

- 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.

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.

Gadsden High 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

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 cope with all the adjustments necessary when something traumatic happens.

Gadsden High 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-needed 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 Gadsden High 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."

The school counselors are available to help students be successful in school and solve personal problems. Classroom, group, and individual guidance services are provided. Please check with the Counseling Office for appropriate procedures to sign up for services

CONFLICT RESOLUTION/MEDIATION

Gadsden High School does not currently have a student to student conflict resolution program. The Gadsden High School Academic Counselors and Federal Program Social Worker assigned to the campus assist students with conflict resolution and 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:

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 enhances 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. The leadership provided by club and organization campus sponsors, along with the student leadership, provide opportunities to address issues brought up by students.

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. Mentoring programs at Gadsden High School include TRiO, ICAT, and Academic programs such as AVID.

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

Adopted: August 26, 2004

Policy: JDM

Violence, Intimidation, and Hostile or Offensive Conduct

The Gadsden Independent School District (GISD) Board of Education prohibits violence, intimidation, and hostile or offensive conduct. The effective education of our students requires a school environment in which students feel safe and secure. The Board of Education is committed to maintaining an environment conducive to learning in which students are safe from violence, threats, name-calling, intimidation, and unlawful harassment.

Note: GHS routinely provides staff training in these areas to include harassment, anti-bullying, and cyber bullying awareness.

Process:

A. Definitions

1. "Unlawful harassment" means verbal or physical conduct based on a student's actual or perceived race, color, national origin, gender or sexual orientation, religion, or disability and which has the purpose or effect of substantially interfering with a student's educational performance or creating an intimidating, hostile, or offensive environment. Sexual harassment of students is further addressed by a separate policy of the Board. See Policy JDI—Sexual Harassment of Students.

2. "Bullying" means intimidating verbal or physical conduct toward a student when such conduct is habitual or recurring.

3. "Name-calling" means the chronic, habitual, or recurring use of names or comments to or about a student regarding the student's actual or perceived physical or personal characteristics when the student has indicated by his or her conduct, that the names or comments are unwelcome, or when the names or comments, by their nature, are clearly unwelcome, inappropriate, or offensive.

B. Prohibitions

1. It is the policy of the Board of Education to prohibit violence, threats, name-calling, bullying, intimidation, assault, battery, extortion, robbery, vandalism, and other victim-based misconduct that creates an intimidating, hostile or offensive environment, regardless of motive or reason. The Board will not tolerate such victim-based misconduct by students or staff.

2. It is the express policy of the Board to encourage students who are victims of such physical or verbal misconduct to report such claims. Students or their parents may report such conduct to any principal, assistant principal, or counselor.

C. Reporting

Any employee who, as a result of personal observation or a report, has reason to believe that a student is a victim of conduct prohibited by this policy, whether the conduct is by another student or by another employee, must notify his or her principal or supervisor, or the superintendent of such observation or report as soon as possible.

D. Investigation

1. All reports of physical or verbal misconduct in violation of this policy shall be promptly investigated by the school principal or his/her designee.

2. In assessing the existence of a violation of this policy and the appropriate discipline, the principal or designee shall consider the nature and extent of the conduct, the age of the student(s) involved, the context in which the alleged conduct occurred, and any prior history of conduct prohibited by this policy on the part of the violator.

E. Sanctions

1. Any employee found to have engaged in misconduct in which a student is a victim of violence, threats, name-calling, bullying, assault, battery, extortion, robbery, vandalism, etc. shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, termination, or discharge, subject to applicable procedural requirements.

2. Any student found to have engaged in misconduct in which another student is a victim of violence, threats, name-calling, bullying, assault, battery, extortion, robbery, vandalism, etc. shall be subject to discipline, including, but not limited to suspension or expulsion, subject to applicable procedural requirements.

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 through the district policy:

Hazing

The Gadsden Independent School District (GISD) Board of Education prohibits hazing. The Board of Education finds that the practice known as "hazing" is dangerous to the physical and psychological welfare of students and should be prohibited in all school activities.

A. Definitions:

1. Hazing includes, but is not limited to: Engaging in any offensive or dangerous physical contact, restraint, abduction, or isolation of a student, or requiring or encouraging a student to perform any dangerous, painful, offensive, or demeaning physical or verbal act, including the ingestion of any substance, exposure to the elements, deprivation of sleep or rest, or extensive isolation, or subjecting a student to any dangerous, painful, offensive, or demeaning conduct, or to e. conduct likely to create extreme mental distress, for any purpose, including as a condition of membership or initiation into any class, team, group, or organization, sponsored by, or permitted to operate under the auspices of, a school of the District.
2. Such contact, restraint, requirement, encouragement, or subjection shall not be considered hazing when it is a recognized part of the particular sport or activity of the class, team, group or organization.

B. Prohibitions:

1. Hazing is prohibited in all schools of the Gadsden Independent Schools District, whether on or off school property, and whether during or outside school hours.

C. Enforcement and Reporting:

1. School officials, employees, and volunteers shall not permit or tolerate hazing, and Shall intervene to stop hazing that is threatened, found, or reasonably known or suspected to be occurring, and Shall report known or suspected hazing to the school principal or the superintendent.
2. Any student who believes he or she has been the victim of hazing shall report the matter to the school principal or the superintendent.
3. Any principal that receives a report of hazing under this section shall provide written notice to the Superintendent, setting forth the report and the principal's proposed plan of investigation.

D. Investigation:

1. All reports of hazing shall be investigated by the school principal or his/her designee. Where violations of criminal law may have occurred, the principal shall notify the appropriate law enforcement agency.
2. Upon completion of the investigation, the principal shall submit a written report on the investigation and its results to the superintendent.

E. Discipline:

1. Students found to have engaged in hazing shall be subject to discipline by school or district authorities according to applicable procedural requirements. Such discipline may include suspension or expulsion.
2. Employees who fail to enforce the prohibition against hazing, as set forth in paragraph C, shall be subject to discipline according to applicable procedural requirements. Such discipline may include reprimand, suspension, discharge, or termination.

SEXUAL HARASSMENT

The Board of Education forbids harassment of any student on the basis of sex, sexual orientation, or gender identity. The Board will not tolerate sexual harassment of students by employees or by other students. The intent of this policy regarding conduct between employees and students is clear and straightforward:

A. Definitions and Standards of Conduct Between an employee and a student, sexual harassment is any conduct of a sexual nature. Between students, sexual harassment is unwelcome conduct of a sexual nature. Specific definitions follow.

1. Conduct of a Sexual Nature may include but is not limited to:

- a. Verbal or physical sexual advances, including subtle pressure for sexual activity;
- b. Repeated or persistent requests for dates, meetings, and other social interactions;
- c. Sexually oriented touching, pinching, patting, staring, pulling at clothing, or intentionally brushing against another;
- d. Showing or giving sexual pictures, photographs, illustrations, messages, or notes;
- e. Writing graffiti of a sexual nature on school property;
- f. Comments or name-calling to or about a student regarding alleged physical or personal characteristics of a sexual nature;
- g. Sexually oriented "kidding," "teasing," double-entendres and jokes;
- h. any obscene or sexually suggestive gestures;
- i. any harassing conduct to which a student is subjected because of or regarding the student's sex, sexual orientation, or gender identity.

2. Standard of Conduct for Employees:

- a. No employee may engage in conduct of a sexual nature with a student at any time or under any circumstances, regardless of whether such conduct takes place on school property or in connection with any school-sponsored activity.

3. Standard of Conduct for Students: Unwelcome Conduct of a Sexual Nature:

- a. verbal or physical conduct of a sexual nature by one student towards another may constitute sexual harassment when the allegedly harassed student has indicated, by his or her conduct that the conduct is unwelcome or when the conduct, by its nature, is clearly unwelcome or inappropriate; b. student who has initially welcomed conduct of a sexual nature by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome or for any such subsequent conduct to be deemed unwelcome.

B. Reporting, Investigation, and Sanctions:

1. Reporting by Students;

- a. It is the express policy of the Board to encourage students who feel they have been sexually harassed by a school employee or by another student or students to report such claims;

2. Reporting by Employees Mandatory;

- a. Any employee who receives any report of sexual harassment of a student, whether the report is given by a student, a parent, or another employee, or who himself or herself observes instances of sexual harassment must notify his or her immediate supervisor or the Superintendent regardless of whether the employee receiving the report or observing the instance considers the matter credible or significant.

C. Investigation:

1. All reports of sexual harassment of students will be appropriately and promptly investigated by the Superintendent or his or her designee. In determining whether alleged conduct constitutes sexual harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated.

D. Sanctions:

1. Employees:

- a. Any employee found to have engaged in conduct of a sexual nature with a student shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to any applicable procedural requirements.
2. Students:
 - a. Any student found to have engaged in sexual harassment of a student shall be subject to discipline, including, but not limited to, suspension, or expulsion, subject to any applicable procedural requirement. Nothing in this policy shall be construed as a denial of rights under Section 504 of the Rehabilitation Act of 1973 or the Individuals with Disabilities Education Act (IDEA).

The Superintendent and all staff are responsible both for educating the entire school community about what constitutes sexual harassment and for enforcement of the policy.

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.

GISD

Pandemic Influenza Plan

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. Building a strong relationship with the local health department is critical for the implementation a meaningful plan.

The Department of Health – Regional Health Officers will:

- Be responsible for declaring a public health emergency at the state and local levels.
- Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.

Superintendent or designated individual will:

- The superintendent will officially activate the district's pandemic influenza response plan.
- Utilize the district plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.

- Utilize existing telephone trees, dedicated websites, and/or local radio and TV stations for communicating pandemic status and actions to school district staff, students, and families.

Director of Nursing and Health Services will:

- Collaborate with local and/or state health department and state education agencies to provide coordinated community pandemic plans.
- Collaborate with the Department of Health to develop a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
- Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff).
 - In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
- Participate in exercises of the community's pandemic plan.
- Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.
- Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district.
 - Promotion of hand hygiene
 - Cough/sneeze etiquette.
 - Disease prevention strategies
- Work with custodial services to provide sufficient and accessible infection prevention supplies:
 - Soap and alcohol-based/waterless hand hygiene products (containing at least 60% alcohol)
 - Facial tissues
 - Receptacles for tissue disposal
- Develop and maintain up-to-date communication contacts of key Department of Health and Public Education officials to provide regular updates regarding possible influenza pandemics.
- 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:
 - Hand hygiene
 - Cough/sneeze etiquette
 - Pandemic influenza
 - Signs and symptoms of influenza
 - Transmission
 - Personal and family protection

- Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.

Student Nutrition will:

- Incorporate into the pandemic influenza plan the requirements of students with special needs:
 - Low income students who rely on the school food service for daily meals

Impact on student learning should a pandemic outbreak occur:

- Staff and student absences
- School closings
- Extracurricular activities
- Alternative methods of learning should be utilized to assure continuity of instruction, such as:
 - Web-based distance instruction
 - Telephone trees
 - Mailed lessons and assignments
 - Instruction via local radio/television stations in the event of district school
 - closures.

Economic and operational impact on staff should a pandemic outbreak occur:

- Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.
- Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to the school environment.
- Staff should be encouraged to join the districts sick leave bank for the purpose of preparing for absences unique to a pandemic influenza outbreak.

Food Safety Inspections

The Environmental Protection Agency requires that two inspections be conducted per year. The FSI is located on the bulletin board in the kitchen, next to the Cafeteria Manager's Office.

Gadsden High School Faculty and Staff will review Pandemic Flu information provided in the Safe School Plan. Departments did review information in the Safe School Plan. Training from the Gadsden ISD Director of Nursing and Health Services will be requested to be provided during teacher in-service days at the start of the new academic school year.

TRAFFIC SAFETY

PICKUP/DROP-OFF

A large majority of the GHS students are transported to and from the GISD campus by district provide transportation. The bus drop off area is very well defined and limited to buses and students during drop off and pickup times. At all times:

- ❑ Fire lanes are observed. Student and faculty parking area are clearly marked and controlled. The fire lanes are monitored by security and keep clear to support emergency vehicle traffic
- ❑ The parent pick up/drop off area is clearly defined and separate from the bus pickup-drop off area.
- ❑ Traffic in the bus drive-through one way.
- ❑ 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.

Early morning drop-offs are discouraged.

In order to improve the traffic problem, students who are eligible to take the bus are encouraged to do so. Students who drive to school must obtain a parking pass obey all city and school traffic/safety regulations.

Use of the parking lots is limited to students, staff and parents who are volunteering at the school. For the safety of all, drop-offs and pick-ups will be in the designated area only.

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). Gadsden High 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

Gadsden High 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 main entrance gate and/or at the administrative office and must wear a visitor pass as identification.

- Visitors/Volunteers are provided with a Visitor Pass when they arrive at the main gate to the school. Visitors/Volunteers are required to report to the office upon entering the campus, sign-in, Visitor/volunteers are required to wear the Visitor Pass while they are on campus.
- All school staff must wear identifying badges during the duty day.

VISITOR PASS

Name

Destination

Time

ENVIRONMENTAL DESIGN

SAFETY CHECKS

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



SAFETY

PROGRAM

The Gadsden High 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 will 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.	

Policy AC, GBA

NONDISCRIMINATION I EQUAL OPPORTUNITY

The Gadsden Independent School Board is committed to a policy of nondiscrimination in relation to race, color, religion, sex, sexual orientation, age, national origin, and disability. This policy will prevail in all matters concerning staff members, students, the public, educational programs and services, and individuals with whom the Board does business. Adopted: September 24, 2009 LEGAL REF.: 20 U.S.C. 1400 et seq., Individuals with Disabilities Education Act 20 U.S.C. 1681 , Education Amendments of 1972, Title IX 20 U.S.C. 1703, Equal Employment Opportunity Act of 1972 29 U.S.C. 794, Rehabilitation Act of 1973, (Section 504) 42 U.S.C. 2000, Civil Rights Act of 1964, Titles VI and VII 42 U.S.C. 12101 et seq., Americans with Disabilities Act 28-1-2 NMSA et seq. CROSS REF.: ACA- Sexual Harassment GBA - Equal Employment Opportunity GCQF - Discipline, Suspension, and Dismissal of Professional Staff Members GDQD - Discipline, Suspension, and Dismissal of Support Staff Members PIHBA - Special Instructional Programs and Accommodations for Disabled Students JB - Equal Educational Opportunities JII - Student Concerns, Complaints, and Grievances JK - Student Discipline JKD - Student Suspension/Expulsion KEO - Public Concerns/Complaints about Facilities or Services

SECTION III-PROTECTION (BEFORE)

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: Inform students about what is occurring in a timely manner. 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



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.**

Principal/ Incident Commander



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**



<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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/supervisor6. 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.
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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**



<ol style="list-style-type: none">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.	<ol style="list-style-type: none">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.
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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

(To be distributed on School letter head.)

[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

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 Public Information Officer (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.

SECTION IV-MITIGATION (BEFORE)

INTRODUCTION

Gadsden High School administration and staff are committed to providing a safe and secure environment for students and employees. The SAFE SCHOOLS PLAN is designed to assist the school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

The goal of this section of the School-level Safety Plan is to assist schools in preparing for potential emergency situations, and executing appropriate actions to stabilize and terminate emergency 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 **Gadsden Independent 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** will be reviewed annually by school staff.

The Safe Schools Plans – School Emergency Operations Plan follows the outline of the *Presidential Policy Directive (PPD) 8*.

EXERCISE OF PLAN

The Gadsden High School All Hazard Team meets regularly to review emergency plans, plan and implement drills. The team reviews the Safe School Plan/All Hazard Plan annually each Fall.

The All Hazard Team Leader sets meeting dates and times, and invites the appropriate community partners, such as the County Sheriff, and EMT personnel.

All staff is provided with All Hazard/Safe School information at the beginning of the school year, including information on various drills and reporting processes.

Gadsden High School conducts Fire Drills monthly, and other emergency drills throughout the year.

REVIEW OF PLAN

At the conclusion of each drill the All Hazard Team meets to assess the success and effectiveness of the drill. Problems/issues with evacuations, exits, student movement, etc. are discussed and if necessary new routes or procedures are developed.

SHARING OF PLAN

The Gadsden High School Safe School Plan will be provided to each staff member (electronically), and hard copies will be available upon request. Copies of the plan will be provided to the Sheriff's departments and the local volunteer fire departments.

SECTION V-RESPONSE (DURING)

INTRODUCTION

The **Gadsden High School** is committed to providing a safe and secure environment for students and employees. The **ALL HAZARD PLAN (SAFE SCHOOL 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 ALL HAZARD PLAN (*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 Gadsden Independent School District recognizes that each school community has unique needs and resources which must be addressed to enhance the **ALL HAZARD PLAN (*School-level Safety Plan*)**. The **ALL HAZARD PLAN (SAFE SCHOOL PLAN)– RESPONSE** section will be reviewed annually by school staff.

A comprehensive **ALL HAZARD PLAN (*School-level Safety Plan*)** requires an assessment and identification of security needs as the first phase of planning.

NOTE: These Emergency Responses are specific to Gadsden High school.

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")

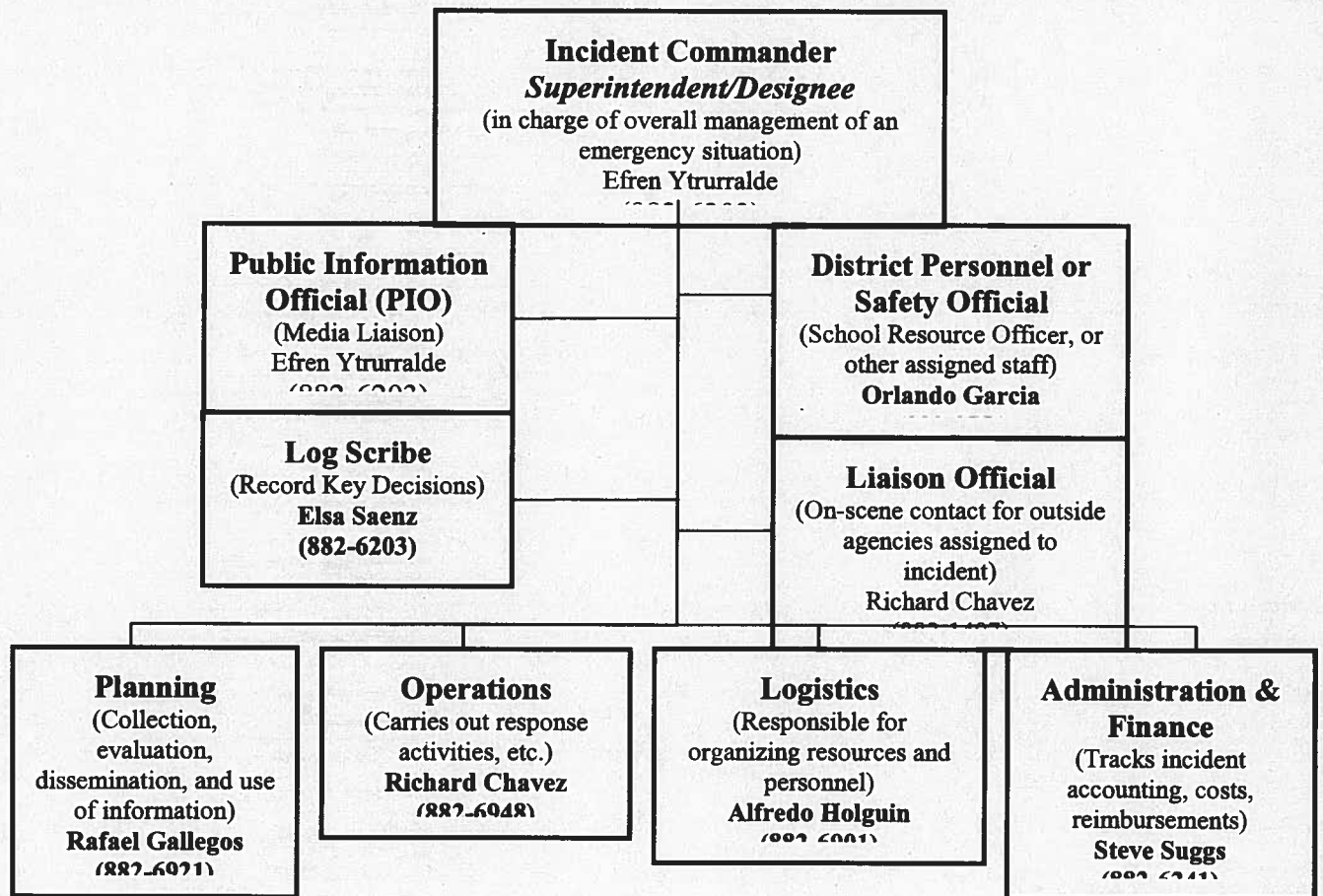
District Level Emergencies

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:

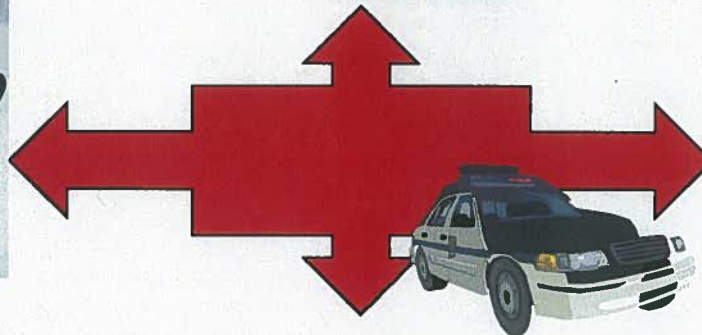
1. Coordinates school counseling services K-12.

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



**Law
Enforcement
Staff**

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.

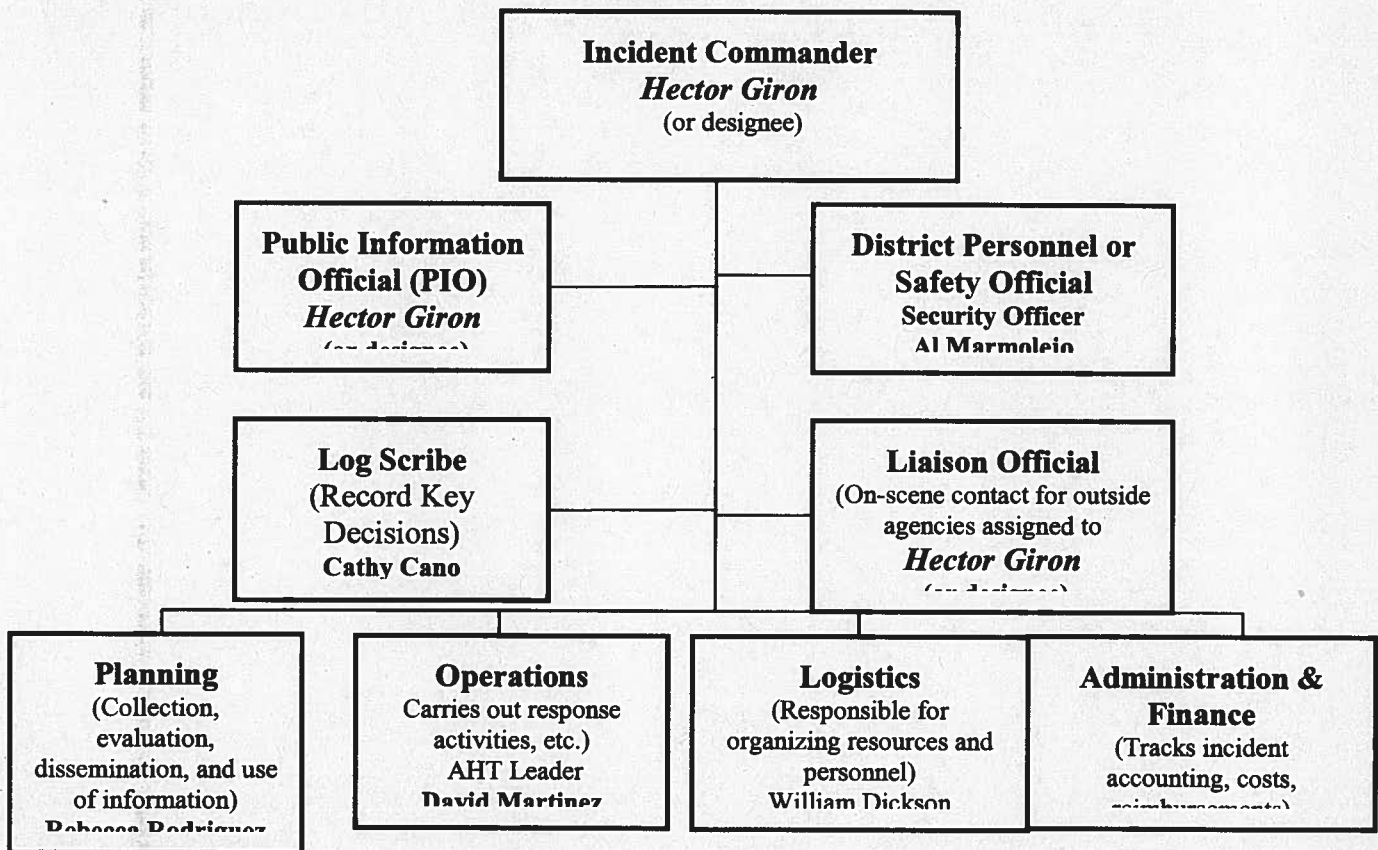
CRISIS INTERVENTION TEAM/ALL HAZARD TEAM

Include those people who are involved in this planning effort and will take the responsibility to learn how to respond in any disaster. **A basic planning guideline is: if a resource will be asked to respond to an event that resource needs to be involved in the planning. Community stake holders should also be involved in the planning, as well as IC team members.**

Crisis Response/AHT Members	Room	Extension
Rebecca Rodriguez	Admin Building	6309
David Martinez		6340
Debra A. Costalez	Admin Building	6315
Dolores Nanez	Library	6324
Francisco J. Velez	Float	
Mathew B. Grubaugh	Library	6322
Pamela Holguin	Attendance	6343
Richard D. Maxey	Academic Building	6376
Samuel C. Marquez	504	6380
Maria de Jesus Grubaugh	Admin Building	6300
Melissa Mejia	Float	
Gary Chavez	326	6441
William Dickson	Admin Building	6320

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 situation.

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:
 - a. vehicle trouble requiring evacuation
 - b. vehicle trouble not requiring evacuation
 - c. passenger trouble requiring transportation personnel intervention
 - d. passenger trouble requiring police intervention
 - e. passenger trouble requiring medical intervention
 - f. 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
Hector Giron	Principal	Office	Incident Command	Administration
Jenny Gonzalez	Counselor	Office	Administration	Incident Command
Mark Morrell	NJROTC Teacher	North Building	Liaison	Operations
Cathy Cano	Secretary	Admin Building	Operations	Liaison
Beatrice Marquez	Secretary	North Bldg	Logistics	Liaison
Maria Grubaugh	Registrar	Office/Radio	Scribe/ Communications	Planning/ Intelligence
Luis Saucedo	Custodian	Radio	Planning/ Intelligence	Building Operations
Minnie Singh	Nurse	Nurse's Office or Radio	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.

Gadsden High School Safety Committee

David Martinez	GHS Administrator	Chairman
Minnie Singh	School Nurse	
Jenny Gonzalez	Guidance Counselor	
Al Marmolejo	GHS Security	
Luis Saucedo	Head Custodian	

Melissa Mejia	AHT	
Gary Chavez	AHT	
Mathew Grubaugh	AHT	

Gadsden High School Threat Assessment Team

David Martinez	GHS Administrator
Jenny Gonzalez	Guidance Counselor
Mark Morrell	NJROTC/AHT
Samuel Marquez	Law Enforcement/AHT
Minnie Singh	School Nurse

Gadsden High School All Hazard Team Quadrant Leaders

Academic Quadrant	Matt Grubaugh
North Quadrant	Mark Morrell
Main Quadrant	Melissa Mejia
Vocational Quadrant	Samuel C. Marquez

CRISIS RESPONSE/ALL HAZARD TEAM

Include those people who are involved in this planning effort and will take the responsibility to learn how to respond in any disaster. **A basic planning guideline is: if a resource will be asked to respond to an event that resource needs to be involved in the planning. Community stake holders should also be involved in the planning, as well as IC team members.**

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Richard D. Maxey	Academic Building	6376

Samuel C. Marquez	504	6380
Maria de Jesus Grubaugh	Admin Building	6300
Melissa Mejia	Float	
Gary Chavez	326	6441
William Dickson	Admin Building	6320

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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:

8. Work with local media before a crisis to make sure they know your needs during an incident.
9. Designate one representative within your crisis team to deal with the media. This person should be the Public Information Officer (PIO).
10. 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.
11. 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 and alternate site.

The media will be directed to be located outside the North Gate campus entrance, which will be the primary planned location. Depending on the incident that is occurring on campus, the secondary location for the media will be outside the South Gate entrance of the campus.

12. Be prepared to deal with media trying to get live coverage, pictures, and interviews. Direct them to the PIO.
13. 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.
14. 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.