NOTIFICATION ..... 8**

**CHECKLISTS ..... 7**

**PANDEMIC FLU RECOVERY..... 9**



## INTRODUCTION

The **(Name of School)** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - RECOVERY section provides {Name of 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 *Safe Schools Plan - Recovery* section is to assist schools in coping with the aftermath of a traumatic incident.**

The **(Name of Public School District)** recognizes that each school community has unique needs and resources, which must be addressed to enhance the *School-Level Safety Plan*. The 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

## 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



## RECOVERY TEAM

**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.

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.



# RECOVERY PROCEDURES



# RECOVERY PROCEDURES

## 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. Also, with helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

## 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:

<b>Administrative Meeting</b>		<b>Person Responsible</b>	<b>Completed (Yes/No)</b>
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/ Community Forum	Arrange for outside facilitator to present to parents		
	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		



<b>Counseling</b>		<b>Person Responsible</b>	<b>Completed (Yes/No)</b>
	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		
<b>Follow-up</b>		<b>Person Responsible</b>	<b>Completed (Yes/No)</b>
	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		
<b>Other</b>		<b>Person Responsible</b>	<b>Completed (Yes/No)</b>



## 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.
- 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.

