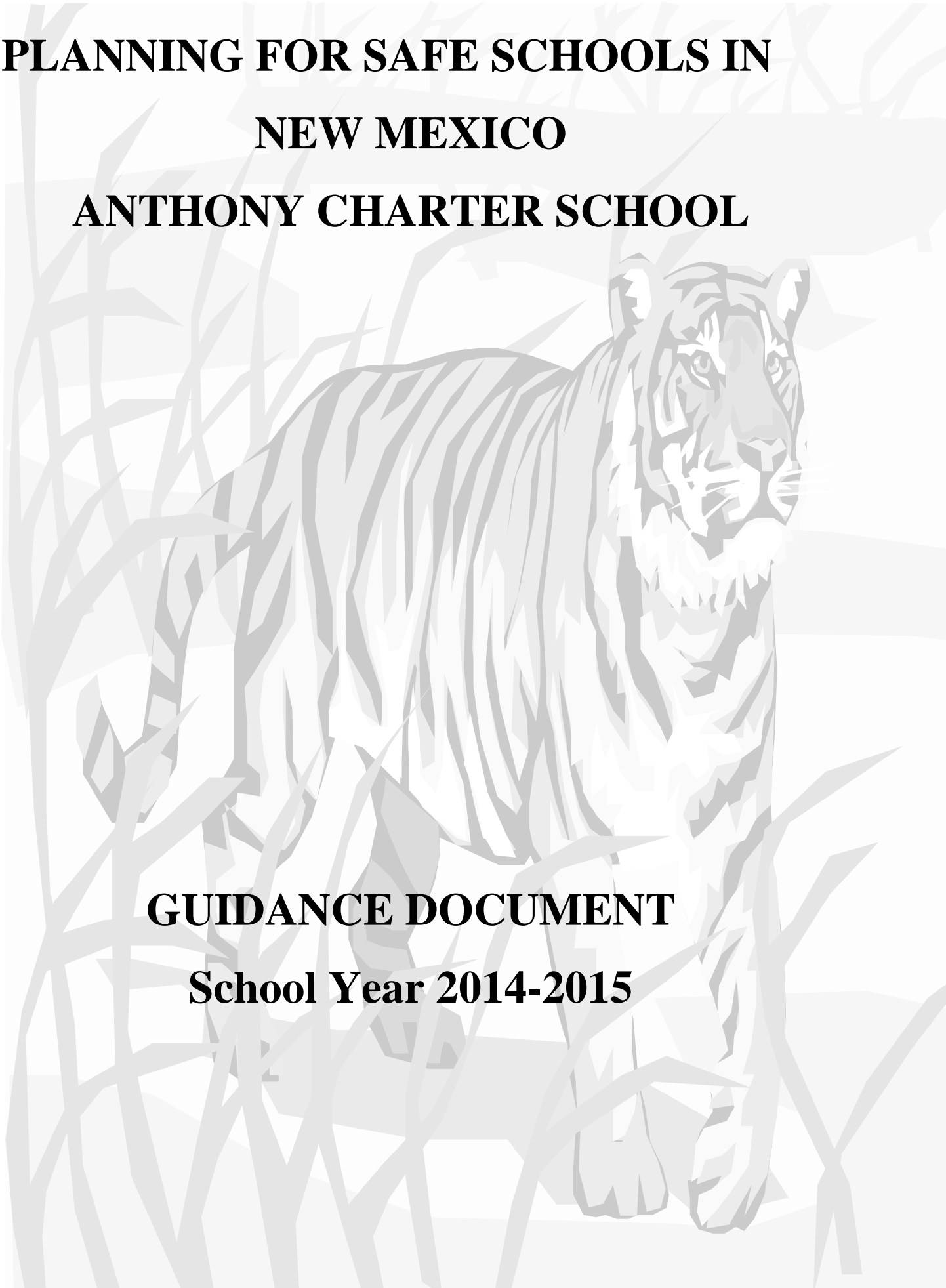


**PLANNING FOR SAFE SCHOOLS IN
NEW MEXICO**

ANTHONY CHARTER SCHOOL

GUIDANCE DOCUMENT

School Year 2014-2015

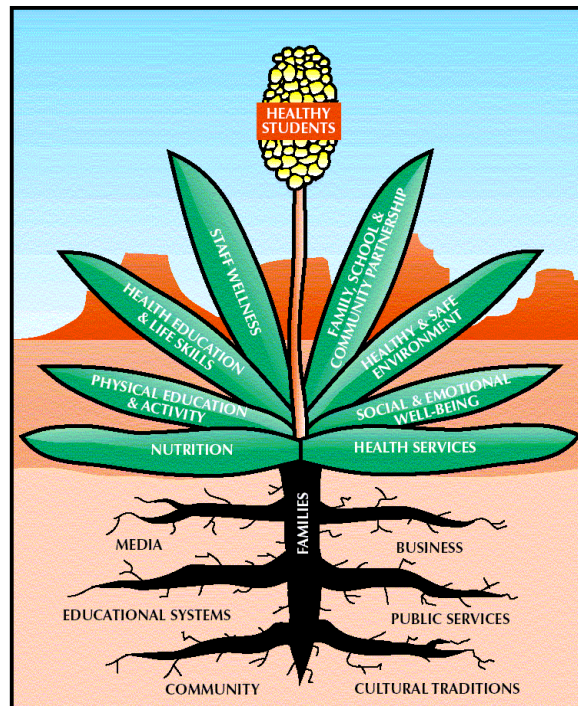




School and Family Support Bureau

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

HEALTHIER SCHOOLS - NEW MEXICO



ANTHONY CHARTER SCHOOL GUIDANCE DOCUMENT

School Year 2014-2015

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.

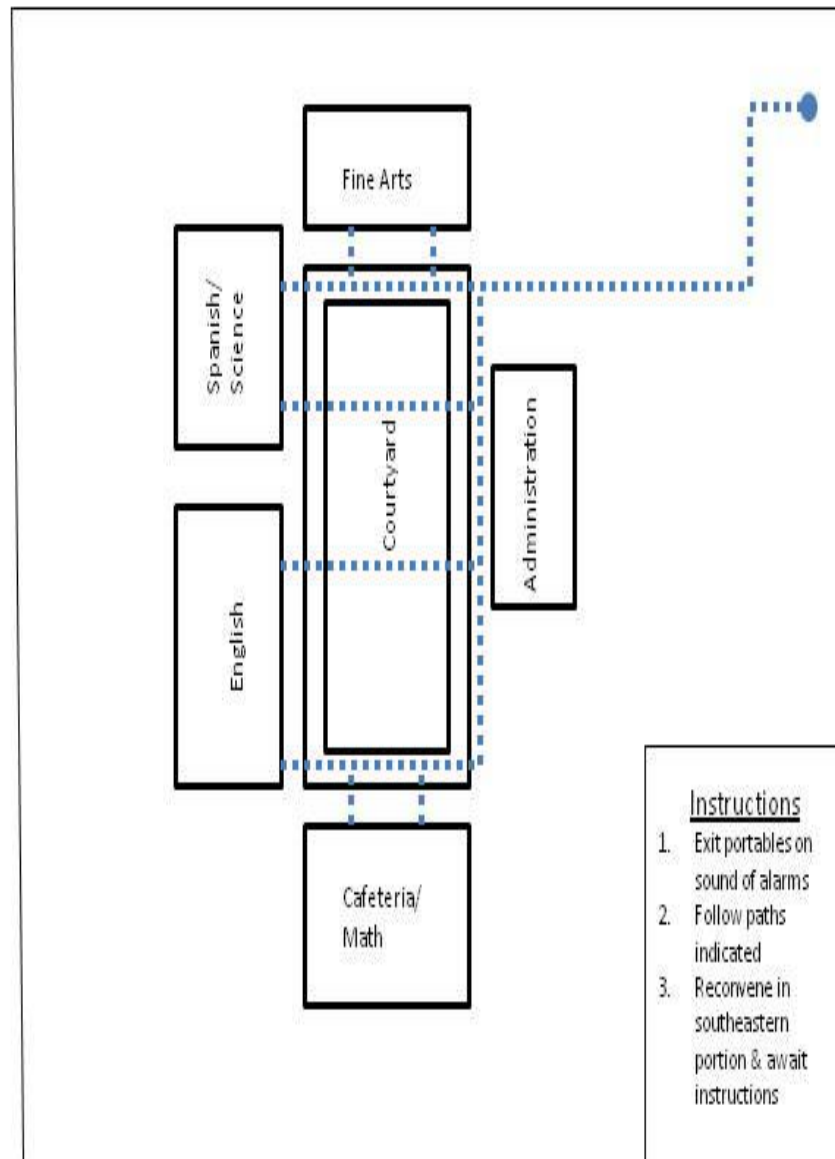
BEGINNING THE PROCESS

In preparation for revising and updating the Safe Schools Plan, **Anthony Charter School** has done the following:

- ☐ School-level safety committee has been established, with the following members:
 - Abe Luján Armendáriz Ph.D. (Lead)
 - Ms. Denise Marmolejo
 - Ms. Vanessa Miramontez
 - Ms. Irma Calvillo
 - Mrs. Melanie Beegle
 - Kelli Aguilar, Ph.D.
 - Mr. Robert Scott Whittet
 - Mr. Jimmy Gonzalez
 - Dr. Darroc Goolsby
 - Mr. Juan Pinon

- ☐ 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 **Anthony Charter School** Safety Plan was reviewed by key stakeholders (i.e., parents, staff, students, community responders).

Anthony Charter School
Floor & Evacuation Plan



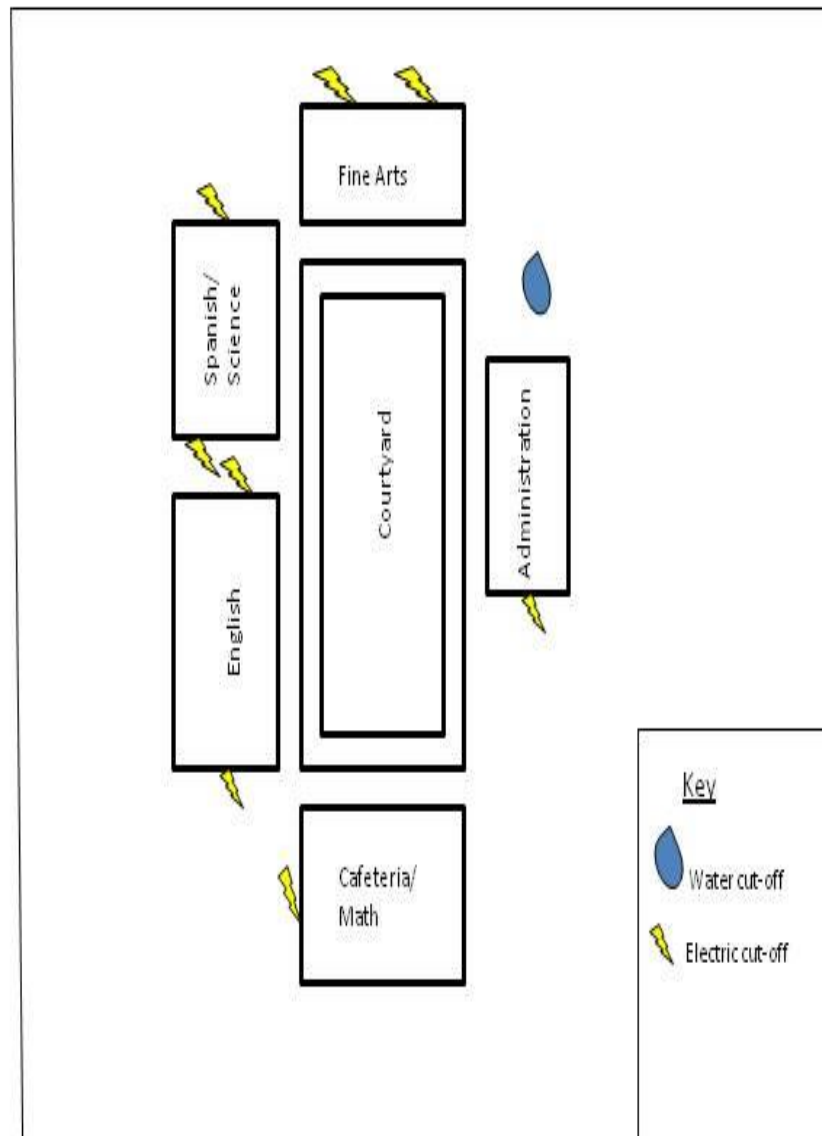
Instructions

1. Exit portables on sound of alarms
2. Follow paths indicated
3. Reconvene in southeastern portion & await instructions



Anthony Charter School, 780 Landers Rd.

Anthony Charter School
Floor Plan & Utility Cut-Off
Diagram



Anthony Charter School, 780 Landers Rd.

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

SECTION I: PREVENTION



PREVENTION

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INTRODUCTION

The **Anthony Charter 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 **Anthony Charter 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. **Anthony Charter School** 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 **Anthony Charter School** health education curriculum is aligned to these standards. **Anthony Charter 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.

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 **Anthony Charter 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 **Anthony Charter 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

www.cybercitizenship.org

www.copyrightkids.org

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

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/conted.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.

Anthony Charter 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

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.

Safe and Effective Messaging for Suicide Prevention

This document offers evidence-based recommendations for creating safe and effective messages to raise public awareness that suicide is a serious and preventable public health problem. The following list of “Do’s” and “Don’ts” should be used to assess the appropriateness and safety of message content in suicide awareness campaigns. Recommendations are based upon the best available knowledge about messaging.^{1,23} They apply not only to awareness campaigns, such as those conducted through Public Service Announcements (PSAs), but to most types of educational and training efforts intended for the general public.

These recommendations address message content, but not the equally important aspects of planning, developing, testing, and disseminating messages. While engaged in these processes, one should seek to tailor messages to address the specific needs and help-seeking patterns of the target audience. For example, since youth are likely to seek help for emotional problems from the Internet, a public awareness campaign for youth might include Internet-based resources.⁴

The Do’s—Practices that may be helpful in public awareness campaigns:

- **Do emphasize help-seeking and provide information on finding help.** When recommending mental health treatment, provide concrete steps for finding help. Inform people that help is available through the National Suicide Prevention Lifeline (1-800-273-TALK [8255]) and through established local service providers and crisis centers.
- **Do emphasize prevention.** Reinforce the fact that there are preventative actions individuals can take if they are having thoughts of suicide or know others who are or might be. Emphasize that suicides are preventable and should be prevented to the extent possible.⁵
- **Do list the warning signs, as well as risk and protective factors of suicide.** Teach people how to tell if they or someone they know may be thinking of harming themselves. Include lists of warning signs, such as those developed through a consensus process led by the [American Association of Suicidology \(AAS\)](#).⁶ Messages should also identify protective factors that reduce the likelihood of suicide and risk factors that heighten risk of suicide. Risk and protective factors are listed on pages 35-36 of the [National Strategy for Suicide Prevention](#).
- **Do highlight effective treatments for underlying mental health problems.** Over 90 percent of those who die by suicide suffer from a significant psychiatric illness, substance abuse disorder or both at the time of their death.⁷⁻⁸ The impact of mental illness and substance abuse as risk factors for suicide can be reduced by access to effective treatments and strengthened social support in an understanding community.⁹

The Don’ts—Practices that may be problematic in public awareness campaigns:

- **Don’t glorify or romanticize suicide or people who have died by suicide.** Vulnerable people, especially young people, may identify with the attention and sympathy garnered by someone who has died by suicide.¹⁰ They should not be held up as role models.

- **Don't normalize suicide by presenting it as a common event.** Although significant numbers of people attempt suicide, it is important not to present the data in a way that makes suicide seem common, normal or acceptable. Most people do not seriously consider suicide an option; therefore, suicidal ideation is not normal. Most individuals, and most youth, who seriously

Suicide Prevention Resource Center □ www.sprc.org □ 877-GET-SPRC (877-438-7772) Education Development Center, Inc. □ 55 Chapel Street, Newton, MA 02458-1060

- consider suicide do not overtly act on those thoughts, but find more constructive ways to resolve hem. Presenting suicide as common may unintentionally remove a protective bias against suicide in a community.¹¹
- **Don't present suicide as an inexplicable act or explain it as a result of stress only.** Presenting suicide as the inexplicable act of an otherwise healthy or high-achieving person may encourage identification with the victim.¹² Additionally, it misses the opportunity to inform audiences of both the complexity and preventability of suicide. The same applies to any explanation of suicide as the understandable response to an individual's stressful situation or to an individual's membership in a group encountering discrimination. Oversimplification of suicide in any of these ways can mislead people to believe that it is a normal response to fairly common life circumstances.¹³
- **Don't focus on personal details of people who have died by suicide.** Vulnerable individuals may identify with the personal details of someone who died by suicide, leading them to consider ending their lives in the same way.¹⁴
- **Don't present overly detailed descriptions of suicide victims or methods of suicide.** Research shows that pictures or detailed descriptions of how or where a person died by suicide can be a factor in vulnerable individuals imitating the act. Clinicians believe the danger is even greater if there is a detailed description of the method.¹⁵

KEY CONSIDERATIONS

The Crisis Response Team Leader (usually the school psychologist or counselor) has overall responsibility for the duration of the crisis. She or he should immediately assemble a Crisis Response Team, which will be responsible for implementing the various elements of the crisis response.

The Crisis Response Team should be composed of at least five or six (but no more than 15) people chosen for their skills, credentials, and ability to work compassionately and effectively under pressure—ideally a combination of administrators, counselors, social workers, psychologists, nurses, and/or school resource officers. It can also be useful to include a member of the school’s information technology or computer lab staff.

The Crisis Response Team Leader should designate one individual as the Team Coordinator.

Crisis Response Team Leader’s Checklist

- Inform the school superintendent of the death.
- Contact the deceased’s family to offer condolences, inquire what the school can do to assist, discuss what students should be told, and inquire about funeral arrangements.
- Call an immediate meeting of the Crisis Response Team to assign responsibilities.
- Establish a plan to immediately notify faculty and staff of the death via the school’s crisis alert system (usually phone or e-mail).
- Schedule an **initial all-staff meeting** as soon as possible (ideally before school starts in the morning).
- Arrange for students to be notified of the death in small groups such as homerooms or advisories (not by overhead announcement or in a large assembly) and disseminate a **death notification statement for students** to homeroom teachers, advisors, or others leading those groups.
- Draft and disseminate a **death notification statement for parents**.
- Disseminate handouts on **Facts About Suicide and Mental Disorders in Adolescents** and **Talking About Suicide** to faculty.
- Speak with school superintendent and Crisis Response Team Coordinator throughout the day.
- Determine whether additional grief counselors, crisis responders, or other resources may be needed from outside the school.

Team Coordinator's Checklist

The tasks below may be delegated as appropriate to specific staff or faculty in the school. •

Conduct **initial all-staff meeting**.

- Conduct periodic meetings for the Crisis Response Team members.
- Monitor activities throughout school, making sure teachers, staff, and Crisis Response Team members have adequate support and resources.
- Plan **parent meeting** if necessary.
- Assign roles and responsibilities to Crisis Response Team members in the areas of Safety, Operations, Community Liaisons, Funeral, Media Relations, and Social Media.

Safety

- Keep to regular school hours.
- Ensure that students follow established dismissal procedures.
- Call on school resource officers or plant manager to assist parents and others who may show up at the school and to keep media off of school grounds.
- Pay attention to students who are having particular difficulty, including those who may be congregating in hallways and bathrooms, and encourage them to talk with counselors or other appropriate school personnel.

Operations

- Assign a staff or faculty member to follow the deceased student's schedule to monitor peer reactions and answer questions.
- If possible, arrange for several substitute teachers or "floaters" from other schools within the district to be on hand in the building in case teachers need to take time out of their classrooms.
- Arrange for crisis counseling rooms for staff and students.
- Provide tissues and water throughout the building and arrange for food for faculty and crisis counselors.
- Work with administration, faculty, and counselors to identify individuals who may be having particular difficulty, such as family members, close friends, and teammates; those who had difficulties with the deceased; those who may have witnessed the death; and students known to have depression or prior suicidality; and work with school counseling staff to develop plans to provide psychological first aid to them.
- Prepare to track and respond to student and/or family requests for **memorialization**.

Community Liaisons

- Several Team members will be needed, each serving as the primary contact for **working with community** partners of various types, including:
 - **coroner/medical examiner**, to ensure accuracy of information disseminated to school community
 - **police**, as necessary, to ensure student safety

- **mayor's office and local government**, to facilitate community-wide response to the suicide death
- **mental health and medical communities**, as well as grief support organizations, to plan for service needs
- arranging for **outside trauma responders** and briefing them as they arrive on scene

Funeral

- Communicate with the **funeral director** about logistics, including the need for crisis counselors and/or security to be present at the funeral. Encourage family to consider holding the funeral off school grounds and outside of school hours if at all possible.
- Discuss with the family the importance of communicating with **clergy** or whomever will be conducting the funeral to emphasize the importance of connecting suicide to underlying mental health issues (such as depression) and not romanticizing the death in ways that could risk contagion.
- Depending on the family's wishes, help disseminate information about the funeral to students, parents and staff, including:
 - location
 - time of the funeral (keep school open if the funeral is during school hours)
 - what to expect (for example, whether there will be an open casket)
 - guidance regarding how to express condolences to the family
 - policy for releasing students during school hours to attend (i.e., students will be released only with permission of parent, guardian, or designated adult)
- Work with school counselors and community mental health professionals to arrange for counselors to attend the funeral.
- Encourage parents to accompany their child to the funeral.

Media Relations

- Prepare a **media statement**.
- Designate a media spokesperson who will field media inquiries utilizing **Key Messages for Media Spokesperson** document.
- Advise staff that only the media spokesperson is authorized to speak to the media.
- Advise students to avoid interviews with the media.
- Refer media outlets to **Reporting on Suicide: Recommendations for the Media**.

Social Media

- Oversee school's use of **social media** as part of the crisis response.
- Consider convening a small group of the deceased's friends to work with school administration to monitor social networking sites and other social media.

Additional Information

Federal Emergency Management Agency (FEMA).Introduction to incident command structure for schools.(2010).<http://training.fema.gov/EMIWeb/is/is100sca.asp>

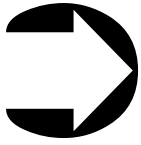
Federal Emergency Management Agency (FEMA).Resources for parents and teachers.<http://www.fema.gov/kids/safes6.htm>

SPAN USA and Suicide Prevention Resource Center (SPRC).Help at hand: Supporting survivors of suicide loss.A guide for funeral directors.(2008).<http://www.sprc.org/library/funeraldirectors.pdf>

TOOLS FOR CRISIS RESPONSE (beginning on the following page):

Sample Agenda for Initial All-Staff Meeting Sample Death Notification Statement for Students Sample Death Notification Statement for Parents Sample Media Statement Key Messages for Media Spokesperson Sample Agenda for Parent Meeting Talking About Suicide Facts about Suicide and Mental Disorders in Adolescents





Sample Agenda for Initial All-Staff Meeting

This meeting is typically conducted by the Crisis Response Team Leader and should be held as soon as possible, ideally before school starts in the morning.

Depending on when the death occurs, there may not be enough time to hold the meeting before students have begun to hear the news through word of mouth, text messaging, or other means. If this happens, the Crisis Response Team Leader should first verify the accuracy of the reports and then notify staff of the death through the school's predetermined crisis alert system, such as e-mail or calls to classroom phones. Remember that information about the cause of death should be withheld until the family has been consulted.

Goals of Initial Meeting

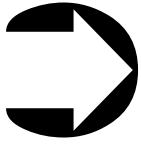
Allow at least one hour to address the following goals:

- Introduce the Crisis Response Team members.
- Share accurate information about the death.
- Allow staff an opportunity to express their own reactions and grief. Identify anyone who may need additional support and refer them to appropriate resources.
- Provide appropriate faculty (e.g., homeroom teachers or advisors) with a scripted **death notification statement** for students. Arrange coverage for any staff who are unable to manage reading the statement.
- Prepare for student reactions and questions by providing handouts to staff on **Talking About Suicide** and **Facts About Suicide and Mental Disorders in Adolescents**.
- Explain plans for the day, including locations of crisis counseling rooms.
- Remind all staff of the important role they may play in identifying changes in behavior among the students they know and see every day, and discuss plan for handling students who are having difficulty.
- Brief staff about identifying and referring at-risk students as well as the need to keep records of those efforts.
- Apprise staff of any outside crisis responders or others who will be assisting.
- Remind staff of student dismissal protocol for funeral.
- Identify which Crisis Response Team member has been designated as the media spokesperson and instruct staff to refer all media inquiries to him or her.

End of the First Day

It can also be helpful for the Crisis Response Team Leader and/or the Team Coordinator to have an all-staff meeting at the end of the first day. This meeting provides an opportunity to take the following steps:

- Offer verbal appreciation of the staff.
- Review the day's challenges and successes.
- Debrief, share experiences, express concerns, and ask questions.
- Check in with staff to assess whether any of them need additional support, and refer accordingly.
- Disseminate information regarding the death and/or funeral arrangements.
- Discuss plans for the next day.
- Remind staff of the importance of self-care.
- Remind staff of the importance of documenting crisis response efforts for future planning and understanding. **A**



Sample Death Notification Statement for Students

Use in small groups such as homerooms or advisories, not in assemblies or over loudspeakers.

Option 1 – When the death has been ruled a suicide

It is with great sadness that I have to tell you that one of our students, _____, has taken [his/her] own life. All of us want you to know that we are here to help you in any way we can.

A suicide death presents us with many questions that we may not be able to answer right away. Rumors may begin to circulate, and we ask that you not spread rumors you may hear. We'll do our best to give you accurate information as it becomes known to us.

Suicide is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about his or her problems and how to solve them. Sometimes these disorders are not identified or noticed; in other cases, a person with a disorder will show obvious symptoms or signs. One thing is certain: there are treatments that can help. Suicide should never, ever be an option.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____ very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction.

We have counselors available to help our school community deal with this sad loss and to enable us to understand more about suicide. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.

Option 2 – When the cause of death is unconfirmed

It is with great sadness that I have to tell you that one of our students, _____, has died. All of us want you to know that we are here to help you in any way we can.

The cause of death has not yet been determined by the authorities. We are aware that there has been some talk about the possibility that this was a suicide death. Rumors may begin to circulate, and we ask that you not spread rumors since they may turn out to be inaccurate and can be deeply hurtful and unfair to _____ as well as [his/her] family and friends. We'll do our best to give you accurate information as it becomes known to us.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____ very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction. We have counselors available to help our school community deal with this sad loss. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.

Option 3 – When the family has requested that the cause of death not be disclosed

It is with great sadness that I have to tell you that one of our students, _____, has died. All of us want you to know that we are here to help you in any way we can.

The family has requested that information about the cause of death not be shared at this time.

We are aware that there has been some talk about the possibility that this was a suicide death. Rumors may begin to circulate, and we ask that you not spread rumors since they may turn out to be inaccurate and can be deeply hurtful and unfair to _____ as well as [his/her] family and friends. We'll do our best to give you accurate information as it becomes known to us.

Since the subject has been raised, we do want to take this opportunity to remind you that suicide, when it does occur, is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about his or her problems and how to solve them. Sometimes these disorders are not identified or noticed; in other cases a person with a disorder will show obvious symptoms or signs. One thing is certain: there are treatments that can help. Suicide should never, ever be an option.

Each of us will react to _____'s death in our own way, and we need to be respectful of each other. Feeling sad is a normal response to any loss. Some of you may not have known _____ very well and may not be as affected, while others may experience a great deal of sadness. Some of you may find you're having difficulty concentrating on your schoolwork, and others may find that diving into your work is a good distraction. We have counselors available to help our school community deal with this sad loss. If you'd like to talk to a counselor, just let your teachers know.

Please remember that we are all here for you.

Sample Death Notification Statement for Parents

To be sent by e-mail or regular mail

Option 1 – When the death has been ruled suicide

I am writing with great sadness to inform you that one of our students, _____, has died. Our thoughts and sympathies are with [his/her] family and friends.

All of the students were given the news of the death by their teacher in [advisory/homeroom] this morning. I have included a copy of the announcement that was read to them.

The cause of death was suicide. We want to take this opportunity to remind our community that suicide is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about his or her problems and how to solve them. Sometimes these disorders are not identified or noticed; other times, a person with a disorder will show obvious symptoms or signs. I am including some information that may be helpful to you in discussing suicide with your child.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance; we have a list of school and community mental health resources.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

The school will be hosting a meeting for parents and others in the community at [date/time/location]. Members of our Crisis Response Team [or mental health professionals] will be present to provide information about common reactions following a suicide and how adults can help youths cope. They will also provide information about suicide and mental illness in adolescents, including risk factors and warning signs of suicide, and will address attendees' questions and concerns.

Please do not hesitate to contact me or one of the school counselors with any questions or concerns.

Sincerely,

[Principal]

Option 2 – When the cause of death is unconfirmed

I am writing with great sadness to inform you that one of our students, _____, has died. Our thoughts and sympathies are with [his/her] family and friends.

All of the students were given the news of the death by their teacher in [advisory/homeroom] this morning. I have included a copy of the announcement that was read to them. The cause of death has not yet been determined by the authorities. We are aware that there has been some talk about the possibility that this was a suicide death. Rumors may begin to circulate, and we have asked the students not to spread rumors since they may turn out to be inaccurate and can be deeply hurtful and unfair to _____ as well as [his/her] family and friends. We'll do our best to give you accurate information as it becomes known to us.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance; we have a list of school and community mental health resources.

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Please do not hesitate to contact me or one of the school counselors with any questions or concerns.

Sincerely,

[Principal]

Option 3 – When the family has requested that the cause of death not be disclosed

I am writing with great sadness to inform you that one of our students, _____, has died. Our thoughts and sympathies are with [his/her] family and friends.

All of the students were given the news of the death by their teacher in [advisory/homeroom] this morning. I have included a copy of the announcement that was read to them.

The family has requested that information about the cause of death not be shared at this time. We are aware that there have been rumors that this was a suicide death. Since the subject has been raised, we want to take this opportunity to remind our community that suicide, when it does occur, is a very complicated act. It is usually caused by a mental disorder such as depression, which can prevent a person from thinking clearly about the problems in his or her life and how to solve them. Sometimes these disorders are not identified or noticed; other times, a person with a disorder will show obvious symptoms or signs.

Members of our Crisis Response Team are available to meet with students individually and in groups today as well as over the coming days and weeks. Please contact the school office if you feel your child is in need of additional assistance; we have a list of additional school and community mental health resources.

Information about the funeral service will be made available as soon as we have it. If your child wishes to attend, we strongly encourage you to accompany him or her to the service. If the funeral is scheduled during school hours, students who wish to attend will need parental permission to be released from school.

Please do not hesitate to contact me or the school counselors with any questions or concerns.

Sincerely,

[Principal]

Sample Media Statement

To be provided to local media outlets either upon request or proactively.

School personnel were informed by the coroner's office that a []-year-old student at [] school has died. The cause of death was suicide.

Our thoughts and support go out to [his/her] family and friends at this difficult time.

The school will be hosting a meeting for parents and others in the community at [date/time/location]. Members of the school's Crisis Response Team [or mental health professionals] will be present to provide information about common reactions following a suicide and how adults can help youths cope. They will also provide information about suicide and mental illness in adolescents, including risk factors and warning signs of suicide, and will address attendees' questions and concerns. A meeting announcement has been sent to parents, who can contact school administrators or counselors at [number] or [e-mail address] for more information.

Trained crisis counselors will be available to meet with students and staff starting tomorrow and continuing over the next few weeks as needed.

Suicide Warning Signs

These signs may mean someone is at risk for suicide. Risk is greater if a behavior is new or has recently increased in frequency or intensity, and if it seems related to a painful event, loss, or change.

- Talking about wanting to die or kill oneself
- Looking for ways to kill oneself, such as searching online or buying a gun
- Talking about feeling hopeless or having no reason to live
- Talking about feeling trapped or in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious or agitated, or behaving recklessly
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings

Local Community Mental Health Resources

Amanecer Psychological Services- 575-882-5100

National Suicide Prevention Lifeline

800-273-TALK (8255)

Acknowledgment

SPRC thanks Madelyn Gould, PhD, MPH [Professor at Columbia University in the Division of Child and Adolescent Psychiatry (College of Physicians & Surgeons) and Department of Epidemiology (School of Public Health), and a Research Scientist at the New York State Psychiatric Institute] for her extensive contributions and guidance in drafting and editing this document.

- ¹ Gould, M. S., Jamieson, P. & Romer, D. (2003). Media contagion and suicide among the young. *American Behavioral Scientist*, 46(9), 1269-1284.
- ² Gould, M.S. (1990). Suicide clusters and media exposure. In S. J. Blumenthal & D. J. Kupfer (Eds.), *Suicide over the life cycle* (pp.517-532). Washington, DC: American Psychiatric Press.
- ³ Chambers, D. A., Pearson, J. L., Lubell, K., Brandon, S., O'Brien, K., & Zinn, J. (2005). The science of public messages for suicide prevention: A workshop summary. *Suicide and Life-Threatening Behavior*, 35(2), 134-145.
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- ⁵ U.S. Department of Health and Human Services. (2001). *National strategy for suicide prevention: Goals and objectives for action*. Rockville, MD: Author.
- ⁶ Rudd, M. D., Berman, A. L., Joiner, T. E., Nock, M. K., Silverman, M. M., Mandrusiak, M., Van Orden, K., and Witte, T. (2006). Warning signs for suicide: Theory, research, and clinical applications. *Suicide and Life-Threatening Behavior*, 36(3), 255-262.
- ⁷ Shaffer, D., Gould, M. S., Fisher, P., Trautman, P., Moreau, D., Kleinman, M., & Flory, M. (1996). Psychiatric diagnosis in child and adolescent suicide. *Archives of General Psychiatry*, 53 (4), 339-348.
- ⁸ Conwell Y., Duberstein P. R., Cox C., Herrmann J.H., Forbes N. T., & Caine E. D. (1996). Relationships of age and axis I diagnoses in victims of completed suicide: a psychological autopsy study. *American Journal of Psychiatry*, 153, 1001-1008.
- ⁹ Baldessarini, R., Tondo, L., & Hennen, J. (1999). Effects of lithium treatment and its discontinuation on suicidal behavior in bipolar manic-depressive disorders. *Journal of Clinical Psychiatry*, 60 (Suppl. 2), 77-84.
- ¹⁰ Fekete, S., & A. Schmidtke. (1995) The impact of mass media reports on suicide and attitudes toward self-destruction: Previous studies and some new data from Hungary and Germany. In B. L. Mishara (Ed.), *The impact of suicide*. (pp. 142-155). New York: Springer.
- ¹¹ Cialdini, R. B. (2003). Crafting normative messages to protect the environment. *Current Directions in Psychological Science*, 12(4), 105-109.
- ¹² Fekete, S., & A. Schmidtke. op. cit.
- ¹³ Moscicki, E.K. (1999). Epidemiology of suicide. In D. G. Jacobs (Ed.), *The Harvard Medical School Guide to suicide assessment and intervention* (pp. 40-51). San Francisco: Jossey-Bass.
- ¹⁴ Fekete, S., & E. Macsai, (1990). Hungarian suicide models, past and present. In G. Ferrari (Ed.), *Suicidal behavior and risk factors* (pp.149-156). Bologna: Monduzzi Editore.
- ¹⁵ Sonneck, G., Etzersdorfer, E., & Nagel-Kuess, S. (1994). Imitative suicide on the Viennese subway. *Social Science and Medicine*, 38(3), 453-457.

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

Anthony Charter 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.

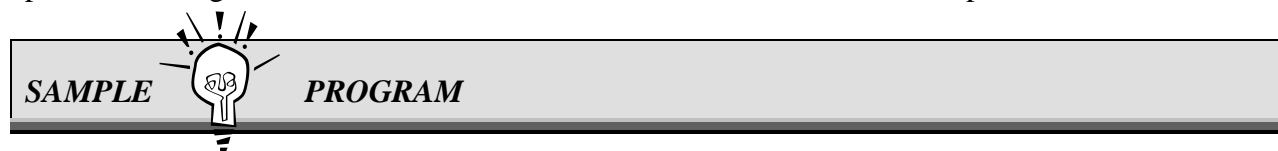
Other concerns and activities are directed through the school counseling department, such as mediation training, educational neglect, physical and/or emotional abuse referrals, career day, art day, and classroom presentations as requested. Counseling is readily accessible to all students.

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:

- Teacher Modeling Component – involves training of teachers and other staff to use conflict resolution skills.
- Student Mediator Component – involves the training of selected staff and students in the mediation process.
- Adult Lead Mediation- Counselor, administrator or teacher facilitates mediations among students that are in conflict.



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.

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.



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.

TRAFFIC SAFETY

PICKUP/DROP-OFF

There are no crossing guards on North Main or 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----- of the main building. Cars should not be parked in fire zones, and may be ticketed.
- ☐ 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 8:00 a.m. Staff are not on duty until 7:30 a.m.

The parking lot is limited to 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 7:41 a.m. and 8:10 a.m.(and pickup after school) during any time staff 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). **Anthony Charter 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):



SAMPLE

PROGRAM

- ☐ **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

Anthony Charter 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.).

Anthony Charter School

VISITOR PASS

ENVIRONMENTAL DESIGN

SAFETY CHECKS

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



SAMPLE

PROGRAM

Anthony Charter School routinely monitors the following:

- ☐ 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
- ☐ Student safety in hallways

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.



SAMPLE

PROGRAM

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

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INTRODUCTION

The **Anthony Charter School** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - POLICIES and PROCEDURES section provides **Anthony Charter 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.

Anthony Charter School 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.



DISCIPLINE POLICY

Anthony Charter School is committed to maintaining a campus environment that is pleasant, safe and conducive to learning for all. Toward this end **Anthony Charter 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 **Anthony Charter 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

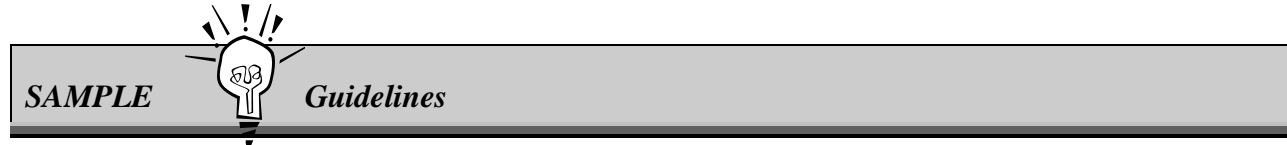
Anthony Charter School Wide Discipline Plan is implemented as per the ACS Student Handbook to ensure a pleasant and safe campus environment conducive to learning for all.

PARENT TRANSPORTATION/WALKERS

Anthony Charter School relies on parents to transport students to and from school unless students live within walking distance.

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 **Anthony Charter 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.



SAMPLE

Guidelines

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.

Anthony Charter 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.

Guidelines



Anthony Charter School has an established system of recording and excusing student absences which outlines procedures for monitoring and improving attendance and for follow-up with students and parents in accordance with requirements set forth in 22-8-2 [NMSA 1978].

Anthony Charter School 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.

COMPULSORY SCHOOL ATTENDANCE POLICY

1. GENERAL POLICY

Regular, uninterrupted classroom instruction, classroom participation, and interaction with classmates are essential to the educational process. Preparation and training for subsequent study or employment includes the development of self-discipline through regular class attendance. To adequately prepare students to become fully participating citizens, state law requires that all children of appropriate age and condition attend classes regularly.

2. PROCEDURES

Maintaining regular school attendance is the joint responsibility of parents/guardians and educators. In keeping with that obligation, the following rules for school attendance shall be observed and enforced for all students.

A. Definitions

1. Unexcused Absence: an absence for which no appropriate excuse has been provided by the student's parent or legal guardian within the time limit provided by this policy. Special family situations may be considered appropriate for excused absence when prior approval is received from the school.
2. Truant: a student who has accumulated five unexcused absences within any twenty day period.
3. Habitual Truant: a student who has accumulated ten or more unexcused absences within a school year.

B. Attendance Requirements

1. **Parent Notification of Absence:** Parent or guardian shall notify the school each day his or her child will be absent from any class and the reason for the absence; or shall provide a written and signed verification of the reason for the student's absence, to be presented upon the first day a student returns from any absence. If student has been absent for 5 or more consecutive days due to illness, the Superintendent or his/her designee may require written verification from the student's professional health-care provider.
2. **Prolonged Illnesses:** In cases of chronic or prolonged illnesses expected to last 10 days or more, during which the student is able to do school work, the student's parent or guardian shall present written verification from the student's professional health care provider of the expected length of the illness and of the student's ability to do school work at home, and the student shall be placed on home-bound study until he or she can return to school.
3. **Discipline:** In addition to the other measures to be imposed according to this policy, a student may, for each unexcused absence, at the discretion of the Superintendent or his/her designee, receive detention, in-school suspension, or other discipline designed to keep the student in school and progressing academically. Out-of-school suspension and expulsion will not be used as punishment for truancy or unexcused absences.
4. **Notice to Parents/Guardians of Unexcused Absence:** If a student is absent from school without a parent notification of absence, as required by paragraph B.1., above, the Superintendent or his/her designee will, as soon as practicable, contact the parents/guardians by telephone or mail to give notice of the student's absence and to ascertain and document the reason for the absence.
5. **Third Unexcused Absence – Parent/Guardian Written Notification Required:** Upon a student's accrual of three unexcused absences, the Superintendent or his/her designee shall contact the family to address the concern. In addition, a Three Day Parent Absentee Notification form shall be sent to the parents/guardians of the child.
6. **Fifth Unexcused Absence – Parent/Guardian Written Notification & Conference Required:** Upon a student's accrual of a fifth unexcused absence, the school will provide written notice ,to the student's parents/guardians that the parent/guardian is required to meet with the Superintendent or his/her designee for the purpose of identifying the cause(s) of the unexcused absences and to develop appropriate interventions designed to eliminate unexcused absences.

7. **Seventh Unexcused Absence – Parent/Guardian Written Notification, Conference Required, & Student/Parent Plan Development:** Upon a student’s accrual of a seventh unexcused absence, the school will provide written notice to the student’s parents/guardians that the parent/guardian is required to meet with the Superintendent or his/her designee for the purpose of identifying the cause(s) of the unexcused absences, and to establish a written plan designed to prevent future unexcused absences. The plan will be confirmed in writing and signed by Superintendent or his/her designee and the parent/legal guardian.
8. **Parent Failure to Meet:** If a parent/guardian fails to arrange, or to appear for, a conference regarding unexcused absences within 10 days of notice from the school, the school will provide written notice to the probation services office of the judicial district where the student resides.
9. **Habitual Truancy :** If a student accumulates ten or more unexcused absences within a school year the Superintendent or his/her designee shall give written notice to the parent/guardian of the habitual truancy, by certified mail or by personal service. If there are any other unexcused absences 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.
10. **Excessive and Pattern Absences:** Habitual student absences shall be monitored for patterns (i.e. every Monday or Friday), and reported as required herein.
11. **Distribution of Policy; Acknowledgement of Receipt:** A copy of this policy and an acknowledgement form will be issued to each student/parent/guardian during registration each year. The student and/or parent/guardian shall return the acknowledgement form for filing in each student’s school record.

C. **Intergovernmental Agreements**

In carrying out its duties under this policy and the Compulsory School Attendance Law, ACS shall take into consideration the sovereignty of a Native American tribe. While all children attending public schools will still be subject to being reported in accordance with the Compulsory School Attendance Law, 22-12-7, NMSA if they are truant or habitually truant, ACS shall respect tribal laws and traditions in carrying out its duties of early identification, intervention, and parental notification.

D. Reporting Requirement

ACS shall maintain class attendance records for every instructional day for each student in each school program, in a manner verifiable by the Public Education Department. The Superintendent or his/her designee will report absences through the accountability data system as specified by the Public Education Department.

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5. Fifth Unexcused Absence – Parent/Guardian Written Notification & Conference Required: Upon a student's accrual of a fifth unexcused absence, the school will provide written notice to the student's parents/guardians that the parent/guardian is required to meet with the Superintendent or his/her designee for the purpose of identifying the cause(s) of the unexcused absences and to develop appropriate interventions designed to eliminate unexcused absences.

6. Seventh Unexcused Absence – Parent/Guardian Written Notification, Conference Required, & Student/Parent Plan Development: Upon a student's accrual of a seventh unexcused absence, the school will provide written notice to the student's parents/guardians that the parent/guardian is required to meet with the Superintendent or his/her designee for the purpose of identifying the cause(s) of the unexcused absences, and to establish a written plan designed to prevent future unexcused absences. The plan will be confirmed in writing and signed by Superintendent or his/her designee and the parent/legal guardian.

7. Parent Failure to Meet: If a parent/guardian fails to arrange, or to appear for, a conference regarding unexcused absences within 10 days of notice from the school, the school will provide written notice to the probation services office of the judicial district where the student resides.

8. Habitual Truancy : If a student accumulates ten or more unexcused absences within a school year the Superintendent or his/her designee shall give written notice to the parent/guardian of the habitual truancy, by certified mail or by personal service. If there are any other unexcused absences 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.

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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.

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I. INTRODUCTION

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

Anthony Charter School believes it is important for a school to create a climate where bullies and bullying behavior are not tolerated.

ACS ANTI-BULLYING POLICY

INTRODUCTION

Bullying behavior by a student is prohibited and will be considered unacceptable behavior. Anthony Charter School will not tolerate any unlawful or disruptive behavior, including any form of bullying, cyber-bullying, or retaliation, in our school buildings, on school grounds, or in school related activities. We will investigate promptly all reports and complaints of bullying, cyber-bullying, and retaliation, and take prompt action to end that behavior and restore a target's sense of safety. We will support this commitment in all aspects of our school community, including curricula, instructional programs, staff development, extracurricular activities, and parent or guardian involvement. The school or district expects that all members of the school community, students and adults, will treat each other in a civil manner and with respect for differences. The Anthony Charter School is committed to providing all students with safe learning environment that is free from bullying and cyber-bullying. This commitment is an integral part of our comprehensive efforts to promote learning, and to prevent and eliminate all forms of bullying and other harmful and disruptive behavior that can impede the learning process. Bullying, harassment, and intimidation have a negative impact on the school climate and can be major distractions from learning. Bullying can create unnecessary anxiety that affects the ability or desire of a student to attend school, learn in school, travel on the school bus, feel safe in school areas such as the playground or cafeteria, or participate in special or extracurricular activities. The failure to address bullying behavior also gives other students the message that it is permissible to engage in negative conduct. This Bullying Prevention and Intervention Plan ("Plan") is a comprehensive approach to addressing bullying and cyber-bullying, and the Anthony Charter School are committed to working with students, staff, families, law enforcement agencies, and the community to prevent issues of violence. In consultation with these constituencies, we have established this Plan for preventing, intervening, and responding to incidents of bullying, cyber-bullying, and retaliation. The school principal is responsible for the implementation and oversight of the Plan.

II. DEFINITION OF BULLYING, CYBER-BULLYING, AND RETALIATION

Aggressor is a student who engages in bullying, cyberbullying, or retaliation. Bullying is defined as the repeated use by one or more students of a written, verbal or electronic expression or a physical act or gesture or any combination thereof, directed at a target that:

ACS ANTI-BULLYING POLICY

- a. causes physical or emotional harm to the target or damage to the target's property;
- b. places the target in reasonable fear of harm to himself or of damage to his property;
- c. creates a hostile environment at school for the target;
- d. infringes on the rights of the target at school; or
- e. materially and substantially disrupts the education process or the orderly operation of a school.

For the purposes of this plan, bullying will include cyber-bullying. Cyber-bullying is defined as bullying through the use of technology or any electronic communication, which will include, but will not be limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo optical system,

including, but not limited to, electronic mail, internet communications, instant messages or facsimile communications.

Cyber-bullying will also include:

- a. The creation of a web page or blog in which the creator assumes the identity of another person or
- b. The knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying above.
- c. The distribution by electronic means of a communication to more than one
- d. person or the posting of material on an electronic medium that may be
- e. accessed by one or more persons, if the distribution or posting creates
- f. Any of the conditions enumerated in clauses (i) to (v), inclusive, of the definition of bullying.

Hostile Environment is a situation in which bullying causes the school environment to be permeated with intimidation, ridicule, or insult that is sufficiently severe or pervasive to alter the conditions of a student's education.

Retaliation against or intimidation of a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying also is prohibited and will be considered unacceptable behavior within the meaning of the behavior codes.

Such retaliation or intimidation may result in disciplinary action. Target is a student against whom bullying, cyberbullying or retaliation has been perpetrated.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, support staff, or paraprofessionals.

Other behaviors which are rude and hurtful but do not meet the criteria to be termed bullying, may not require reporting under the law, but will be addressed within the schools' code of conduct.

For the purpose of this Plan, Aggressor will be used to identify the person(s) who has engaged in the bullying, cyber-bullying or retaliatory behavior. Target will be used to represent the person(s) to whom the action is directed.

LOCATIONS

Bullying is prohibited:

- a. On school grounds. Including property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a school district or school, or through the use of technology or an electronic device owned, leased or used by a school district or school; and
- b. Off school grounds. Including at a location, activity, function or program that is not school-related, or through the use of technology or an electronic device that is not owned, leased or used by a school district or school, if the bullying creates a hostile environment at school for the target, infringes on the rights of the target at school or materially and substantially disrupts the education process or the orderly operation of a school.

III. REPORTING

Any staff member (i.e. anyone employed by ACS) will report immediately to the principal or designee when he/she witnesses or becomes aware of conduct that may be bullying or retaliation. The requirement to report to the principal or designee does not limit the authority of the staff member to respond to behavioral or disciplinary incidents consistent with school or district policies and procedures for behavior management and discipline. This requirement includes, but is not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, support staff member or substitute teacher.

School volunteers will report immediately to the school principal or designee any conduct that may be bullying, cyber-bullying, retaliation, or intimidation when s/he has witnessed it or becomes aware of it. They will be notified of and trained in the reporting requirement. Parents/guardians.

The Anthony Charter School expects parents or guardians, and others who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee. Reports may be made anonymously, but no disciplinary action will be taken against an alleged aggressor solely on the basis of an anonymous report. Parents or guardians, and others may request assistance from a staff member to complete a written report.

This report to the principal is best if done in direct conversation but may also be done by email, phone message, or other written communication.

Students The Anthony Charter School expects students, who believe they have been subjected to bullying, cyber-bullying, or retaliation, or who witness or become aware of an instance of bullying or retaliation involving a student to report it to the principal or designee.

This report may also be made to the student's teacher, counselor, or any adult staff member. Students will be provided practical, safe, private and age-appropriate ways to report and discuss an incident of bullying with the principal or designee, or with a staff member. This report is best if done in direct conversation with the staff member, but may also be done by other means or through the student's parent/guardian. The report may also be submitted anonymously.

Anonymous reports of bullying, cyber-bullying or retaliation, or reports by students or parent/guardians who wish to remain anonymous may be submitted to teachers and school administrators and will be investigated. No disciplinary action will be taken based solely on an anonymous report.

A Reporting Form will be made available on the district web site for use by any party. This form may be submitted directly to the principal or sent anonymously to the principal of the school.

False Reports submitted knowingly alleging bullying, cyber-bullying, or retaliation will be subject to disciplinary action in accordance with the Student Code of Conduct.

IV. INVESTIGATING AND RESPONDING TO REPORTS

Upon receipt of a report of possible bullying, cyber-bullying, retaliation, or intimidation, the school principal or a designee will, before fully investigating the allegations of bullying or retaliation, take steps to assess the need to restore a sense of safety to the alleged target and/or to protect the alleged target from possible further incidents.

Responses to promote safety may include, but not be limited to, creating a personal safety plan; pre-determining seating arrangements for the target and/or the aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a “safe person” for the target; and altering the aggressor’s schedule and access to the target.

The principal or designee will take additional steps to promote safety during the course of and after the investigation, as necessary.

The principal or designee will implement appropriate strategies for protecting from bullying or retaliation a student who has reported bullying or retaliation, a student who has witnessed bullying or retaliation, a student who provides information during an investigation, or a student who has reliable information about a reported act of bullying or retaliation.

In conducting an investigation, the principal or designee, will consider how the bullying behavior might impact the general learning environment of the school or the impact it may have on bystanders or other students in the school.

The principal’s determination should not rely solely on the target’s account or perception of the incident.

Consequences may be necessary even if the target indicates the aggressor(s) behavior is permissible.

The principal or designee will promptly conduct an investigation. During the investigation the principal or designee will, among other things, interview students, staff, witnesses, parents or guardians, and others as necessary. The principal or designee (or whoever is conducting the investigation) will remind the alleged aggressor, target, and witnesses that retaliation is strictly prohibited and will result in disciplinary action.

Steps of the Investigation:

- a. Report is received;
- b. Interview the target and assess the level of threat present;
- c. Interview reporter, if other than target, and note other witnesses
- d. (especially adults) or any online involvement;
- e. Interview the alleged Aggressor(s);
- f. Determine the merit and plausibility of the report; and
- g. Determine the circumstances and establish disciplinary or other consequences, if necessary
- h. determine the need for other skill-building or support interventions, as necessary

The principal or designee will make a determination based upon all of the facts and circumstances. School personnel must weigh all of the evidence objectively to determine whether the alleged events occurred and, if they did, whether the events constitute bullying or retaliation. The determination must be based upon all of the facts and circumstances and the perspective of a reasonable person.

Courts have determined that, when applied to children, the "reasonable person" standard is that of a reasonable person of like age, intelligence, and experience under like circumstances. If, after investigation, bullying or retaliation is substantiated, the principal or designee will take steps reasonably calculated to prevent recurrence and to ensure that the target is not restricted in participating in school or in benefiting from school activities.

The principal or designee will:

- 1) determine what remedial action is required, if any, and
- 2) determine what responsive actions and/or disciplinary action is necessary

V. CONSEQUENCES AND RESPONSES TO BULLYING NOTIFICATION REQUIREMENTS

If the school principal or designee determines that bullying, retaliation, or intimidation has occurred and consequences are merited, the school principal or designee will:

- a. Promptly notify the parents or guardians of the target and the aggressor about the results of the investigation and, what action is being taken to prevent further acts of bullying or retaliation.
 1. All notice to parents must comply with applicable state and federal privacy laws and regulations.
 2. Because of the legal requirements regarding the confidentiality of student records, the principal or designee cannot report specific information to the target's parent or guardian about the disciplinary action taken unless it involves a "stay away" order or other directive that the target must be aware of in order to report violations.
 3. notify the school's team chair if any of the students are on an IEP; and
 4. notify the local law enforcement agency if she/he has a reasonable basis to believe that the incident may result in criminal charges against the alleged aggressor.
- b. If the local law enforcement is notified, the principal shall document the reasons for the decision.
 1. If the local law enforcement agency is not notified or if it determines that its involvement is not necessary, the principal shall respond to the behavior as is appropriate within the school discipline code of conduct.
 2. A Memorandum of Understanding between the Anthony Charter School and law enforcement agencies
- c. Prosecutor's Office exists that outlines the nature of this reporting.
- d. If an incident of bullying, retaliation, or intimidation involves students from more than one ACS school or from another school district, the Principal will promptly notify the appropriate administrator of the other school or school district so that both may take appropriate action.

CONSEQUENCES AND SUPPORT SERVICES

Bullying behavior can take many forms and can vary dramatically in its seriousness and its impact on the target and other students.

Accordingly, there is no one prescribed response to verified acts of bullying and retaliation.

Consequences and disciplinary action will be applied in accordance with the School Behavior Code.

The range of disciplinary action includes, but is not limited to, one or more of the following: verbal warnings, written warnings, reprimands, reflective writing assignments intended to educate the aggressor, detentions, short-term or long-term suspensions from school as determined by the school administration, subject to applicable procedural requirements.

These actions may escalate in severity for repeated offenses or with the severity of the implication of the negative conduct.

Actions may be accompanied by the referral to counseling or other therapeutic support.

The specific action will be age appropriate, concrete, and immediate.

The nature and extent of disciplinary action imposed or consequences applied, is a matter within the sound discretion of the building principal or designee.

The principal will balance the need for accountability and safety with the need to teach appropriate behavior.

If the principal or designee decides that disciplinary action is appropriate, the disciplinary action will be determined on the basis of facts found by the principal or designee, including the nature of the conduct, the age of the student(s) involved, and the need to balance accountability with the teaching of appropriate behavior.

Discipline will be consistent with the Plan and with the school's or district's code of conduct.

Nothing in this plan is intended to prevent the school administration from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying, as defined above, but nevertheless is inappropriate for the school environment.

Disciplinary actions will be in accordance with administrative disciplinary policies and applicable state and federal laws.

Consequences and discipline for acts of retaliation will be imposed at the same, or more severe, level as the underlying bullying, cyber-bullying or inappropriate behavior. Students who are not primary participants in the reported act of bullying, cyber-bullying, or retaliation but join in, may be subject to disciplinary action or consequences as if they were primarily involved.

"Joining-in" is a form of endorsing the behavior. Consequences or disciplinary actions taken in an instance of bullying will be shared with the appropriate school staff members to ensure awareness and follow through.

When it is determined that a target is in fear or is being threatened, the principal will develop a safety plan to immediately take steps to limit and control the behavior of aggressor(s) who are causing the threat. The safety plan will be developed in collaboration with the appropriate staff and shared with staff to ensure enforcement and follow-up.

Mediation between a student who has bullied another student(s) and the target(s) will seldom be used. The principal or designee will periodically follow-up with the target(s), and their parents, in an incident to ensure the student believes the situation has improved and that any threat or fear has been significantly reduced or eliminated.

The principal or designee will consider what adjustments, if any, are needed in the school environment to enhance the target's sense of safety and that of others as well.

It is up to the principal or designee's judgment as to what steps may be taken to promote a safe school environment, and the administrator may consult with the target, counselor or psychologist, teachers, etc. in determining what approaches might be used (such as providing a regular adult contact for check-ins for the target, providing increased supervision of a certain location, etc.).

Within a reasonable period of time following the determination and the ordering of remedial and/or disciplinary action, the principal or designee will contact the target to determine whether there has been a recurrence of the prohibited conduct so that the administrator may determine whether additional supportive measures are needed.

VI. PROFESSIONAL DEVELOPMENT FOR STAFF, VOLUNTEERS AND CONTRACTORS

Annual staff training on the Plan:

Annual training for all school staff on the Plan will include staff duties under the Plan, an overview of the steps that the principal or designee will follow upon receipt of a report of bullying or retaliation, and an overview of the bullying prevention curricula to be offered at all grades throughout the school or district.

Staff members hired after the start of the school year are required to receive the training during the school year in which they are hired, unless they can demonstrate participation in an acceptable and comparable program within the last two years.

Ongoing professional development:

The goal of professional development is to establish a common understanding of tools necessary for staff to create a school climate that promotes safety, civil communication, and respect for differences.

Professional development will build the skills of staff members to prevent, identify, and respond to bullying. The content of school wide and district wide professional development will be informed by research and will include information on:

- a. developmentally (or age-) appropriate strategies to prevent bullying;
- b. developmentally (or age-) appropriate strategies for immediate, effective interventions to stop bullying incidents regarding the complex interaction and power differential that can take place between and among an aggressor, target, and witnesses to the bullying;
- c. research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk for bullying in the school environment;
- d. the incidence and nature of cyber-bullying; and
- e. Internet safety issues as they relate to cyber-bullying.

Professional development will also address ways to prevent and respond to bullying or retaliation for students with disabilities that must be considered when developing students' Individualized Education Programs (IEPs). This will include a particular focus on the needs of students with autism or students whose disability affects social skills development. Additional areas identified by the school or district for professional development includes:

- a. promoting and modeling the use of respectful language;
- b. fostering an understanding of and respect for diversity and difference;
- c. building relationships and communicating with families;
- d. constructively managing classroom behaviors;
- e. using positive behavioral intervention strategies;
- f. applying constructive disciplinary practices;
- g. teaching students skills including positive communication, anger management, and empathy for others;
- h. engaging students in school or classroom planning and decision-making;
- i. Maintaining a safe and caring classroom for all students.

Written notice to staff:

The school or district will provide all staff with an annual written notice of the Plan by publishing information about it, including sections related to staff duties, in the school or district employee handbook and the code of conduct.

VII. PARENT AND STUDENT EDUCATION OF THIS PLAN

- a. Parent education and resources- The school or district will offer education programs for parents and guardians that are focused on the parental components of the anti-bullying curricula and any social competency curricula used by the district or school. The programs will be offered in collaboration with the PTOs.
- b. Notification requirements- Each year the school or district will inform parents or guardians of enrolled students about the anti-bullying curricula that are being used. This notice will include information about the dynamics of bullying, including cyber- bullying and online safety. The school or district will send parents written notice each year about the student-related sections of the Plan and the school's or district's Internet safety policy.
- c. All notices and information made available to parents or guardians will be in hard copy and electronic formats, and will be available in the language(s) most prevalent among parents or guardians. The school or district will post the Plan and related information on its website.

CURRICULUM AND INSTRUCTION

The district will provide age-appropriate instruction on bullying prevention that is incorporated into the curriculum. The curriculum will be evidence-based. The plan will describe the curriculum to help parents and others understand the district's bullying prevention efforts.

Bullying prevention curricula will be informed by current research which, among other things, emphasizes the following:

- a. using scripts and role plays to develop skills;
- b. empowering students to take action by knowing what to do when they witness other students engaged in acts of bullying or retaliation, including seeking adult assistance;
- c. helping students understand the dynamics of bullying and cyber-bullying, including the underlying power imbalance;
- d. emphasizing cyber safety, including safe and appropriate use of electronic
- e. communication technologies;
- f. enhancing students' skills for engaging in healthy relationships and respectful communications; and
- g. Engaging students in a safe, supportive school environment that is respectful of diversity and difference.

Initiatives will also teach students about the student-related sections of the Bullying Prevention and Intervention Plan.

The following approaches are integral to establishing a safe and supportive school environment. These underscore the importance of our bullying intervention and prevention initiatives:

- a. setting clear expectations for students and establishing school and classroom routines;

- b. creating safe school and classroom environments for all students, including for students with disabilities, lesbian, gay, bisexual, transgender students, and homeless students;
- c. using appropriate and positive responses and reinforcement, even when students require discipline;
- d. using positive behavioral supports;
- e. encouraging adults to develop positive relationships with students;
- f. modeling, teaching, and rewarding pro-social, healthy, and respectful behaviors;
- g. using positive approaches to behavioral health, including collaborative problem-solving, conflict resolution training, teamwork, and positive behavioral supports that aid in social and emotional development;
- h. using the Internet safely; and
- i. Supporting students' interest and participation in non-academic and extracurricular activities, particularly in their areas of strength.

VIII. RELATIONSHIP TO OTHER LAWS

When the IEP Team determines the student has a disability that affects social skills development or that the student may participate in, or is vulnerable to, bullying, harassment, or teasing because of his/her disability, the Team will consider what should be included in the IEP to develop the student's skills and proficiencies to avoid and respond to bullying, harassment, or teasing. This will include a particular focus on the needs of students with autism.

Consistent with state and federal laws, and the policies of the school or district, no person shall be discriminated against in admission to a public school of any town or in obtaining the advantages, privilege and courses of study of such public school on account of race, color, sex, religion, national origin, sexual orientation, or gender identity.

Nothing in the Plan prevents the school or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected category under local, state, or federal law, or school or district policies.

In order to monitor the success of the Plan and to help determine the efficacy of interventions, curricula and actions the Anthony Charter School will collect, student and staff survey data, parent survey data and the number and nature of bullying, cyber-bullying and retaliation instances.

Reports will be forwarded to the superintendent's office at the end of each school year. Reports of the data will be presented annually to the School Committee and made available to the public on the district web site.

PEST CONTROL INTRODUCTION

It is the goal of the ANTHONY CHARTER SCHOOL to maintain the integrity of school buildings and grounds, protect the health and safety of students and staff, and maintain a productive learning environment.

The ANTHONY CHARTER SCHOOL has developed this program for our students, parents, staff and community residents. This program identifies ways to reduce use of pesticides in school buildings and grounds and discuss alternative methods for managing pests found in schools.

Structural and landscape pests can pose significant problems for people and property. Pesticides can pose risks to people, property and the environment. It is, therefore, the policy of the ANTHONY CHARTER SCHOOL to incorporate Integrated Pest Management (IPM) procedures for control of structural and landscape pests. The objective of this program is to provide necessary pest control while minimizing pesticide use.

The ANTHONY CHARTER SCHOOL will manage pests to:

- Reduce any potential human health hazards or threats to public safety
- Prevent loss or damage to school structures or property
- Prevent pests from spreading into the community.
- Enhance the quality of life for students, staff and others.

Please direct all telephone inquiries to our school administrative assistant Denise Marmolejo at (575)-882-0600.

Integrated Pest Management Policy Statement

The ANTHONY CHARTER SCHOOL recognizes that pests can pose a significant risk to health and property. The District also recognizes that there may be significant risks inherent in using chemical pesticides in the school environment. The ANTHONY CHARTER SCHOOL, therefore, authorizes the implementation of a comprehensive integrated pest management (IPM) program for all school buildings and grounds.

What is Integrated Pest Management?

Integrated Pest Management (IPM) is an effective and environmentally sensitive approach to pest management that relies on a combination of common sense practices. IPM programs use current comprehensive information on the life cycles of pests and their interactions with the environment. In addition with pest control methods, this information is used to manage pest damage by the most cost-effective means but with the least effective hazard to persons, property and the environment. IPM programs take advantage of pest management options, including non-chemical alternatives and discreet use of pesticides. Understanding pest needs is important to effectively implement IPM. Pests seek habitats that provide their own needs, such as air, moisture, food and shelter. Creating inhospitable environments can prevent pest population. This may include blocking their access to buildings or removing some basic elements that pests need to survive. Other methods of pest management include traps, vacuums, biological controls or use of pesticides. It is essential to understand pest's survival needs before action is taken.

Designating Pest Management Roles

Many people have roles and responsibilities in carrying out an effective IPM program. The Superintendent of Schools, Building Principals, Operations and Maintenance Department, construction workers, landscape contractors, other school staff, students or other buildings occupants, parents, and the public. All of these people are stakeholders in ensuring an effective IPM program. The roles and responsibilities of the stakeholders are as follows:

The Superintendent of Schools authorizes or denies pesticide use proposals forwarded by the Superintendent of Buildings and Grounds. The Superintendent of Schools also takes action in response to parental, staff or neighbor complaints regarding pest management policies or procedures and responds to complaints in writing to describe any follow-up actions deemed necessary to resolve the issues in dispute.

The Building Principal ensures that all pest sightings on the school site are reported promptly to the Superintendent of Buildings and Grounds.

The Superintendent of Buildings and Grounds works with the building custodial and grounds staff to ensure that pest prevention and control measures are carried out within the guidelines of the school's IPM policy and also ensures that posting and notification provisions are carried out if pesticides are used. The Maintenance and Custodial staff will monitor and manage pest problems and report pest sightings. Maintenance and Custodial staff will perform IPM practices under the supervision of the Superintendent of Buildings and Grounds

Teachers will incorporate IPM information into curriculum and class projects as well as involve students in the implementation of the school's IPM program.

The concepts and methods of IPM were originally developed in agricultural settings, but IPM has a great value in urban settings, such as school districts. The interaction of the people involved in a school's pest management program, and an increased knowledge base is the key to the success or failure of the program. When the respective roles of all the people in the pest management system are identified and agreed upon, and when these people communicate well with each other, effective and less expensive protection of the site and the people can be achieved with fewer risks.

The IPM Coordinator is responsible for the following:

- Recording all pest sightings by school staff and students
- Recording all pesticide use
- Assure that any pesticide use is done when school is not in session or when the area can be completely secured against access by school staff and students.
- Evaluating the school's progress in the IPM program.
- Ensures that federal, state and local pesticide laws are followed (i.e., label requirements, worker protection measures, record keeping, posting, notification, applicator licensing, hazardous material storage laws and requirements.
- Identifies suitable IPM methods.
- Acquires accurate identification of pests.
- Oversees pest management contractor or staff engaged in pest monitoring and management.
- Reviews pesticide use proposals.
- Reviews and follows-up on work orders for structural improvements or repairs and housekeeping and sanitation measures that may be required to reduce or prevent recurrence of pest problems.
- Coordinates with other staff to gather and disseminate current information on pest management and pesticide or pest-related health and safety issues.
- Coordinates with principals and district administration to carry out education and IPM training provisions of this policy.

Students and Staff - The Occupants

Occupants are concerned about the safety of the pest control methods used, about their effectiveness, and about possible adverse health effects. School staff, students and their parents will receive information addressing these concerns and their roles in the school's pest management system. The two most important responsibilities of the student and staff are sanitation and communication. Much of the prevention and reduction of pest infestation at the School site depends on whether or not students and staff clean up food leftover, food in lockers, gum under desks, paper clutter, etc. In addition, because people at the school site may observe the presence of pests, they should report any evidence of pest activity to their Principal or the Buildings and Grounds Office. Other actions may be required of students and staff, or undertaken by them, depending on their interest in the site and the pest management system.

Parents' Special Roles

Parents have the most responsibility for their children, and they are their children's natural advocates. Parents can assist greatly in the maintenance of an IPM program.

Parents' first school pest management responsibility is to learn about IPM practices and follow them at home so that pests are not carried to school in notebooks, lunch boxes, clothing, or in children's hair. Second, parents should be aware of the current pest management practices in their children's schools. The schools will welcome questions by the parents and encourage the parents to seek information. Visible interest and concern on the parents' part is a valuable resource and stimulus for the implementation of a school IPM program. Parents may express their views to the Superintendent of Schools, School Board, School District Management, Superintendent of Buildings and Grounds and the School Parent Teacher Associations (PTSA).

Applying IPM Strategies

Pest prevention measures can be incorporated into existing structures. Such preventive measures reduce the need for pesticide applications and include sanitation and structural repair, employing physical and mechanical controls. An effective school IPM program establishes procedures for considering the pest control implications of planned new construction or modifications. Design changes incorporating pest-resistant structural materials, fixtures and furnishings can sometimes entirely eliminate pest habitat.

An effective school IPM program must recognize that IPM is a collaborative effort involving the administration, teachers, students, parents, facilities staff and pest management operators. The gathering and sharing of information and responsibilities among this group of people is critical to ensuring the success of this IPM initiative.

Specific IPM strategies for specific school sites are provided below:

Any persons applying pesticides on school grounds must be trained and knowledgeable in the principles and practices of IPM. The Superintendent of Schools and the school IPM coordinator must approve any use of pesticides.

Training

The appropriate staff will be provided regular IPM and hazardous substance training opportunities. Any staff who apply pesticides will be trained and/or a certified applicator.

IPM Strategies for Indoor Sites

Typical Pests: Mice, rats, cockroaches, ants, flies, wasps, hornets, yellow jackets, spiders, microorganisms, stinging insects, termites and other wood-destroying insects. Although beneficial as predators, wasps, hornets, yellow jackets and spiders can pose public health emergencies and be a disturbance to building occupants.

Entryways

- Keep Doors shut when not in use.
- Place weather stripping on the base of doors providing no greater than ¼ inch of space from floor.
- Caulk and seal openings in walls.
- Keep vegetation, shrubs and wood mulch at least one-foot away from structures.
- Classrooms and Offices
 - Allow food and beverages only in designated areas.
 - If indoor plants are present, keep them healthy. When small insect infestations appear, remove them manually.
 - Keep areas as dry as possible by removing standing water and water damaged or wet materials.
 - Store animal foods in tightly sealed containers and regularly clean cages. In all areas remove dust and debris.
 - Routinely clean lockers and desks.
 - Frequently vacuum carpeted areas.
- Food Preparation, Servicing and Storage Areas
 - Store food and waste in containers that are inaccessible to pests. Containers must have tight lids and be made of plastic or metal. Waste should be removed at the end of each day.
 - Place screens on vents and floor drains to prevent cockroaches and other pests from using unscreened ducts or vents as pathways.
 - Eliminate pest harborage areas and create inhospitable living conditions for pests by reducing availability of food and water, remove food debris, sweep up all crumbs, fix dripping faucets and leaks, and dry out wet areas.
 - Improve cleaning practices including promptly cleaning food preparation equipment after use and removing grease accumulation from vents, ovens and stoves. Use caulk or paint to seal cracks and crevices.
 - Capture rodents by using mechanical or glue traps. (Place traps in areas inaccessible to children. Mechanical traps, including glue traps used in rodent control must be checked daily. Dispose of killed or trapped rodents immediately).

Rooms and Areas with Extensive Plumbing

- Promptly repair leaks and correct other plumbing problems to deny pests access to water.
- Routinely clean floor drains, strainers, and grates.
- Seal pipe chases.
- Keep areas dry.
- Avoid conditions that allow formation of condensation.
- Areas that never dry out are conducive to molds and fungi.

- Increasing ventilation may be necessary.
- Store paper products or cardboard boxes away from moist areas in direct contact with the floor or walls. This practice also allows for ease in inspection.

Maintenance Areas

- After use, promptly clean mops, mop buckets, dry out mop buckets and hang mops vertically on a rack above door drain.
- Allow eating only in designated eating areas.
- Clean trash cans regularly, use plastic liners in trashcans
- Keep areas as clean and dry as possible and remove debris promptly.

IPM Strategies for Outdoor Sites

Typical Pests: Mice and rats. Turf pests: Insects such as beetle grubs or sod web worms, diseases such as brown patch and vertebrates such as moles. Ornamental plant pests, plant diseases and insects such as thrips, aphids, Japanese beetle and bag worms.

Playgrounds, Parking Lots, Athletic Fields, Loading Docks and Refuse Dumpsters

- Regularly clean trash containers and gutters and remove all waste, especially food and paper debris.
- Provide adequate drainage away from the structure and on the grounds.

Turf

- Maintain healthy turf by selecting a mixture of turf types (certified seed, sod or plugs) best adapted for the area.
- Raise mowing height for turf to enhance its competition with weeds; adjusting cutting height of mower, depending on the grass type; sharpen mower blades and vary mowing patterns to help reduce soil compaction.
- Water turf infrequently, but sufficiently during early morning hours to let turf dry out before nightfall; let soil dry slightly between watering.
- Provide good drainage and periodically scout turf (use a mulching mower or mow often) or compost with other organic material.
- Time fertilizer application appropriately, because excessive fertilizer can cause additional problems, including weed and disease outbreaks.
- Apply lime if necessary.
- Use aeration to place soil on top of thatch so that microbes from soil can decompose thatch.
- Seed over existing turf in fall or early spring.

Ornamental Shrubs and Trees

- Apply organic fertilizer and nutrients to annuals and perennials during active growth and to shrubs and trees during dormant season or early in the growing season.
- When using a fertilizer, use the correct one at the suitable time, water properly and reduce

compaction.

- Prune branches to improve plants and prevent access by pests to structures.
- Use the appropriate pest-resistant native variety and properly prune for growth and structure.
- Correctly identify the pest in question. When in doubt, send several specimens to your local Cooperative Extension Service. Once the pest is identified, recommendations can be made.
- Select replacement plant material from among the many disease-resistant types being developed by plant breeders throughout the country.
- Remove susceptible plants if a plant disease recurs and requires too many resources, such as time, energy, personnel or money.
- Some ornamental plants, trees and turf are so susceptible to plant diseases that efforts to keep them healthy may be futile.

Applying Pesticides Judiciously

Many different kinds of pesticides are currently available for use against exterior and structural pests. An appropriate application uses the least toxic and most effective and efficient technique and material. Due to their potentially toxic nature, a Certified Applicator in a manner to ensure maximum efficiency, with minimal hazard must apply these materials. Pesticides will be applied only when occupants are not present in areas where they may be exposed to materials applied. Although EPA registers pesticides for use within the United States, the fact that a particular product is registered does not mean that it is “safe” under all conditions of use. All pesticides used in the US must be EPA registered and the registration number must be listed on the label. Read and follow the pesticide label directions, know how to apply and handle these chemicals and try to minimize the exposure to children, adults and other non-target species. The following general recommendations should minimize exposure to people and other non-target species when the application of pesticides is being considered:

- Read and follow all label instructions.
- Routinely scheduled pesticide applications should be avoided whenever possible, unless such applications may reasonably be expected to result in an overall reduction in pesticide use when compared with all other practical alternatives.
- Choose a pesticide that is labeled for the specific site, intended for the pest you are trying to control and as target specific as possible, rather than a broad spectrum.
- Use a spot-treatment method of application when pesticide treatments are required. Treat only the obviously infested plants in an area. This procedure helps conserve predators and parasites needed to reduce future pest populations and increase the time between pest outbreaks.
- Limit the use of sprays, foggers or volatile formulations. Instead use bait and crack and crevice application when possible.
- Look for crack and crevice label instructions on how to apply the pesticide. These treatments maximize the exposure of the pest to the pesticide while minimizing pesticide exposure for the occupants.
- Place all pesticides either in locations not accessible to children and non-target species, or in tamper-resistant bait boxes. Outdoors, place bait inside the entrance of an active rodent burrow and then collapse the burrow entrance over the bait to prevent non-target species’ access.
- Securely lock or fasten shut the lids of all bait boxes. Place bait in the baffle protected feeding chamber of the box. Never place bait in the runway of the box.

- Apply only when occupants are not present or in areas where they will not be exposed to the material applied.
- Note any re-entry time limits listed on the label and be aware that some residues can remain long after application.
- Use proper protective clothing or equipment when applying pesticides.
- Properly ventilate areas after pesticide application.
- Notify students, staff and parent of upcoming pesticide application as part of the school pest management policy.
- Pay particular attention to those individuals that may be at high risk.
- Keep copies of current pesticide labels, consumer information sheets and Material Safety Data Sheets (MSDS) easily accessible.

Posting and Notification

When good IPM practices are followed, concerns raised by notification and posting activities may be minimized. Notification will be accomplished by posting notices in the main office(s), nurses office(s), faculty lounge (s) as noted, and at the place of occurrence. In addition, notices will be sent home to parents who request in writing to be informed in advance of pesticide applications. A notice will be provided to school staff, students and parents at the beginning of each school year briefly explaining the schools pesticide use policy. It will indicate that pesticides may be used both indoors and outdoors, as needed. The school will provide, to the extent possible, notification of pending pesticide use to persons requesting information. This request must be in writing.

INTEGRATED PEST MANAGEMENT ADMINISTRATIVE PROCEDURE

The Board of Education recognizes that there is no greater concern than the safety of the students, staff and residents who utilize the facilities and grounds of the ANTHONY CHARTER SCHOOL. To this end, the Board authorizes the limited and prudent use of pesticides and insecticides only when necessary to ensure environmentally safe buildings and grounds.

The following steps are examples of practices that are being followed to reduce exposure to chemicals.

- Observation traps shall be regularly used in problem areas to monitor the situation.
- Elimination of routine spraying/fogging.
- Selection of a non-chemical alternative or the least toxic chemicals for applications.
- The use of Certified contractors.
- Elimination of fogging and spraying for head lice.
- Implementation of engineering controls to prevent pests from entering the building.

Notification Procedures

Residents of the community shall be notified annually in writing of the District's policy.

The ANTHONY CHARTER SCHOOL has adopted an Integrated Pest Management Program that dictates that the least toxic pesticide will be used only when absolutely necessary. As part of the notification process, signs will be posted in the main offices, nurses office(s) and faculty lounge each time pesticides will be applied. The notices will be posted at least 24 hours before an application and remain up for 48 hours after an application. Warning notices will also be posted in the immediate area where any chemicals are applied. For further information, please Denise Marmolejo at (575)-882-0600

Building occupants shall be notified as follows:

“Pesticide Application Notice” - This notice shall, along with the Material Safety Data Sheet and product label, be posted in the main offices, staff rooms, nurses office(s), faculty lounge and areas of application at least 24 hours prior to any application and remain posted for 48 hours after the application.

“Warning Pesticide Application” - This notice shall be posted in the immediate area of the application and shall remain posted for a minimum of 24 hours.

The ANTHONY CHARTER SCHOOL will provide written notification of pesticide applications made at the facility to staff, students, parents and community members according to the following provisions:

- The ANTHONY CHARTER SCHOOL will provide written notification to staff, students parents and community members at the beginning of each school year.
- If a child enrolls after the beginning of the school year, notification shall be provided in a new student packet; if an employee begins working after the beginning of the school year, notification shall be provided in a new employee packet.
- Notification provided shall include the following information:
 - A statement that pesticide products may be used periodically throughout the school year;
 - A statement that the District is required to maintain a list of staff, students, parents and community members who wish to receive 48 hour written notice prior to pesticide applications at the District and instructions on the appropriate procedure to register with the school to be on the list for notification.
- The name of the school representative and contact number to obtain further information.
- Within 10 days of the end of the school year and within two days of the end of winter and spring recess, the school will provide written notification to all staff, students, parents and community members listing the date, location and product used for each application which required prior notification and each emergency application made at the facilities during the period of time since the previous notice was made. This notification shall also include a statement that the ANTHONY CHARTER SCHOOL is required to maintain a list of all persons who wish to receive 48 hour prior written notification of pesticide applications and instructions on how to register with the District to be on the list for prior notification; how to obtain further information about the products being applied, including any warnings that appear on the labels of the

pesticides, and a name of the school representative and a contact number to obtain information.

- The District will establish and maintain a list of persons requesting written notification 48 hours prior to any pesticide application.
The list will be updated upon written request of persons who want to be included for written notification prior to pesticide application.
- Not less than 48 hours prior to pesticide application the District will provide to those on the list written notification, which shall include, at a minimum, the following information:
 - The specific date and location of the planned pesticide application at the facility. In the event outdoor applications will be made, the notice must provide a specific date and may include two alternate dates in the event the application cannot be made due to weather conditions.
- The product name and pesticide registration number assigned by the
- United States Environmental Protection Agency.
- The following statements: “This notice is to inform you of a pending pesticide application at the ANTHONY CHARTER SCHOOL. You may wish to discuss with the IPM Coordinator what precautions are being taken to protect your child from exposure to these pesticides. Further information about the product(s) being applied, including any warnings that appear on the label of the pesticide that are pertinent to the protections of humans, animals and the environment, can be obtained by calling the National Pesticide Telecommunications Network at 1-800-858-7378
- A register will be kept of chemically sensitive students, staff or others requesting special consideration in the event of the use of pesticides.
- Personal notification will be provided to these persons 48 hours in advance to any routinely
- scheduled pesticide use. Concerns and special needs will be addressed relative to such pesticide applications.

Posting Indoors:

- Prior to pesticide use, classroom announcements should be made reminding students and staff of pesticide applications, with warnings to avoid posted and flagged areas until signs are removed.
- Prior to pesticide use, signs should be posted on the main school doors and near sites of planned applications and remain in place until the re-entry interval has elapsed.

Posting Outdoors:

- Markers must be affixed within or along the perimeter of the area where pesticides will be applied and be clearly visible to persons immediately outside the perimeter of the area to be treated.
- Markers must be in place on the day during which the pesticide is being applied and shall instruct persons not to enter the treated area and not to remove the signs for a period of at least 24 hours.

Procedures for the Use of Pesticides/Insecticides

A pesticide application will be considered only when:

- Staff has notified building administrators that they feel a problem exists, or periodic inspections

indicate a problem exists.

- Facilities staff have reviewed the problem area and determined remedial action is necessary.
- In many cases, eliminating the source and entrance route may eliminate the problem.
- If the need for a Certified Applicator exists, he/she will review the area and recommend appropriate action to the Superintendent of Schools.
- These recommendations will be reviewed by the Health and Safety Designee, the Superintendent of Schools and the IPM Coordinator, and shall only take place when they agree no other alternatives are available.

In the event of unusual or emergency conditions, it may be necessary to take immediate corrective action to ensure the safety of the building occupants. In these cases, the Health and Safety Designee and the IPM Coordinator or his/her designee, will be consulted for course of action to be taken.

Record Keeping

Records of pesticide use will be maintained on-site for two years. Records will be completed on the day of pesticide use. In addition, pest surveillance records will be maintained to help verify the need for pesticide treatments.

The Health and Safety Coordinator shall maintain detailed records of any pesticide/insecticide applications. This information shall include location, date, chemical used, who applied the chemical, applicator license number, MSDS and posting notification. The Material Safety Data Sheets (MSDS) and/or product label will contain the following information:

- The material's physical properties or fast-acting health effects that make it dangerous to handle.
- The level of protective gear recommended.
- The first-aid treatment to be provided if you are exposed to a hazard.
- The pre-planning necessary for handling spills, fires and day-to-day operations.
- How to respond to an accident.

ADDENDUM SECTION

Addendum No 1 (Sample of Yearly Notification):

The following information will be included in a newsletter at the beginning of each year, and will be included in all new student and employee packets

Sample initial notification to persons in parental relation and staff

Dear Parent, Guardian and School Staff:

NMPED requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty and staff regarding the potential use of pesticides periodically throughout the school year.

The ANTHONY CHARTER SCHOOL is required to maintain a list of persons in parental relation, faculty, and staff who wish to receive 48-hour prior written notification of certain pesticide applications. The following pesticide applications are not subject to prior notification requirements:

- A school remains unoccupied for a continuous 72-hours following an application anti-microbial products
- Non-volatile rodenticides in tamper resistant bait stations in areas inaccessible to children
- Non-volatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children
- Silica gels and other non-volatile ready-to-use pastes, foams, or gels in areas inaccessible to children
- Boric acid and disodium octaborate tetrahydrate
- The application of EPA designated biopesticides
- The application of EPA designated exempt materials under 40CFR152.25
- The use of aerosol products with directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps and hornets.
- In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to Denise Marmolejo at businessoffice@anthonycharterschool.k12.nm.us

Request for Pesticide Application Notification (please print)

School Building: _____

Name: _____

Address: _____

Day Phone: _____

Evening Phone: _____

E-mail: _____

Please feel free to contact Denise Marmolejo, the ANTHONY CHARTER SCHOOL at 575-882-0600 or businessoffice@anthonycharterschool.k12.us

Addendum No. 2 (Sample follow-up notification to persons in parental relation and staff pursuant to Section 409-h of the NYS Education Law):

Dear Parent, Guardian and School Staff:

Anthony Charter School, requires all public and nonpublic elementary and secondary schools to provide written notification to all persons in parental relation, faculty and staff regarding the potential use of pesticides periodically throughout the school year.

The following pesticide applications took place at the ANTHONY CHARTER SCHOOL from _____ to _____

Date of Application	Location of Application	Product Used
---------------------	-------------------------	--------------

- 1)
- 2)
- 3)
- 4)

As a reminder, the ANTHONY CHARTER SCHOOL is required to maintain a list of persons in parental relation, faculty and staff who wish to receive 48-hour prior written notification of certain pesticide application. The following pesticide applications are not subject to prior written notification requirements:

- A school remains unoccupied for a continuous 72-hours following an application
- Anti-microbial products
- Non-volatile rodenticides in tamper resistant bait stations in areas inaccessible to children
- Non-volatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children
- Silica gels and other non-volatile ready-to-use pastes, foams, or gels in area inaccessible to children
- Boric acid and disodium octaborate tetrahydrate
- The application of EPA designated biopesticides
- The application of EPA designated exempt materials under 40CFR152.25
- The use of aerosol products with directed spray in containers of 18 fluid ounces of
- less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps and hornets.

In the event of an emergency application necessary to protect against an imminent threat to human health, a good faith effort will be made to supply written notification to those on the 48-hour prior notification list.

If you would like to receive 48-hour prior notification of pesticide applications that are scheduled to occur in your school, please complete the form below and return it to Denise Marmolejo at (575)-882-0600 or businessoffice@anthonycharterschool.k12.nm.us

ANTHONY CHARTER SCHOOL

Request for Pesticide Application Notification

(please print)

School Building:_____ Name:_____

Address:_____ Day Phone:_____

Evening Phone:_____ E-mail:_____

Please feel free to contact Denise Marmolejo, the ANTHONY CHARTER SCHOOL pesticide representative at: (575)-882-0600 or businessoffice@anthonycharterschool.k12.nm.us

(Sample 48-hour notification):

Dear Parent, Guardian and School Staff:

This notice is to inform you of a pending pesticide application to the ANTHONY CHARTER SCHOOL. You may wish to discuss with Denise Marmolejo, the designated school representative, what precautions are being taken to protect your child from exposure to these pesticides.

Further information about the product(s) being applied, including any warnings that may appear on the label of the pesticide(s) that are pertinent to the protection of humans, animals, or the environment, can be obtained by calling the National Pesticide Telecommunications Network Information Phone Number (1-800-858-7378)

Required Information_____	Information Details_____
Application Date _____	Application Location_____
Product to be Used_____	EPA Pesticide Registration Number_____

As a reminder, the following pesticide applications are not subject to prior written notification requirements:

- A school remains unoccupied for a continuous 72-hours following an application
- Anti-microbial products
- Non-volatile rodenticides in tamper resistant bait stations in areas inaccessible to children
- Non-volatile insecticidal baits in tamper resistant bait stations in areas inaccessible to children
- Silica gels and other non-volatile ready-to-use pastes, foams, or gels in areas inaccessible to children
- Boric acid and disodium octaborate tetrahydrate
- The application of EPA designated biopesticides
- The application of EPA designated exempt materials under 40CFR152.25
- The use of aerosol products with directed spray in containers of 18 fluid ounces or less when used to protect individuals from an imminent threat from stinging and biting insects including venomous spiders, bees, wasps and hornets.

Please feel free to contact Denise Marmolejo at (575)-882-0600 or businessoffice@anthonycharterschool.k12.nm.us

ANTHONY CHARTER SCHOOL
PESTICIDE APPLICATION NOTICE

Application No. _____ School _____

Date of Application _____ Time of Application _____

Location of Application _____

Problem-Insect/Rodent _____

Pesticide Being Applied _____

Applied by Contractor _____

Applied by Individual _____

Applicator's License Number _____

License Expiration Date _____

Approval Given By _____

Date _____ Time _____

MSDS Attached _____ YES _____ NO

Please feel free to contact Denise Marmolejo at (575)-882-0600 or
businessoffice@anthonycharterschool.k12.nm.us for additional information

ANTHONY CHARTER SCHOOL
WARNING
PESTICIDE APPLICATION
DO NOT ENTER
DO NOT REMOVE

The following chemical _____ was applied to _____ at the _____ (Building) on _____ at approximately _____ am/pm. It is recommended that this room not be reoccupied until _____ (day) at _____ (time).

For further information, please feel free to contact Denise Marmolejo at (575)-882-0600 or businessoffice@anthonycharterschool.k12.nm.us

THE FOLLOWING PESTICIDE APPLICATIONS SHALL NOT BE SUBJECT TO
PRIOR NOTIFICATION REQUIREMENTS

- The application of anti-microbial pesticides and anti-microbial products.
- The use of an aerosol product with a directed spray, in containers of Eighteen (18) fluid ounces, or less, when used to protect individuals for an imminent threat from stinging and biting insects, including venomous spiders, bees, wasps and hornets.
- This section shall not exempt from notification the use of any fogger product or aerosol product that discharges to a wide area.
- Any application where the school facilities remain unoccupied for a continuous seventy-two (72) hour period following the application of the pesticide.
- Non-volatile rodenticides in tamper resistant bait stations or in areas inaccessible to children.
- Silica gels and other non-volatile ready-to use paste, foam or gel formulations of insecticides in areas inaccessible to children.
- Non-volatile insecticidal baits in tamper resistant bait stations or in areas inaccessible to children.
- Application of a pesticide classified by the United States Environmental Protection Agency as an exempt material under section 40 CFR Part 152.25.
- Boric acid and disodium octaborate tetrahydrate.
- The application of a pesticide which the United States Environmental Protection Agency has determined satisfies its' reduced risk criteria, including a biopesticide
- Any emergency application of a pesticide, when necessary, to protect against an imminent threat to human health, provided however that prior to any such emergency application, the person making the application shall make a good faith effort to supply the written notice required pursuant to this section.
- Upon making such an emergency application, the persons making the application shall notify the commissioner of the Department of health, using a form developed by the commission for such purposes that shall include minimally, the name of the person making the application, the pesticide business registration number or certified applicator number of the person making the application, the location and date of the application, the product name and
- USEPA registration number of the pesticide applied and the reason for the application.

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

SECTION III: RESPONSE



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INTRODUCTION

The **Anthony Charter School** 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.

Anthony Charter School 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.



LEVELS OF EMERGENCY

1. Purpose

The emergency operations Plan describes, in general terms, how Las Cruces Public Schools will handle emergency situations and disasters within the district. The plan assigns responsibilities for emergency preparedness, planning and coordinating emergency response activities and resources before, during, and after an emergency or disaster.

The Emergency Operations Plan is the starting point for all other emergency plans in the district. The Plan provides broad guidelines for emergency management, thus enabling the school to write detailed operational plans of their own.

Overall Plan Priorities

The following priorities are listed in order of importance. Whenever demands for emergency resources (personnel or equipment) conflict, the operational demand that is highest on this list will prevail.

Save Lives

1. Save human lives
2. Treat the injured
3. Warn the public to avoid further casualties
4. Evacuate people from the effects of the emergency
5. Shelter and care for those evacuated

Protect Property

6. Save Property from destruction
7. Take action to prevent further loss
8. Provide security for property, especially in evacuated areas

Restore the District to Normal

9. Restore essential utilities
10. Restore community infrastructure such as roads
11. Help restore economic basis of the community

Specific Emergency Strategies

Before an Emergency: The school has established a District Safety Committee consisting of key school personnel to

Establish and monitor programs to reduce the potential for hazard events in the school district through planning, review and training.

During an Emergency: Anthony Charter School will

1. Use the Incident Command System (ICS) to employ emergency resources at the site of an emergency. ICS is a standardized emergency management system for organizing and responding to emergencies.

2. Use an Emergency Operations Center (EOC) to centralize coordination of additional resources when needed.

After an Emergency: Anthony Charter School will prepare, distribute, and maintain the plan to restore the district to normal.

Emergency Phone Numbers

FIRST PRIORITY -Preserve Lives, Prevent Injuries

IN AN IMMEDIATE EMERGENCY:

Police, Fire, Paramedic, Toxic Spill -----911

Non-Emergency phone number- Police Department----- (575)-882-2983

Give the following information:

This is Anthony Charter School

Address: 780 Landers Rd

Anthony, NM 88021

Site Phone Number: (575)882-0600

Director's cell #: (575)-

SECOND PRIORITY

Notify Anthony Police Department

Contact Director (575)-882-0600

armendraiz26@msn.com

Assistant to the administration: Denise Marmolejo (575)-882-0600

denise.marmolejo@anthonycharterschool.k12.nm.us

If phone communications become unusable or impractical, the school will attempt to send information via the following sources:

- ACS website: www.anthonycharterschool.k12.nm.us
- They will contact the local media, organize additional resources and stay in contact with the site Incident Commander.

ANTHONY CHARTER SCHOOL

Emergency Phone Numbers

Anthony Charter School

(ACS)

Person/Agency	Phone Number	Person/Agency	Phone Number
Abe Lujan Armendáriz, Director ACS	575-882-0600	Jimmy González, Teacher ACS	575-882-0600
Vanessa Miramontez Administrative Asst., ACS	575-882-0600	Darroc Goolsby, Teacher ACS	575-882-0600
Robert Scott Whittet, Teacher ACS	575-882-0600	Juan Pinon, Teacher ACS	575-882-0600
Kelli Aguilar, Teacher ACS	575-882-0600	Melanie Beegle, Administrative Secretary ACS	575-882-0600
		Denise Marmolejo, Administrative Assistant ACS	575-882-0600

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")

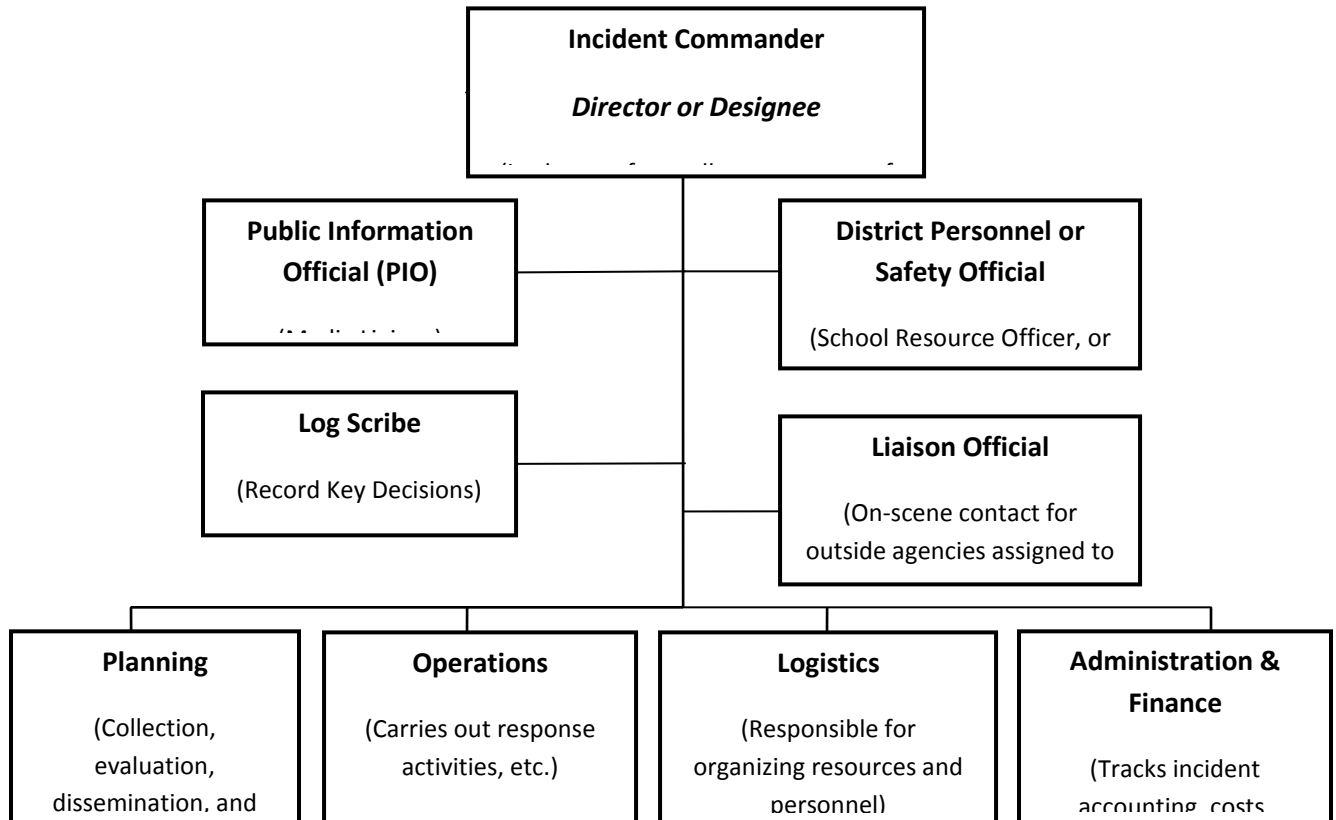
District Level Emergencies

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.

SCHOOL INCIDENT RESPONSE TEAM DUTIES/RESPONSIBILITIES



Director or Director or Designee:

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,

Director or Director

1. Assist as directed by Director or Director
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.

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 School Response:

1. Coordinates school counseling services .

Procedures for Emergencies

Weather (before school starts)

Food Services Director receives call from Director prior to 6 am

1. If school cancelled, call Director so he can call Assistant to Administrator and contact staff.
2. If schools on 2 hour delay contact Assistant to Administrator (remind to cancel breakfast and inform staff two report 2 hours later than normal arrival time).

Weather (other times of day)

Food Service Director receives call and determines impact on department (canceling of meals, change time saved, addition of meals, extra supplies needed) and contacts Director.

Other Emergencies

Food Service Director receives notification and directions for action. The Director determines impact on department (canceling of meals, change time served, addition of meals, extra supplies needed, new site to prepare meals, etc) and contacts school catering service

Director

School 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 school 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 asses cost of damage.
4. Provide supplies for emergency care and shelter needs.

Nursing/Health Services

School Response

Coordinates nursing services and assists with emergency health needs of students.

Guidance, Counseling and Special Services

School Response:

Coordinates school counseling services 6-8 grade.

School Emergency Response Level Procedures

This Procedure is to be used for situations involving weather imminent threat, possible school closure, or danger to students or staff. It is used with the “*Emergency Response Procedures*” Flowchart.

Philosophy- This procedure is designed to insure that for any serious incident, a regular command and control structure is in place. It will obviously be adapted for any given situation, and should therefore be used as a framework. In addition to the procedures, an example of possible scenarios is presented as well.

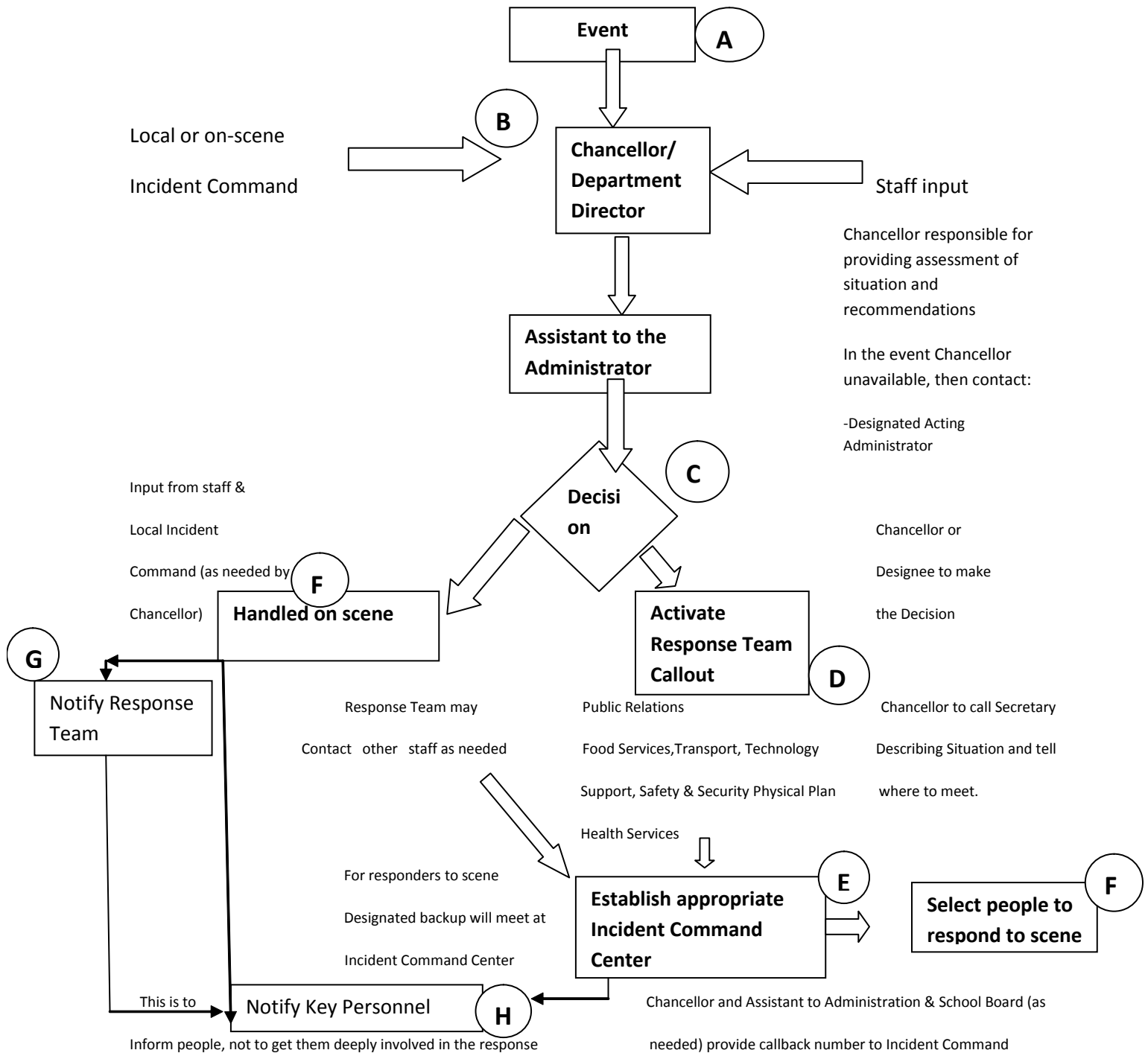
- A) Event- Any event that affects the immediate safety of students and/or staff, or would cause the cancellation or change in schedule of one or more schools.
- B) Affected staff may call their Director/Director. If emergency services are needed (Police, Fire, Ambulance) these should be called immediately. The Director is responsible for contacting (in order):
 - a. Assistant to Administrator-Denise Marmolejo
 - b. Teacher-Faith Banks
- C) Director/Director, based on input from staff, local Incident Command, and other sources will take appropriate action. Two primary scenarios are possible.
 - a. Activate Response Team- In an event that requires a coordinated response, the Response Team will be activated. The Director/Director will make a call to the Response Team callout list.
 - b. The situation will be handled locally (or has already been resolved). The Response Team will be notified of the event, and may provide some feedback to insure everything is resolved properly, but a coordinated response is unnecessary.
- D) Activate Response Team – The Director/Director or designee is responsible for notifying the Response Team members. This may be via e-mail- or via phone. Since situations may involve student/staff privacy or other issues – All information is to be considered strictly confidential unless instructed otherwise by Director.
- E) Establish Incident Command- Once the Response Team is activated, an Incident Command Center will be established as appropriate. This may be at the cafeteria, or at a particular site. At this point, it will be the responsibility of the Response Team to gather appropriate information on the situation, and in consultation, make recommendations to the Director/Director for action. This is a collaborative process that is intended to provide the Director/Director with adequate information for decision making, but removing the burden of him having to gather that information, or to determine possible impacts to students/staff, etc. Note that some key members of the Response Team are likely to be at the Incident Command location.
- F) Handle On Scene- Some situations are likely to be handled on scene, and do not warrant a coordinated response. In such a situation, the local scene becomes the de facto Incident Command location. The Director/ Director is kept informed of events by local staff and may dispatch selected individuals as needed to deal with the situation.

- G) In the event that the situation is handled locally, the Director would notify the Response Team of the incident, but that no further action is needed. This allows an opportunity for a Response Team member to provide information/recommendations that might not otherwise.
- H) During any incident, Key Personnel will be contacted with information regarding the situation as appropriate. Included will be the contact information for the incident Command Center, and any specific instructions for staff or departments. As the situation changes, this group will be kept up-to-date with information.

Emergency Response Flowchart

Priority 1 Situations

(Weather, imminent threat, possible school closure)

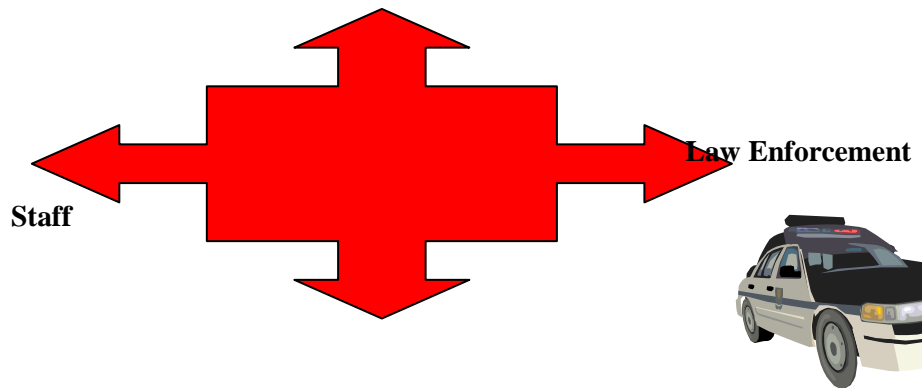


SCHOOL SITE PERSONNEL DUTIES/RESPONSIBILITIES

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.**

Director/ Director or Designee



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

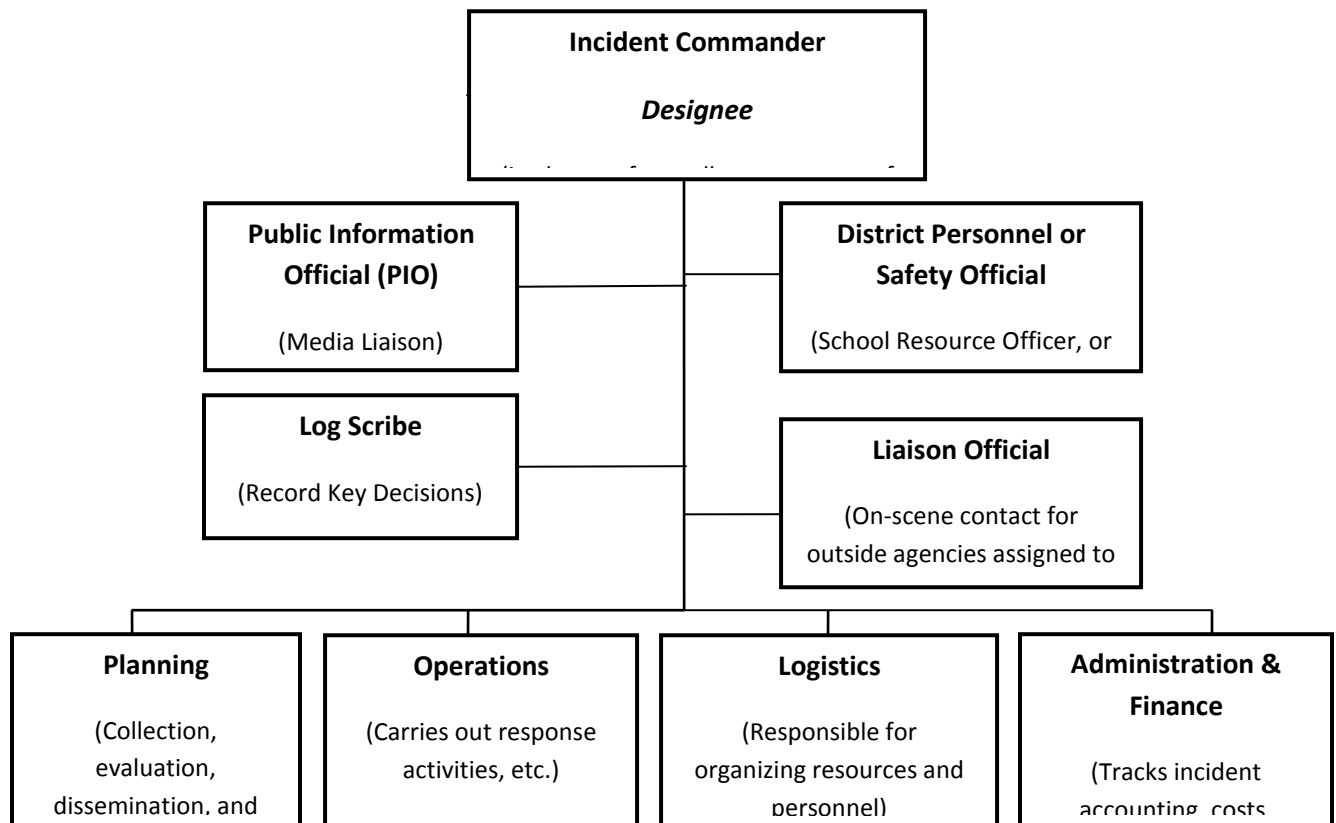
The major concept behind ICS is that every emergency, no matter how large or small, requires that certain tasks, or functions, be performed. The organization can expand or contract according to the size of the emergency and the staff available. Main divisions of ICS are: Command/Management, Operations,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

Director/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***

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
Abe Lujan Armendáriz	Director/ Director	Office	Incident Command	Administration
Denise Marmolejo	Assistant to the Administration			
Darroc Goolsby	Teacher	Office	Administration	Incident Command
Melanie Beegle	Administrative Secretary	Building	Liaison	Operations
Vanessa Miramontez	Secretary	Building	Operations	Liaison
Denise Marmolejo	Assistant to the Administration	Office	Scribe/ Communications	Planning/ Intelligence
Irma Calvillo	Custodian	Building	Planning/ Intelligence	Building Operations
Robert Scott Whittet	Teacher	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.

CRISIS RESPONSE 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.**

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
Director	Abraham Armendáriz	575-882-0600
Assistant to the Administration	Denise Marmolejo	575-882-0600
Secretary	Vanessa Miramontez	575-882-0600
Maintenance	Irma Calvillo	575-882-0600
Teacher	Robert Scott Whittet	575-882-0600
Teacher	Kelli Aguilar	575-882-0600
Administrative Secretary	Melanie Beegle	575-882-0600
Teacher	Jimmy Gonzalez	575-882-0600
Teacher	Darroc Goolsby	575-882-0600
Teacher	Juan Pinon	575-882-0600

PERSONAL SAFETY AND SECURITY

Planned school-wide crisis response can significantly reduce disruption during times of high stress. A structured and orderly response plan by a trained team of staff members can facilitate the return to a “**normal school routine**” in the unlikely event of a crisis occurring on or near the school. Emergency procedures, or Contingency plans” are essential components.

The following information outlines emergency response procedures that need to be tailored for individual school sites.

Schools with Special Education students need to include discussion of emergency plans in individual school individual educational plan meetings and to make practice drills a regular periodic classroom activity.

- Devise a signal for announcing an emergency situation. This signal may differ depending on the type of emergency situation. (announce, alarm, or note)
- Follow the Individual School Lockdown or Evacuation Plan.
- Identify who can declare an emergency and under what conditions.
- Provide an emergency kit to each classroom, and designate the students responsible for taking the kit to each classroom, and designate the students responsible for taking the kit when the students leave the classroom during an emergency. **The kit must contain, at a minimum the following items:**
- An evacuation route map.
- Copy of all class rosters and emergency telephone numbers of each student.
- Pen or pencil, paper, Classroom Accountability Tag.
- Small first aid kit.
- Emergency Situation Plans, i.e. Bomb, In-shelter, etc.

Optional:

- A large tarp to cover students in case of bad weather.
- Candy and gum.
- Playing cards, games.

- Small blanket.
- Water.

We are following the NIMS Structure and Incident Command.

Emergency responders (police, fire, etc.) will follow the incidental command structure and immediately report to the Site Incident Commander.

Design emergency plans with assistance from the Office of Emergency Management, Law Enforcement & Fire Department that include planning for major life-threatening disorders, such as shooting and bomb threats, as well as natural disasters.

Train staff in leadership roles to recognize when Law Enforcement Intervention is required.

- Practice the response plans as per state statutes (New Mexico Statutes and Codes Section 22-13-14) to assure that the plan is smooth running and comprehensive.
- Review the plan yearly.
- Conduct monthly drills as per NIMS compliance guidelines.
- Prepare staff to respond to all types of emergency as per NIMS compliance guidelines.

MEDIA GUIDELINES

Media Plan

Abstract

One of the most important elements in crisis management is working with the media. However, media relations is also one of the most overlooked areas of crisis management. This article discusses concrete methods for school administrators and spokespersons to build a positive relationship with the media, which will allow the media to cover crisis events at your school without getting in the way of your efforts to manage that crisis.

Introduction

The attention of the entire nation has been turned to the issue of violence and crisis in the public schools. While the circumstances and reactions to a crisis differ with each school, there is one constant: the presence of the media. Depending on the kind of crisis, a school can expect local, national, and even international media attention. Knowing that the press will be a part of any crisis event will help school administrators prepare for media inquiries while using the media to broadcast the most accurate information about the crisis and what is being done in response to it.

There are two attitudes commonly taken concerning the media. The first is a paranoid, “they-are-out-to-get-me” attitude. Though it may seem at times that members of the media are adversaries, this is not the most effective approach. The second option is to view the media as the best way to reach the community with the school’s message. In fact, the media may be the only way to reach those who are not closely tied to the school.

School Crisis Policies

Before addressing any media concerns, the school board should adopt a specific crisis policy to guide schools in creating campus security plans. The school board policy serves as an outline for crisis response, which will allow individual schools to fill in the details according to their respective needs. In this policy, the board lets the superintendent and individual schools know what is required in school crisis plans.

ACS’s primary concern is the safety of students and staff, and the preservation of property in the event of a crisis. ACS delegates authority, through the Crisis Response Manual, to specific employees who are expected to ensure the most effective and efficient use of resources for the maximum benefit and protection of students, staff, and facilities.”

The School Spokesperson

As demonstrated in the board policy above, the first step in creating a media relations plan is to select a single media spokesperson for the school. This will be filled by the principal. The

principal will serve as a public relations officer and serve as the “go-to” person for information regarding the school.

In order to be effective, the spokesperson should be trained in dealing with the media. This training includes public speaking, nonverbal communication, and basic journalism. More than likely, the spokesperson will not have experience in all of these areas unless he/she was hired specifically for the job based upon these qualifications. If the spokesperson is lacking in these skills, there are training options.

The first option is formal classwork. If funding is available, the spokesperson can enroll in basic speech, communication, and journalism classes at a nearby college or university. No more than three classes would be required, and these could be taken one at a time or during a single summer.

If funding is an issue, in-house training is another option. Most secondary schools have speech teachers who can train the spokesperson in public speaking and nonverbal communication skills. Likewise, most secondary schools have journalism courses whose teachers could work with the spokesperson on basic rules of journalism as well as what reporters are looking for, how to build trust with reporters, and what is most likely to be considered newsworthy.

It is imperative that the spokesperson understand the importance of these skills. Being able to speak clearly and confidently in public is obviously important for this job, but public speaking in this arena also entails being able to write press releases and formal statements. By learning what the media is looking for, the spokesperson can prepare statements and press releases that contain pertinent information and how to package them for media consumption.

What may be less obvious is the need to understand nonverbal communication. If a spokesperson’s words do not match his/her expressions, posture, and gestures, the words will not be believed. Television will capture the dissonance live and on tape, and a good portion of a newspaper article may be devoted to demeanor, not to the statements made. The spokesperson must be aware of his/her body language and of the nonverbal messages that are being sent.

Pre-Crisis Relationship

The media will be interested in school events even when there is no crisis, but their presence will be greater during a crisis situation. How well a school works with the media during an emergency will depend largely on the relationship it has with them prior to the crisis. Although schools are not solely responsible for the state of that relationship, there are actions they can take to make it as positive as possible. The main goal is to build trust with reporters. This can be done in a myriad of ways. Understanding and working with a reporter’s needs is one way to build trust. Striving to meet deadlines is another.

If it is impossible to meet a deadline, the spokesperson can make a statement that someone is looking for the information requested and that it will be made public as soon as possible. It is important to remember that a reporter who does not return with a story, or the promise of one very soon, will not be a reporter for long. When working with the media, it is absolutely

necessary to be honest and avoid evasion and deception. Once reporters decide that something is being hidden, they will dig until they uncover a story.

If the answer to a question is not known, the spokesperson should admit it and promise to find the answer. If information is requested that cannot be released, the spokesperson can explain the reason behind the confidentiality (i.e., privacy rights, on-going investigation, etc.). When members of the media trust the school to deal honestly with them, the school is in a better position to get its message out to the public.

Another way to demonstrate honesty with the media is to report negative as well as positive stories and to have the spokesperson available for questions regarding both. Reporters should not have to hunt him/her down in the event of a negative story. This will only make it look like the school is hiding from public scrutiny.

The school spokesperson needs to become the best and most reliable source of information for his/her school so that reporters come to him/her first. The spokesperson can pick one of several methods to address the situation whether it is sending out a press release, making a formal statement, or, if serious enough, calling a press conference. Whatever course of action is taken, it is best to address the issue head-on and to appear to be doing the same. *Both the action and the appearance of action are important, but never think that appearing to address a problem can take the place of action. Credibility depends on the two happening simultaneously.*

In addition to the spokesperson, all campus and district administrators need to know which reporters are covering their school and which newspaper, radio station, or television station the reporters work for.

Administrators, along with the spokesperson, should set up meetings with individual reporters to learn what they need. This is also a good time to let reporters know what they can expect from the school. Making each party's respective roles and responsibilities clear will enable a more productive working relationship.

Once school officials have met the reporters assigned to education issues, they should hold a meeting with all of them. This meeting will lay the foundation for designing media guidelines to be used in a crisis.

The process of creating media guidelines will involve both school officials and the reporters who cover the school. However, it should be stressed that although the school wants to make it possible for reporters to cover any crisis event that occurs, the safety of students and staff will come before media considerations.

Crisis media guidelines should contain sections on print and broadcast journalism since the two mediums have different requirements. They should state as specifically as possible what the school's responsibilities are to the media (e.g., setting up a press area, arranging interviews) and what boundaries the press will recognize during a crisis.

Once the guidelines have been finalized, copies should be distributed to all local media sources.

If a new reporter is assigned to cover the school, the spokesperson can make certain the new reporter receives a copy of the guidelines. It might be helpful to give them to him/her personally so that the spokesperson can explain how the guidelines were developed and ask the reporter to abide by them should a crisis occur.

Media Relations During a Crisis

If a crisis does occur on a campus which has media guidelines in place, then the best that can be done is try to follow them as long as it is safe and reasonable to do so. School officials should not be afraid to remind the press that the guidelines state very plainly that the safety of the staff and students is paramount and that information will be given to them when the school has been secured and the media spokesperson has news to announce.

If a crisis happens prior to the implementation of media guidelines, here are some basic rules to follow:

Creation of a separate press area. (Press assemblies to be held in school multi purpose room)

This should be on school grounds or near enough to the school that reporters can cover the story yet far enough away from the crisis event that they do not interfere with the restoration of order.

Preparation of written statements for all clerical staff and others who might answer the phones.

These staff members should be instructed to read the statement verbatim, not to adding to or deleting from it. They should not make any personal comments or speculate on events or their causes.

Press releases.

All press releases should be numbered, dated, and time-stamped. Press releases should contain the name of the person issuing them, his/her position, his/her phone number, and a brief statement of facts. When possible, try to get an updated press release to media sources close to their deadlines so that they can report the most recent facts on their next broadcast or in their next edition.

Tracking information.

All information that comes in and goes out should be recorded in a media log. Also a record should be kept of which reporter receives what information.

Off the record comments.

Speaking “off the record” should be avoided. Some reporters will honor this, but it can be difficult to know which ones will, so it is safer assuming that everything said will be reported.

It is important to remember that this communication and that which will come after the crisis has passed are best the opportunities a school has to reach the public with the facts of the crisis and what has been done in response to it. It is also the best shot at curbing rumors.

Sample Statement for Clerical Staff

This morning Anthony School received a bomb threat by an unknown individual. The police conducted a thorough search of the school, and no bomb was found. The school was declared safe, and we resumed our normal schedule. We have no further information on the identity of the caller, but the principal has offered a reward for information that will help find and convict the caller. Questions about the investigation should be addressed to the Anthony Police Department.

Media Relations After a Crisis

Once the crisis has passed, school officials will be expected to give a full account of what transpired. The easiest way to do this is in a press conference. A post-crisis press conference needs to be held in a room with enough space to accommodate a large number of journalists because the circumstances of the crisis may bring in national or even international coverage.

Before holding a press conference, school administrators and the media spokesperson should meet and try to anticipate questions reporters are likely to ask. This will allow them to prepare for tough questions and to think of answers in advance. This exercise will also help gauge the amount of information to be reported and how ready officials are to meet with the media.

Even though the spokesperson will lead the press conference, a district representative, school administrators, and any local agencies (such as law enforcement, medical services) that responded to the crisis should be present.

The spokesperson may open the press conference by recounting the facts of the event, what the school did in response to the crisis, and what measures are on-going. After giving out all information available, reporters should be allowed to ask questions.

If the spokesperson is unable to answer a question, that question can be handled by an administrator or by another knowledgeable individual (counselor, doctor, police officer). The following principles are important to remember when answering questions:

Avoid speculation. If the answer to a question is unknown, a promise needs to be made to find the answer after the press conference and get it out at a later time unless it is an issue that should not be addressed because of confidentiality or will hamper the on-going investigation.

Do not give out too much information. It is imperative to know before the press conference what can and cannot be reported. When confronted with a question that cannot be answered, the spokesperson should explain to reporters that he/she is not at liberty to discuss that and tell them why.

Answering “no comment” should be avoided as this may make reporters suspicious, and such an answer will satisfy no one.

Do not lie – ever. This will destroy the spokesperson’s credibility and potentially that of the school. It is impossible to keep the truth from being revealed, so it is best to be honest from the beginning.

Do not repeat a reporter’s question before you answer it. Through the magic of editing, the speaker may find himself agreeing with a statement that he actually took issue with in his answer.

Be wary of questions that make assumptions such as “Isn’t it true that...?” Also watch out for hypothetical, “what if...” questions.

Answer only one question at a time. This may be difficult when reporters are shouting questions simultaneously. Pausing for a moment before answering is a good way to get reporters’ attention.

If the reporters are known, the spokesperson can call on them by name, but he/she needs to be careful not to leave anyone out or appear to be favoring any one reporter.

If a reporter cuts the speaker off before he/she is finished answering a question, he/she can respond that that question will be answered but only after giving the complete answer to the previous question.

Keeping answers short and to the point may help prevent reporters’ interruptions; however, the spokesperson, not the journalists, decides when the answer is complete.

Be mindful of body language. Ninety-three percent of a message is transmitted through nonverbal communication. Posture, gestures, and expressions reveal more of one’s message and attitude than words do.

Avoid being frustrated or angered by reporters’ questions. Some of the questions may sound combative, particularly if the school does not have a positive relationship with the media. Before getting upset, it is important to remember that reporters have a job to do, and that job is to gather as much information as possible before a set deadline. The school’s message will come out more clearly, and school officials will represent the school better if they can remain calm during even the toughest questioning.

Finally, an announcement should be made at the press conference that anyone seeking interviews with staff or students must make their requests through the spokesperson, who will then arrange those interviews.

Before students are interviewed, a signed parental consent form needs to be on file. These permission slips should be specific to the situation and not blanket permission for any event throughout the school year.

Of course, the school can only control interviews that take place on campus. Staff and students are free to speak to the media at any time otherwise. This is one reason why it is critical that students and staff receive as much factual information as possible.

As soon as it is feasible, the spokesperson should arrange a meeting with members of the press to evaluate the crisis guidelines. He/she needs to be open to criticism of the plan and try to avoid personal attacks.

If a reporter found a school official uncooperative, rather than focusing on that individual, the reporter could be allowed to explain what kind of cooperation was needed.

Although all complaints deserve a fair hearing, the spokesperson must stand firm if addressing the problems raised would not be in the best interest of the school.

While a positive relationship with members of the media is important, the school does not answer to them. The best a school can do is be fair with them, but no more than that is required.

The spokesperson can spend some time talking about the problems school officials saw. Reporters should be told if they overstepped their bounds or if something in the guidelines proved to be a hindrance to resolving the crisis. The end of the meeting should be spent brainstorming ways to improve the media guidelines.

The journalists will need a couple of weeks to think about the problems raised at the meeting and to submit suggestions before the spokesperson will be able to create a rough draft of the revised guidelines.

As with the original plans, the spokesperson should try to get approval from as many members of the media as possible before implementing the new plans.

Parent Permission for Student Media Interview

I, *(parent's name)*, give my permission for my child, *(child's full name)*, to be interviewed by *(name of station, newspaper, and/or reporter)* on *(date)* at *(time)* at *(location)*. I understand that the interview will only include question about *(topic of interview)*.

Parent's Signature Date

Conclusion

Since the media will be a part of any crisis event that could occur at a school, it is unwise not to prepare for their involvement. The most important thing that a school can do is build a positive relationship with reporters before a crisis and establish its spokesperson as the best source of information about the school. Earning and maintaining the trust of the media before an emergency is vital to communicating with the media during a crisis. It should never be forgotten that the media are the fastest and easiest way to get a message to the public. Cultivating a good relationship with the media is good for the school, the school district, and the community. It is well worth the effort.

More Media Guidelines

Realizing that cooperation is necessary in reporting the facts of a crisis event ACS and members of local broadcast and print media have created the following set of guidelines, which will be used during a crisis at the school. By adhering to this plan, it is the goal of everyone involved that, simultaneously, school officials will be able to restore order to the campus, and journalists will be able to gather the information they need to report the story.

The School's Responsibilities:

The safety of students and staff is the school's primary concern, but it will not use this as a pretext to block access or to deny information to reporters when there are no legitimate safety or privacy concerns. Provide all members of the press with the name of the school spokesperson and how he/she can be contacted (phone, fax, and mobile numbers).

Designate a separate press area on/near campus so the media are close enough to the crisis to cover the story yet not so close that they might interfere with efforts to end or recover from the emergency. When possible, this area will be equipped with phone lines, electrical outlets, access to food (cafeteria, vending machines), and restrooms. Show no partiality for one medium over another. Provide updates as new information is learned. All press releases will be numbered, dated, and time-stamped. When possible, provide updates close to deadlines. Arrange interviews on campus with students (with parental permission) and staff.

The Media's Responsibilities:

Recognize that the school's primary concern is the safety of its students and staff. Cooperation with the media comes after that. Recognize the spokesperson as the primary contact for information and on-campus interviews with staff and students. Stay out of areas cordoned off by the school or law enforcement personnel. Work with the spokesperson on corrections.

Special Considerations:

Radio and television coverage requires shorter, more concise statements. Print reporters will need longer and a greater number of statements. Television interviews will need more space to accommodate equipment. Radio and television offer immediate reporting by interrupting regular programming. Radio and television require more frequent updates.

Sample Press Release

Number: 1 Date: 8/20/2015 Time: 11:30 a.m.
Issued by: Abe Armendáriz: School Spokesperson
School: Anthony Charter School

At 9:20 this morning (8/20/2015), the principal received a phone call by an unnamed individual who stated that there was bomb hidden in the school. The caller did not specify where the bomb

was but did say that it was located within the main building. The caller then hung up without giving the principal any additional information.

The principal instructed the assistant principal Chris to sound the alarm for a bomb threat while the principal called 911. The school was immediately evacuated to the far end of the athletic field.

At approximately 9:30 AM the bomb squad (including a canine unit) from the Anthony Police Department began to search the building while the detective took a statement from the principal.

At approximately 10:45, the school building was declared safe, and all students and staff began to return to class.

Once everyone was back in the building, the principal announced that there would be a \$250 reward for anyone with information that would lead to the arrest and conviction of the caller.

Media Assembly Location (Administration Building)

An essential component for managing the media response in a crisis is the establishment of a Media Information Center (MIC). Such a center, which may need to operate on a 24-hour basis for at least the most intense phases of the crisis, provides a focus for media attention (minimizing the chances that that focus will stray to areas you'd prefer to leave unexamined). It also provides a place to concentrate your organization's media resources so that they communicate more effectively with each other and with management, have a clearer idea of both the overall media strategy and the day-to-day tactics of the operation's media aspects, and can more rapidly respond to any changes in the crisis.

Identifying and equipping the MIC is part of a comprehensive crisis media plan. A number of characteristics can contribute to its success:

1. In most cases, the MIC will be co-located with the administration building. If there is a large-scale physical disaster, it should be located as close as to the incident as is practical and safe.
2. The MIC should be readily accessible by road with adequate parking (to allow the media access to the facility).

3. It should incorporate a large room that would be suitable as a site for media conferences. If possible, one end of the room should be on a slightly raised dais. This room will house all journalists and should have a TV, telephone lines and Internet access.

4. A large workstation area containing desks with PCs with Internet facilities should be in an adjoining or nearby room. This area will house the organization's own media staff as well as the media staff from supporting and cooperating agencies. Depending on the degree of media interest in the crisis it may contain:
 - Mobile phone coverage,
 - Uninterruptible power supply, Secure work areas, with access via identification tags (may require hiring security guards),
 - Breakout / meeting room,
 - A photocopy / work preparation area, • Nearby kitchen and toilet facilities,
 - A telephone switchboard,
 - Access to multiple fax distribution for disseminating media and public information,
 - Arrangements for the accreditation of external media visiting the facility,
 - Whiteboards and other recording material,
 - An incident/media inquiry/issues management logging system supported by appropriate media monitoring facilities,
 - Suitable resources such as PCs, fax machines, camera and video camera, with provision to directly upload to the organization's website and
 - Secretarial support. Operation of the Media Information Center The critical media roles for the organization during a major crisis will be to:
 - Co-ordinate and manage all media and public safety communications.
 - Provide the key spokespeople who will speak on behalf of the organization. This may not be a media-relations professional, but could be someone with a firm grasp of operational concepts and procedures, and appropriate media training.
 - Provide approval mechanisms for all public comment. Unless the organization has implemented a policy of using trained field staff, it is best to have one referral point for all media enquiries regarding the crisis and associated issues.
 - Provide information on media coverage to all relevant stakeholders, including the board, shareholders, employees and sub-contractors
 - Develop and reach agreement with senior management on regular important messages and issues.
 - Monitor media coverage of the event through a media-monitoring organization and address all emerging issues.
 - Gather intelligence from the field that is appropriate, timely and accurate.

Staffing the Media Response It is clear that a critical path to success for the Media Information Center (MIC) will be the provision of trained and suitably skilled staff. Media personnel from the

organization will staff the media room, brief spokespeople, organize press conferences and tours for media and photographers of the affected areas, maintain a log of important information, prepare news releases and work with the families of the injured.

The media manager will have the responsibility to ensure that both the tactical and strategic aspects of the media plan are identified and implemented. To achieve effective communication while allowing the senior management team to deal with the crisis, a number of spokespeople may be used. The spokesperson may vary according to the seriousness of the situation; however, the senior spokesperson will normally be the principal.

Spokespeople will be briefed before each media conference and represent the organization to the public. All spokespeople require training on delivery of core messages, including on-camera training so they can see and understand how their face and body respond to emotional stress, and how that affects the interviewer and the viewers and listeners.

Spokespeople need a willingness to express grief or concern without admitting guilt, and an ability to keep the big picture in mind while addressing the details. Skimping on rigorous interview training for these people is a false economy.

Additional media staff that may be required include:

- Forward media staff. While it may appear obvious that the organization should have access to all the relevant information about the crisis, this is not always the case.
- If the MIC has access to the most relevant and accurate information, the media will beat a path to your door. One of the critical roles for forward media staff is to track down and confirm the primary information sources.

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 Director 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.

PROCEDURES FOR EMERGENCIES

School Wide

Weather

- Evaluate road conditions starting at 4:000
 1. Call State Police (575-524-6111)
- Call Director of Communications (575-882-0600)
 1. Alert radio, television stations, etc.
 2. Put announcement on website.
 3. Change message on district emergency phone line.
- Notify state, city, and sheriff of change.

Early Release

- Decisions need to be made by 10:00 a.m. All students will be released by 10:30 a.m.
- Parents will be notified of early dismissal and requested to pick up their child as soon as possible.
- Food Services need to be notified immediately that a discussion is taking place regarding early release no matter what time students will leave.

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. The Safe School Committee will be in charge of contacting all parents to notify them of the early dismissal.

COMMUNICATIONS

PROCEDURES FOR

EMERGENCIES

COMMITTEE MEMBERS NAME AND CONTACT INFO:

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
Director	Abraham Armendáriz	575-882-0600
Assistant to the Administration	Denise Marmolejo	575-882-0600
Secretary	Vanessa Miramontez	575-882-0600
Maintenance	Irma Calvillo	575-882-0600
Teacher	Kelli Aguilar	575-882-0600
Teacher	Robert Scott Whittet	575-882-0600
Teacher	Juanita Camacho	575-882-0600
Teacher	Jimmy Gonzalez	575-882-0600
Teacher	Darroc Goolsby	575-882-0600
Teacher	Juan Pinon	575-882-0600

THE SAFE SCHOOL COMMITTEE WILL BE IN CHARGE OF CONTACTING ALL PARENTS TO NOTIFY THEM OF EARLY DISMISSAL.

1. Emergency call received by the **Director**.
2. **Director** Assesses means of all communication needed.
3. **Select means of communication:**

- ☐ A .Calls to media
- ☐ B. Web posting (www.anthonycharterschool.k12.nm.us)
- ☐ C. ACS Telephone Message
- ☐ D. Weather Delay of School or Cancellation Process
- ☐ E. e-Mail
- ☐ F. News Advisory of News Release
- ☐ G. Media Statements/News Conference
- ☐ I. Other _____

A. Calls to Media

Responsible-Director-Abe Armendáriz, Ph.D.; backup- Denise Marmolejo

1. Determine whether only local media needs notification.
2. Determine if El PasoTV should be contacted.
3. Determine whether local radio needs to make local announcements.
 - All media are accessible through the media contact list.
 - Local radio is needed for ongoing announcements to the community:
Local Radio Contact:
 - ☐ KGRT/KHQT, 525-9298
 - ☐ KRWG FM, 646-4623 (master control), 646-1734(news office)
 - ☐ KOBE, 526-2496 (office),526-6777 (news)
 - ☐ KVLC, 527-1111
 - El Paso TV will need only periodic statements and “final” comment of update prior to noon, 5 p.m., 6p.m. and 10 p.m. newscasts.
TV Contacts Channels:
 - ☐ (KDBC), (915)496-4431 (newsroom)
 - ☐ (KVIA), (915)496-1760 (assignments), (915)533-7891
 - ☐ (KFOX), (915)845-5369 (hotline)
 - ☐ (KTSM), (915)532-5421 ext. 288
 - ☐ (KRWG),(575) 646-3030(newsroom)
 - ☐ (KINT),Spanish (915)581-3481 (hotline)
 - Local newspapers will be following emergency throughout and are not vital to communicating ongoing announcements
Contact:
 - ☐ Las Cruces Sun-News, 575-541-5439 (news desk); 575-541-5400 (office)

- ☐ Las Cruces Bulletin, 575-526-8061
- ☐ If needed- Albuquerque Journal, 575-526-4462(Las Cruces Office)

B. Web Posting

Responsible: Denise Marmolejo, Assistant to the Administration

**Post emergency announcement online: www.anthonycharterschool.k12.nm.us
(into browser)**

C. ACS Telephone Message: 575-882-0600

D. Weather Delay of School or Cancellation Process

Responsible- Director/ Director: Backup Assistant to the Administration

During inclement weather days, the **Director** will make the decision to

- Keep a normal schedule
- Delay school by 2 hours
- Cancel school

JOB RESPONSIBILITIES:

1. Call Denise Marmolejo, Secretary to initiate calls to the media
2. Post emergency information on the school's website (see Section B above)

DIRECTOR/ DIRECTOR RESPONSIBILITIES: Backup Denise Marmolejo

1. Call the following radio stations and identify yourself. Remind them they should take no other

phone calls except from yourself.

- ☐ **575-525-9298**- KGRT (103.9 FM); KHQT (103.1FM); KSNM (570 AM); KKVS(98.7 FM)
 - ☐ **575-646-4623**- (Master Control), 575-646-1734(news office)- KRWG FM (90.7 FM)
 - ☐ **575-526-2496**- (office); 575-526-6777 (news KOBE (1450 AM), KMVR (104.9)
 - ☐ **575-527-1111**: KVLC (101.1 FM)
2. If delay or cancellation, call El Paso TV:
- ☐ **915-496-4431** (newsroom); KDBC,Channel 3
 - ☐ **915-496-1760** (assignments), **915-533-7891** (news hotline); KVIA channel 7
 - ☐ **915-845-5369** (hotline) KFOX Channel 8
 - ☐ **915-532-5421; ext.288**; KTSM, Channel 9

E. E- Mail

Responsible - Director, backup Denise Marmolejo, Assistant to the Administrator

1. In any web-browser type: <http://www.anthonycharterschool.k12.nm.us>
2. E-mail any appropriate groups for notifications

F. News Advisory or News Release

Responsible - Director/ Director, backup Denise Marmolejo, Assistant to the Administrator

1. Send News release or media tip sheets. Attachments "A-1" and "A-2" are templates
2. Send to following media:
 - ☐ KGRT (103.9 FM); KHQT (103.1 FM), KSNM (570 AM, KKVS (98.7 FM): email to jonixon@nmsu.edu or FAX to 75-525-9419
 - ☐ KRWG FM (90.7 FM); email to chamblen@nmsu.edu and evanwood@nmsu.edu; or FAX to 575-646-1974
 - ☐ KOBE(1450 AM), KMVR (104.9FM): email to kmvr-kobe@totacc.com or FAX to 575-523-3918
 - ☐ KVLC (101.1 FM): email to spot@101gold.com orFAX to 575-527-1100
 - ☐ Las Cruces Sun-News, Ashley Meek, ameek@lcsun-news.com or FAX to 575-541-5498
 - ☐ Las Cruces Bulletin, Todd Dickson, todd@lascrucesbulletin.com or FAX to 575-575-526-4621
 - ☐ Heath Haussemen, heath@haussamen.com
 - ☐ 3(KDBC), news@kdbc.com, or FAX to 915-496-4593
 - ☐ 7(KVIA), abc7desk@yahoo.com, or FAX to 915-532-0505
 - ☐ 8(KFOX), lauren.macias@cox.com or FAX 915-544-0536
 - ☐ 9(KTSM), news@ktsm.com or FAX to 915-544-0536
 - ☐ 22(KRWG), charlescomer@yahoo.com
 - ☐ 26(KINT), FAX to 915-585-4642

G. Media Statement/ News Conference

Responsible - Director, backup Denise Marmolejo, Assistant to the Administrator

Media organization over another

1. News conferences and statements need to be timely. If the event warrants, the conference should be THE day of the event, not three days later unless it's to follow-up on the event.
2. When planning a News conference or making a media statement, be sure to:
 - a. Give all the media advance notice. (El Paso needs one hour to attend)
 - b. Don't favor one Media organization over another
 - c. Don't provide an advance statement unless the information is embargoed for a specific date and time
 - d. If possible, have the statement at a location away from the scene of the crisis
 - e. If a printed statement is released, be sure to offer an on-camera/ radio interview as well
3. When making statements:
 - a. Always begin with either a statement in support of the students, families, victims or with an apology.
 - b. Be brief and concise but offer a clear picture of the district's plans
 - c. Make sure you inform the public about how we will assist students and families during and following the crisis.
 - d. Publicize the ACS website as a means of communicating.

H. MEDIA TIPS

1. Any comments made to the media are "on the record."
2. Make sure you have authority to answer on behalf of Anthony Charter School, before answering the questions.
3. If media persists in obtaining information, get their number and have someone call them back immediately.

STAFF AND STUDENT NOTIFICATION (OF A MAJOR INCIDENT)

Student, Staff and Parent notification of Incidents

In addition, schools have well-established security measures to ensure the wellbeing of students and staff. These include: visitor check-in procedures, locked doors after the start of the school day, and school resource officer support.

How can I as a parent or guardian be assured that I receive the most up-to-date information from my child's school?

To ensure that every parent has the most accurate account of the emergency situation, parents must keep their contact information up to date in School Master – the student data system. We urge parents and guardians to take advantage of the school's website and office staff to notify you of emergency situations.

How and when will I be notified if there is an emergency at my child's school?

The means and immediacy of communication will depend on the scope of the event and on the potential or actual impact to the safety of the students. While it's difficult to describe all possible scenarios, the following can be used as a guide to gauge the school's level of notification and systems used to communicate with families:

Impact Level	Notification Response
<p>A Low Impact Incident: Poses no or minimal risk to the safety of the school. There are no disruptions to regular school activities, and the incident is an isolated one that does not impact more than one student.</p> <p>Example: A small disturbance or fight. NOTE: Not every misbehavior incident will warrant a notification response.</p>	<ul style="list-style-type: none"> • Posted message on school website • Letter sent home and/or email message
<p>A Moderate Impact Incident: Poses a moderate risk to the school. Results in some disruption to school activities such as a change of schedule or cancellation of some activities.</p> <p>Example: A gas leak or a threat to the school</p>	<ul style="list-style-type: none"> • Email • Text message • Posted message on school website
<p>A High Impact Incident: The incident poses a significant risk to the safety of the students, which results in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities and impacts many students.</p>	<ul style="list-style-type: none"> • Phone message • Text message • Email • Posted message on

Example: An intruder in school or the use of a weapon in school resulting in injuries to students or staff

- school & district website
- Press release

Should I report to the scene of the incident/emergency?

In the case of a high-impact emergency situation in a school or at a school-sponsored activity, access to the scene will be limited and controlled by fire or police officials.

Parents are encouraged to remain close to their sources of communication, whether phone or email, to ensure they are receiving accurate and timely updates on the emergency from school division staff.

Once the emergency is declared "over," will parents be able to report to their child's school?

When ACS communicates to parents that the school emergency has ended, direction will be provided on how parents will reunite with their child. Parents will be directed to a specific location that could be located off campus. It is important that parents follow these directions for the safety of all students, staff and parents.

Remember, a student can only be released to an adult that is documented as an emergency contact. If you are a non-custodial parent, you must be listed in the student information system with a relationship to the student that has mailing rights and show proper identification.

If the school building is evacuated, how will I be able to locate my child?

If an evacuation occurs during the school day, there is a possibility that the students will return to school and normal bus service will resume. Your children may text or email you about the evacuation before the school is able to notify you. Please rely on the school's information and monitor your phone or email closely to ensure you are receiving accurate and timely updates on the emergency from school staff. Student texts and social media can cause confusion and further disrupt safety protocols.

EVACUATION PLAN

Teacher/School Staff



**Director/ 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.
- Follow established early release schedule.
- **PARENT PICK-UP PROCEDURE INSERT**
- All remaining students will report to **Anthony Charter School front Office**.

UNSCHEDULED DISMISSAL

GENERAL PROCEDURES

If an unscheduled dismissal occurs, these steps should be followed:

******* WEATHER-RELATED OR LOCK DOWN MUST BE LIFTED BY INCIDENT COMMANDER PRIOR TO IMPLEMENTATION OF THESE PROCEDURES*******

If the Weather Warning or Lock Down has not been lifted, the school will offer Shelter-In-Place to all parents on campus. **The Shelter-In-Place will be located in the Anthony Charter School Cafeteria.**

Signs will be posted in the front of the school directing people to go to the cafeteria for shelter. Designated staff will be placed in the cafeteria to assist parents.

Command Staff will organize the students to report to their advisory teacher.

The following will occur:

Parent PickUps and Walkers: Parents will report to office personnel who will send notice to individual student's Advisory Teachers for student to be released to parent. Office personnel will maintain and will be responsible for releasing students to parents, checking for visual ID or medical card and requiring a signature for release. The office personnel will also have at hand a student list which includes address, phone numbers and parent/ guardian names to verify approved pick up contacts.

ALL STAFF MUST REMAIN ON CAMPUS UNTIL DISMISSED BY INCIDENT COMMANDER.

*****During a Critical Incident staff will be assigned duties based upon need as directed by Incident Commander.*****

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

**Director/ 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.
- Director or/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



**Director/ 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 Director/Director.**
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 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 Channels . In addition, information regarding day-to-day school operations will be available by calling the School 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 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,

Abe Armendáriz, Ph.D.

Director

Anthony Charter 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 evacuate immediately. Evacuations may be necessary during winter months and students may not have coats-this situation must be considered in planning.
- 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.
- The certain staff members will be trained to use the following search method and develop a search team:
 - a) Do not touch, pickup, or move any object found which is not familiar to them.

b) Upon finding a suspect item, which may be or may contain an explosive device, confirm that it does not belong in the area.

c) The Incident Commander will notify school staff when the search will be discontinued.

d) If the Incident Commander determines an evacuation is necessary follow the Emergency Evacuation Plan.

- Staff will scan room before leaving and complete a Room Search Card and tape it to the door.
- If it is a specific area or suspicious incident, police and/or fire department will address the threat.
- Officers will be dispatched immediately.
- An officer will contact school officials on site to begin immediate investigation. Avoid spreading panic; do not refer to the “bomb” or “bomb threat.” Discuss the matter with the officer.
- The Police will dispatch fire/rescue equipment if necessary.

BOMB THREAT CHECKLIST

Questions to Ask:

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

Exact wording of the Threat:

Action:

Report call immediately to: _____

Phone Number: _____

REMEMBER
Keep Calm
Don't hang up

Caller's Voice:

Accent (specify): _____

Any impediment (specify): _____

Voice (loud, soft, etc): _____

Speech (fast, slow): _____

Diction (clear, muffled): _____

Manner (calm, emotional, etc): _____

Did you recognise the voice? _____

If so, who do you think it was? _____

Was the caller familiar with the area? _____

Threat Language:

Well Spoken: _____

Incoherent: _____

Taped: _____

Message read by caller: _____

Abusive: _____

Other: _____

Background Noises:

Street Noises: _____

House Noises: _____

Aircraft: _____

Voices: _____ Local call: _____

Music: _____ Long distance: _____

Machinery: _____ STD: _____

Other: _____

Other:

Sex of caller: _____

Estimated age: _____

Number: _____

Call Taken:

Date: ____/____/____ Time: _____

Duration of call: _____

Number called: _____

Recipient:

Name (print): _____

Telephone Number: _____

Signature: _____

ACT OF VIOLENCE

Active Shooter(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. If there is danger, move injured to safety if possible
- Assist the police with as much detail as possible.
- Immediately notify the Administration, and 911
- Immediately notify the school office of the situation and report the extent of injuries, if known.
- The on-site Incident Commander will then activate the School Critical Incident Response Team as necessary.

- The media is not allowed on campus during a critical incident. If media enters campus, they should be ushered to the PIO staging area. They should be referred to the point person for information. **Phone number, 575-882-0600/ 575-520-0234(María Olivas, Secretary)**
- Alert nearby schools of the incident if the potential exists for them to be affected.
- All staff will remain with students until the emergency is over.
- **Remember:** Students will model their emotional reaction after yours, so **STAY CALM.**

HOSTAGE INCIDENT

Your actions during the crisis will enhance your chances of survival. As a hostage follow the guidelines below:

- Obey terrorist orders, do not become antagonistic.
- Be courteous and polite to the terrorists and other hostages.
- Do not debate, argue or discuss political issues with terrorists or other hostages.
- Talk in a normal voice. Avoid whispering when talking to other hostages and avoid raising your voice when talking to terrorists.
- Avoid abrupt movements. Keep movements to a minimum and in view.
- Locate students and yourself away from windows and doors and as far away from terrorists as possible.
- Answer all questions unless your position may pose a threat to terrorists or to their ideologies.
- Inform captors of any medical conditions or special disabilities of all hostages.
- Do not discuss possible actions to be taken by other agencies, school, colleagues, media or parents.
- **STAY CALM.**

REMEMBER: TIME AND REMAINING CALM ARE YOUR GREATEST ALLIES!

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
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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

DRIVE-BY SHOOTING/SHOW-BY

Teacher

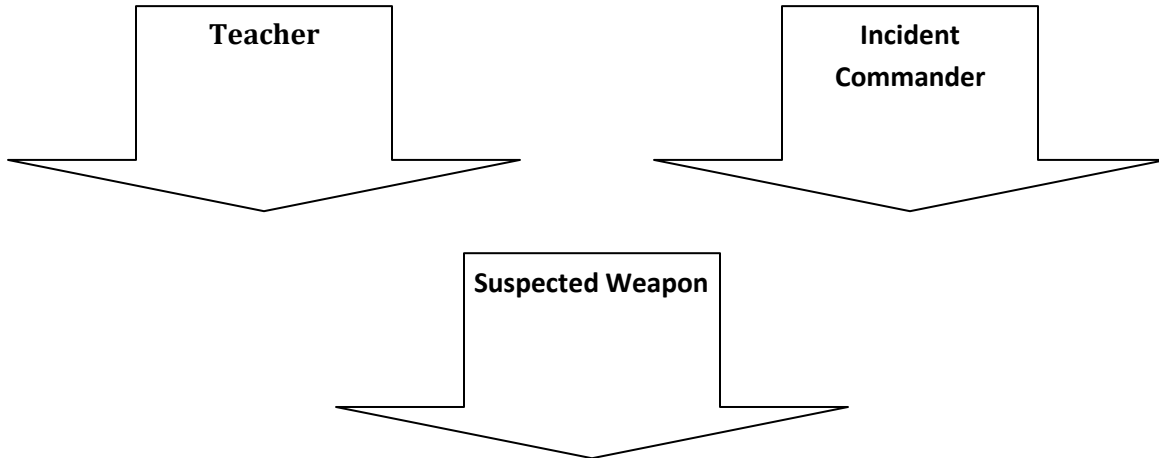
Administrator

- **Have students and staff lie flat on the ground and keep as low as possible.**
- Notify Administration/SRO
- Cover all door windows to the classroom with card: This room is Safe. No card rooms will be checked.
- Report injuries and provide first aid
- Keep students calm
- Initiate & follow Lockdown Procedures
- Under no circumstances allow students to leave the building or classroom
- Take roll following the Accountability Procedures.

- **Call 911**
- Initiate Lockdown
- Notify the Central Office Safety Officer
- Call nurse, prepare for injuries
- Assure all students and staff have come indoors
- Keep all staff in classroom
- Call counselor for assistance for **all** students requiring counseling
- Hold students beyond dismissal time if necessary

PERSON/STUDENT WITH A WEAPON

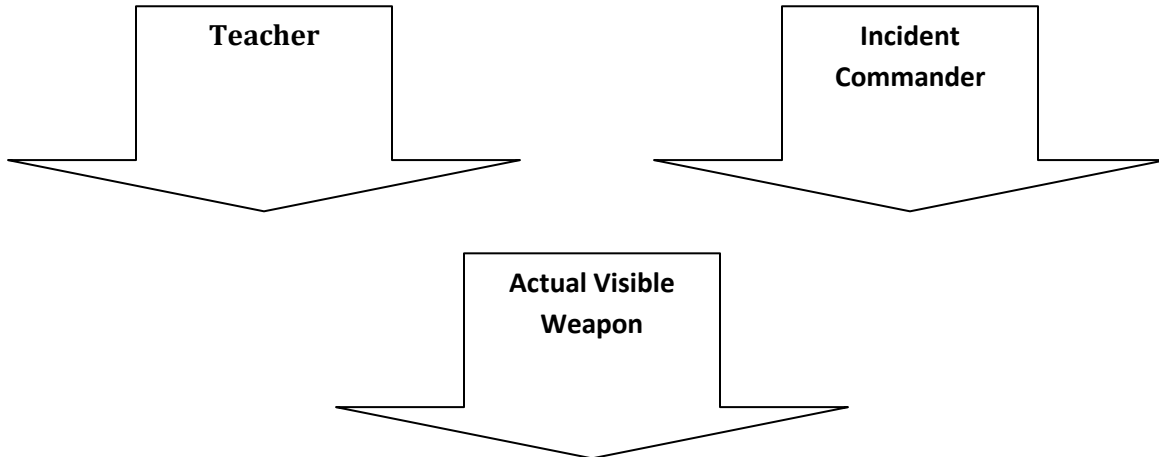
Procedures



<ul style="list-style-type: none">• Be calm and use common sense• Notify Administrator immediately – even if you only suspect a weapon (gun, knife, bludgeon or other illegal weapon)• Advise Administrator of the reported incident and possible weapon violation• Do not attempt to confiscate the weapon from the suspect student(s)	<ul style="list-style-type: none">• If weapon is suspected bring the student to the office along with backpack and other items belonging to the students• Have more than two adults in this meeting with the student. (one adult of same gender as student) If weapon is suspected, contact police to be possible witness• Ask the student to empty out all items in his/her possession• If no weapon is found continue the investigation further as appropriate
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ACTUAL VISIBLE WEAPON

Procedures



<ul style="list-style-type: none">• Notify Administration• Be calm and use common sense• Do not approach the student (suspect) with the weapon• Evaluate the classroom(s) without causing aggressive moves toward the student (suspect with weapon)• Clear the area completely and away from sight• Keep students calm• Advise the Police of all actions taken by the suspect and describe the weapon(s)	<ul style="list-style-type: none">• Call SRO/Police, 911• Call Safety Officer• Report the name of the student and his/her location• Secure all teachers and students in classroom• Stay out of sight from suspect• Initiate Lockdown by using the PA system announcement, if possible• Advise the police of all actions taken by the suspect and describe the weapon(s)
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HIT THE DECK

(Examples when used: explosion, gunfire is heard)

When you recognize immediate danger or hear what sounds like gun shots...shout “**HIT THE DECK**”. Ensure that everyone immediately drops to the ground and lies flat.

<i>General Procedures</i>

Immediately after the incident/explosion, gunfire is heard:

- Tell students to cover their head with their hands and arms.
- Stay calm; talk with your students ensuring them that you will stay with them no matter what.
- Care for emotionally, medically fragile students.
- Allow no one to move around or stand up unless absolutely necessary.
- Ensure that the School Resources Officer has been notified if applicable, Administration, and 911.
- Ensure that the school office is notified of the situation and report incident type, if known.
- The on-site Incident Commander will then contact the superintendent’s office , and activate the District Critical Incident Response Team, as necessary.
- Assess injuries, if applicable.
- Stay with the injured until emergency services arrive. If there is danger, move injured to safety if possible.
- Assist the police with as much detail as possible.
- All staff will remain with students until the emergency is over.
- Remain on floor until a recognizable school staff person directs you to resume normal activities.
- The media is not allowed on campus during a critical incident. If media enters campus they should be ushered to the PIO staging area. They should be referred to the public relations point person for information. **Phone Number: 575-882-0600**

DROP, COVER AND HOLD

(Example when used: Windstorms, earthquakes and/or explosion)

Stay calm; remember your attitude and actions will be mirrored by students.

General Procedures

- Move all students away from classroom doors and windows.
- Direct students as follows:
 - ✓ Drop to your knees with your backs to the windows.
 - ✓ Make your bodies as small as possible and bury your face in your arms.
 - ✓ Close your eyes, cover your ears and as much skin surface as possible.
- Care for emotionally, medically fragile students.
If outside: try to move behind an object , lie on your stomach with face away from the source of the event and initiate above actions. If there is a lightning storm, do not move behind objects such as trees or anything made of metal, use a squat drop/cover method, allowing only ball of feet to touch the ground.
- Ensure that the School Resources Officer has been notified if applicable, Administration, and 911.
- Ensure that the School Office is notified of the situation and report incident type, if known.
- The on-site Incident Commander will then contact the superintendent's office , and activate the District Critical Incident Report Team, as necessary.
- Assess injury, if applicable.
- Stay with the injured until emergency services arrive. If there is danger, move injured to safety if possible.
- Assist the police with as much detail as possible.
- All staff will remain with students until the emergency is over.
- Maintain **Drop, Cover and Hold** position until a recognizable school staff person directs you to relocate or resume normal activities.
- The media is not allowed on campus during a critical incident. If media enters campus they should be ushered to the PIO staging area. They should be referred to the public relations point person for information. **Phone Number: 575-882-0600**

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HAZARDOUS MATERIAL RELEASE

A **hazardous material** is any chemical compound or biological agent that has adverse effects to health and safety. This include 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.

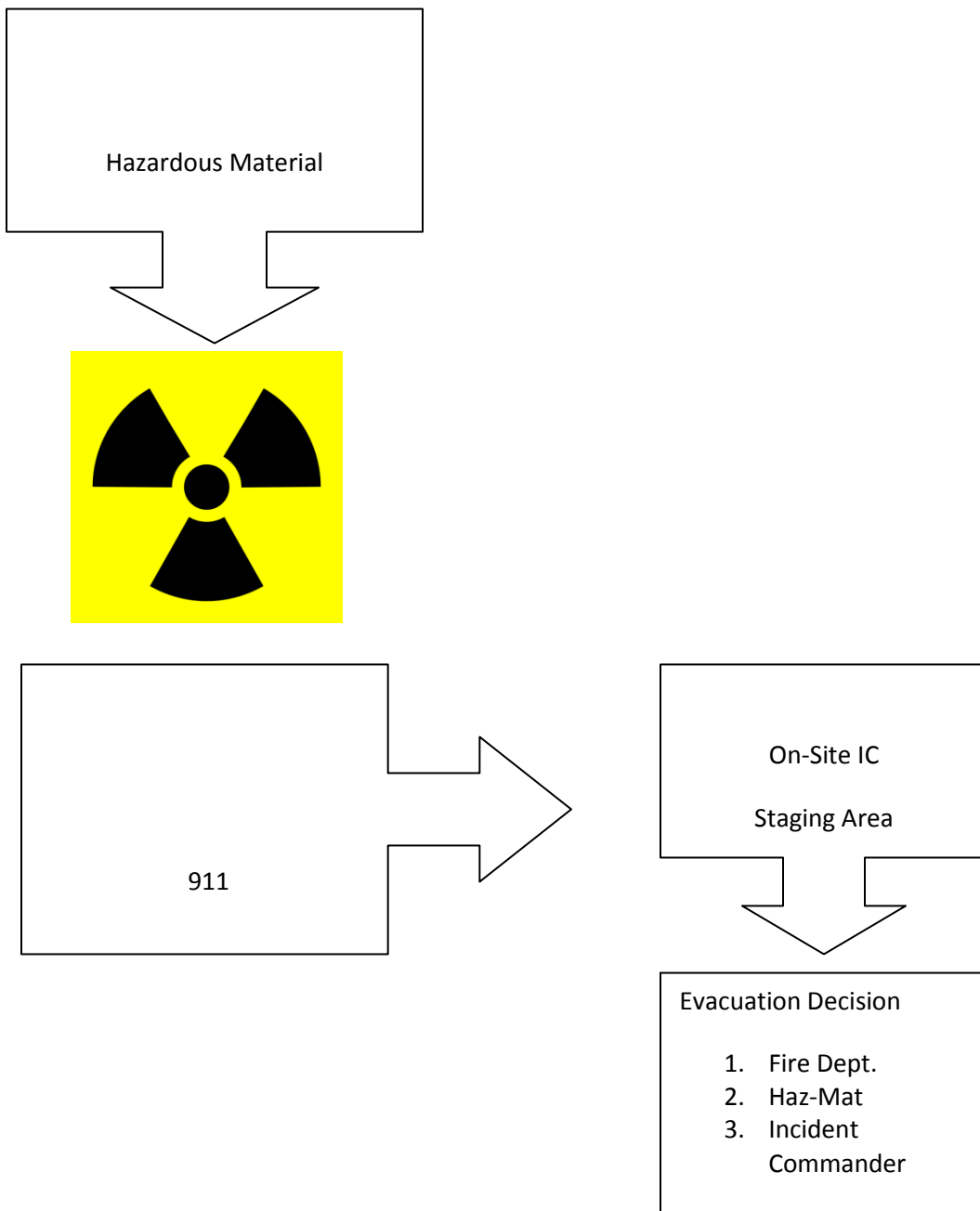
EXTERIOR hazardous material release – may need to SHELTER IN PLACE or LOCKDOWN.

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 affected building.

- Render First Aid. Use the shower or eyewash as needed for 15 minutes to clean contaminated persons.
- Contain or neutralize the spill. Spills occur most often in science, art, and vocational shops. Certain chemicals such as paint can be cleaned up and put in a container.
- If evacuation is necessary, follow the Emergency Evacuation Plan (See Emergency Evacuation Plan). Keep in mind weather conditions, especially wind. Evacuate upwind from the spill.
- If vapors, gases, or mists are being released, evacuate students from the immediate area as a precaution.
- Do not clean up or touch any chemical spill. Call Risk Management or the Fire Department. A serious spill will have to be cleaned up by an outside contractor skilled and trained in emergency procedures.



FALLEN AIRCRAFT (INCLUDING HOT AIRE BALLOONS)

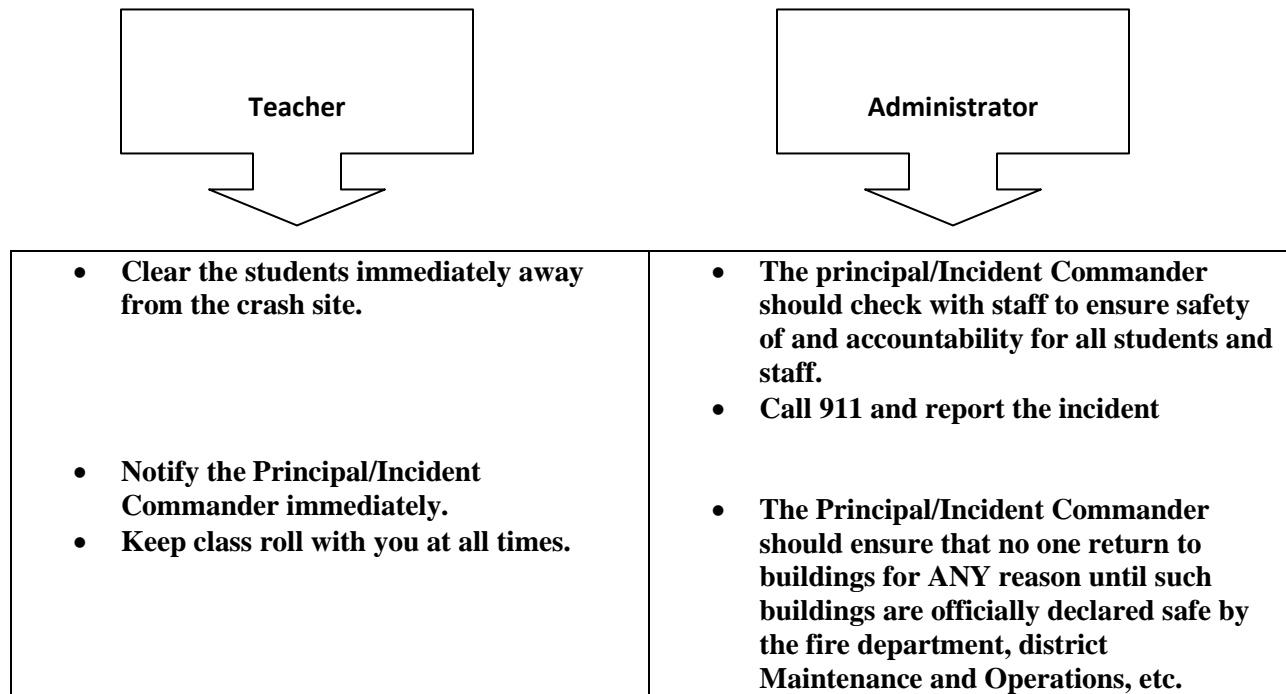
A **Fallen aircraft** includes: plane, hang glider, hot air balloon, helicopter, etc. that has fallen out of the sky and has crashed on or near school property. All types of aircraft that use gas to power a motor or engine have a high risk of fire or explosion after a crash.

In the event of a fallen aircraft , teachers/administrators should instruct students to implement SHJELTER-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.



<i>General Procedures</i>

All school staff and students should:

- Maintain a safe distance from aircraft (minimum of 400 yards; for military aircraft, use greater caution).
- Move away and upwind from aircraft (i.e., airplane or hot air balloon), allowing for possible explosion.

In the event of an explosion, Incident Commander should immediately order evacuation according to site plan. In the case of a life-threatening situation, the Incident Commander should enlist immediate assistance of the School Site Emergency Team.

Additional Instructions:

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

FIRE

School fires are often more dangerous than they appear. Panic greatly complicates evacuation. Most schools 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

Internal Building Fire:

- Sound alarm and evacuate students and staff a safe distance from building. (See fire drill map and procedures).
- Call 911
- Do not fight the fire if it will put you in danger.
- The Incident Commander will notify the SRO & Safety Officer.
- Do not reenter the building until fire officials declare the area safe.
- If necessary, students may be reassigned to an area of the school not affected by the fire. Students should be accounted for using the Accountability Procedures. Student holding area and Child-Parent Re-unification area will be established as needed.

WHO'S MISSING AND WHO'S HERE

- 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).

External fire near the school

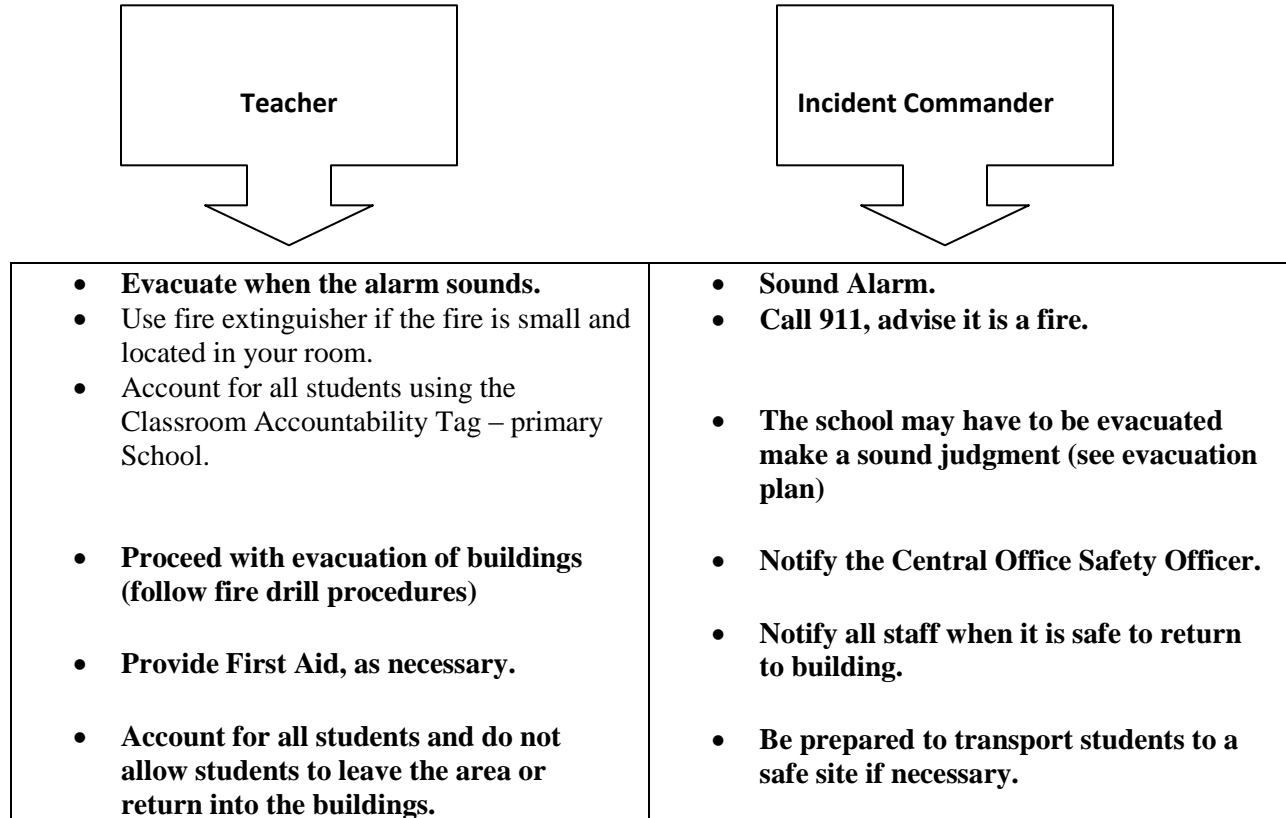
- Evaluate situation.
- Evacuate if students or school buildings are in danger.
- If smoke is blowing in the direction of the school and not endangering lives, activate the Shelter-

In-Place procedure (Keep students inside of classrooms, turn off ventilation systems, wait for word that it is safe before resuming any outside activity) (see shelter-In-Place procedures).

Note: If media arrives, refer them to the public relations point person: [Denise Marmolejo, 575-882-0600](#)

Fire Drill Procedures

All Emergency Evacuation forms are uniform.



NATURAL HAZARD

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

FOLLOW UP

A survey of injuries should be made as soon as possible. Notify the principal or nurse of any injuries or if help is needed. List names of students and descriptions of any injuries. Further instructions will be given over intercom as soon as possible

- Prepare procedures for releasing students after an earth quake.

- Provide staff training for potential earthquakes.
- Practice drills for evacuation of buildings.
- Train staff in rescue and emergency measures.
 - First aid.
 - CPR
 - Dealing With Trauma

Earthquake Procedures



Administration

- **Plan evacuation and signal for evacuation with any means possible**
- **Follow evacuation procedures.**
- **Keep a cellular phone in hand.**
- **Be prepared to respond to major injuries, hazardous materials and fires.**
- **Establish an emergency command post immediately after the quake.**



Teacher

- **Students are to be under direct supervision of adult(s) who in turn will wait for instructions from principal or designee as to the appropriate dismissal of the students.**
 - **Evacuate classroom if the classroom is under immediate danger or instructed clear-out.**
 - **Check students for injuries.**
 - **If you evacuate be prepared for falling debris and other dangers.**
 - **Account for all students.**

High Wind Events (Tornadoes, Wind Storms)

Tornadoes/strong winds travel in an erratic path 5 to 50 miles in length at 25 to 40 miles per hour. Since the danger is present outside, follow the procedure for Shelter-In-Place (see Shelter-In-Place procedures). Dangers are from wind, flying debris, and collapse of buildings, trees, etc.

- Move students away from windows. Hallways also provide protection.
- Lowest floor, interior spaces on the opposite side of the wind – closets and other similar framed constructions are safer areas. Poured in place concrete buildings are probably the safest types of building.
- Move students from portables to main building, if time allows.
- Avoid auditoriums, gymnasiums and structures with large roof spans. Avoid rooms with glass.
- Shut down boilers.

Thunderstorms produce lightning, hail, strong winds. Follow Shelter-In-Place procedures (see Shelter-In-Procedures).

Move students

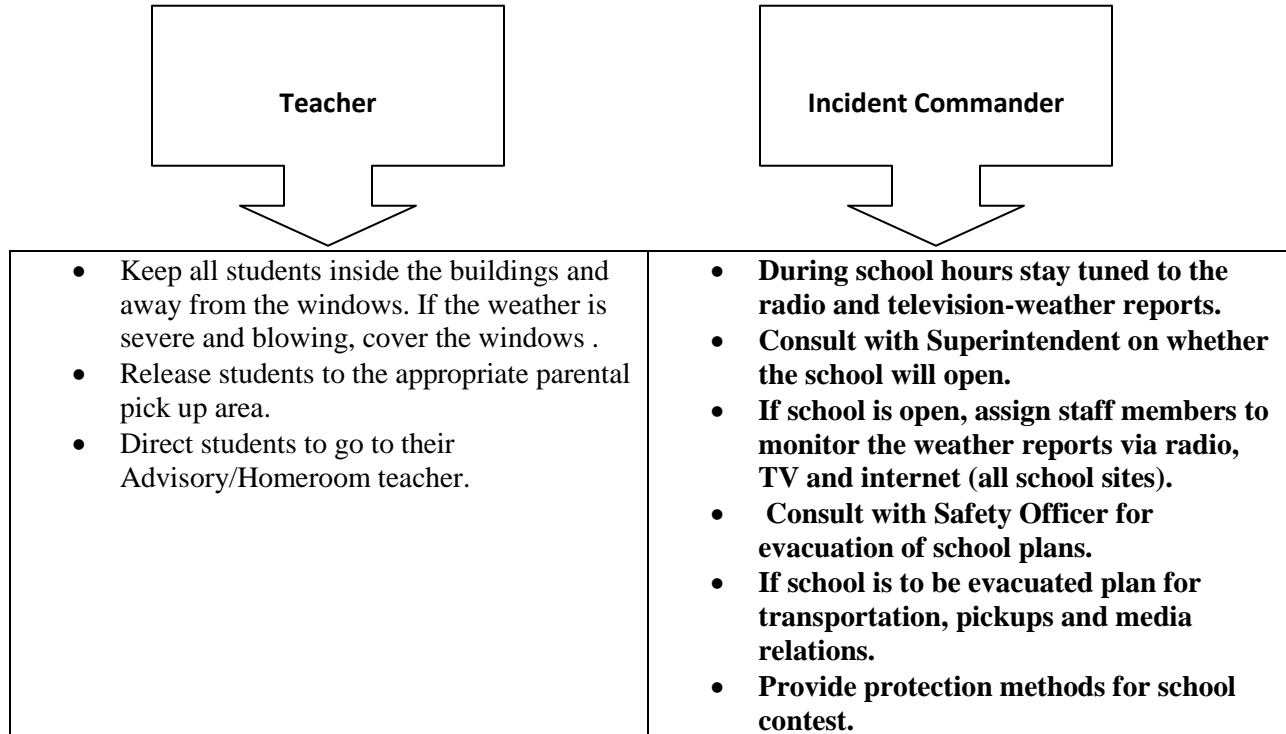
- Away from windows and exterior doors.
- To lowest floor area
- From portables to main building, if time allows.

Avoid auditoriums, gymnasiums and structures with large roof spans.

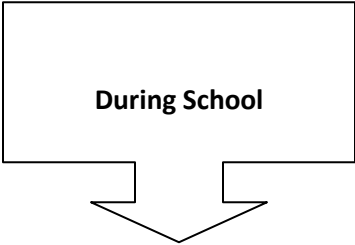
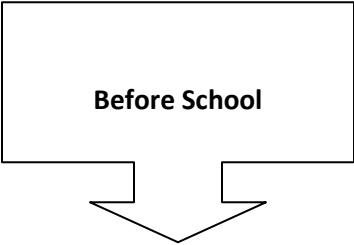
Floods/Snowfall

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

Flood/Snowfall



Transportation During Flooding



<ul style="list-style-type: none">• Listen for reports of flash flooding or road closures on routes• Determine whether roads are passable on whether rerouting is necessary.• Carry a cellular phone or two-way radio during inclement weather.	<ul style="list-style-type: none">• Be prepared to reroute students safely• Monitor advisory weather reports and school bulletins.• Advise Principal of weather conditions and road hazards.
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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. If there is danger, move injured to safety if possible
- Assist the police with as much detail as possible.
- Immediately notify the Administration, and 911
- Immediately notify the school office of the situation and report the extent of injuries, if known.
- The on-site Incident Commander will then activate the School Critical Incident Response Team as necessary.

- The media is not allowed on campus during a critical incident. If media enters campus, they should be ushered to the PIO staging area. They should be referred to the point person for information. Phone number, 575-882-0600
- Alert nearby schools of the incident if the potential exists for them to be affected.
- All staff will remain with students until the emergency is over.
- **Remember:** Students will model their emotional reaction after yours, so **STAY CALM.**

HOSTAGE INCIDENT

Your actions during the crisis will enhance your chances of survival. As a hostage follow the guidelines below:

- Obey terrorist orders, do not become antagonistic.
- Be courteous and polite to the terrorists and other hostages.
- Do not debate, argue or discuss political issues with terrorists or other hostages.
- Talk in a normal voice. Avoid whispering when talking to other hostages and avoid raising your voice when talking to terrorists.
- Avoid abrupt movements. Keep movements to a minimum and in view.
- Locate students and yourself away from windows and doors and as far away from terrorists as possible.
- Answer all questions unless your position may pose a threat to terrorists or to their ideologies.
- Inform captors of any medical conditions or special disabilities of all hostages.
- Do not discuss possible actions to be taken by other agencies, school, colleagues, media or parents.
- **STAY CALM.**

REMEMBER: TIME AND REMAINING CALM ARE YOUR GREATEST ALLIES!

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.

General Procedures

If evacuation to another location is necessary, contact the Safety & Transportation Officers. A flood may require immediate evacuation. If so, it would be communicated by a governmental authority. Do not evacuate through water, if time permits have custodian turn off utilities, especially if basements is in danger of flooding. Evacuate to high ground.

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 575-882-0600, Irma
- 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.

PHYSICAL PLANT

PROCEDURES FOR EMERGENCIES

FIRST AND FOREMOST, determine if 9-1-1 is to be called and if required, please call them FIRST!!!

SECOND, Determine type of crisis (utility failure, break-ins, vandalism, fire, flood, etc.)

THIRD, call PPD Director or Asst. Director to report crisis.

Director: Abe Armendáriz, Ph.D, **575-882-0600**

Office Secretary: Denise Marmolejo **575-882-0600**

UTILITY CRISIS ISSUES:

Electricity: El Paso Electric Co. 1-888-667-44854

Water: Anthony Water and Sanitation District (575)-882-3922

Gas: New Mexico Gas Company: (888)-664-2726

BREAK-INS AND VANDALISM CRISIS

During normal business hours call the Physical Plant

After hours call 9-1-1 first and request for Police Assistant.

Custodians have plywood to temporarily cover broken windows.

Principal or lead custodian to contact Director or Designee

Director or designee will decide if tradesmen need to be dispatched

WEATHER CRISIS

Contact Denise Marmolejo at 575-882-0600

FIRE AND FLOOD CRISIS

Call 911 first

Inform Denise Marmolejo at 575-882-0600

GAS LEAK/ EXPLOSION

Gas leak can be internal or external to the building. Natural gas rises, while propane is denser than air and accumulates in low places. Do not attempt to evaluate the probability of an explosion.

It is difficult to respond to an explosion, because explosions are sudden and unexpected. If there is sufficient time, students should drop to the floor, protecting face and neck with arms from flying debris and glass.

Maintenance and Operations evaluates gas leaks and makes repairs. If a Fire Department or Gas Company turns off the main valve, the school must pass a high-pressure test before can continue. If the school fails to pass the test, extensive investigation and repairs may have to be made prior to reopening school.

Natural gas is not toxic. It burns and does cause explosions, but it will not poison an individual. **It is an asphyxiate,** and could cause suffocation if someone were to be exposed to it for a lengthy period of time.

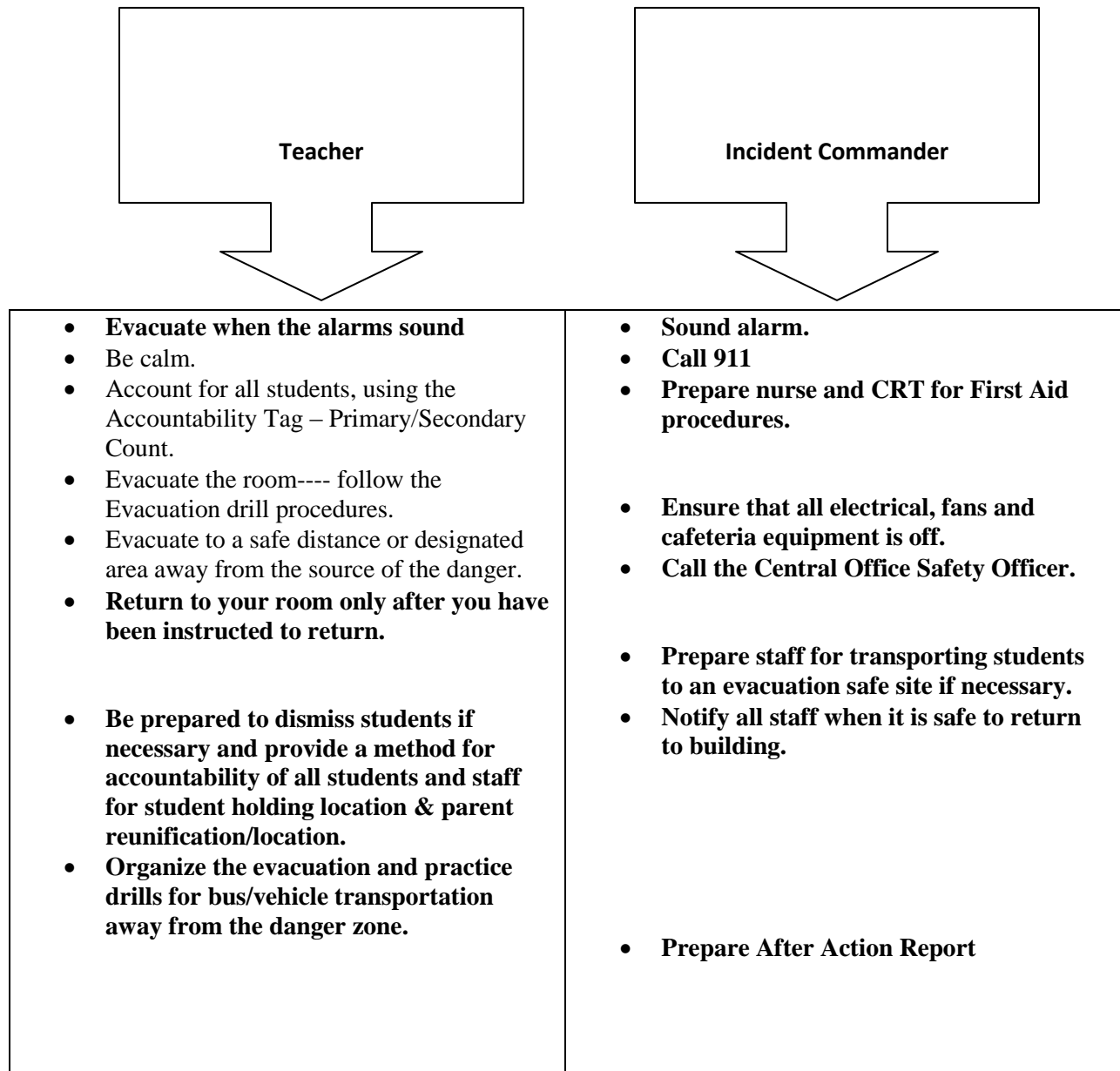
<i>General Procedures</i>

If there is a leak, CALL911 and:

- Evacuate according to the Evacuation Plan.
- Evacuate away from the source of the gas leak. Extinguish flames in science rooms and in the kitchen as feasible.
- Move students away from buildings and windows.
- Advise Maintenance and Operations and School Police of the situation.
- If evacuation of campus is necessary, follow the Emergency Evacuation Plan.
- Practice drills for evacuation of buildings.

Note: If media arrives, the principal or designee should keep the media in the front of the school. The only information that should be released to the media is the phone number of the public relations point person Denise Marmolejo, 575-882-0600

Gas Leak/Explosion



TEAR GAS/PRANKS

In case of a tear gas prank:

- Evacuate according to the Evacuation Plan.
- Render First Aid.
- Leave doors and windows open. The gas will dissipate in about 30 minutes.
- Notify **Director 575-882-0600**.
- As needed, contact **Director 575-882-0600**.
- It is not necessary to evacuate the entire school if one building is affected.

In the event on inclement weather, students should be moved to an unaffected building.

Overreaction tends to encourage tear gas pranks.

SOME TEAR GAS CAN BE FATAL TO INDIVIDUAL WITH ASTHMA.

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**

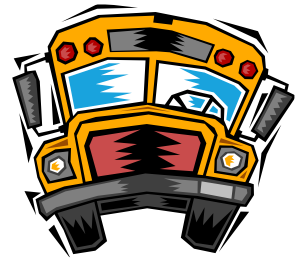
Disturbance outside school property-**SHELTER-IN-PLACE** or **LOCKDOWN** depending on the situation

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.

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Transportation Emergencies may include: bus accident, vehicle accidents with students or teachers, pedestrian hit by a 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 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.

SUICIDE THREATS/ATTEMPTS

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.

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; only causes.

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.**

General Procedures

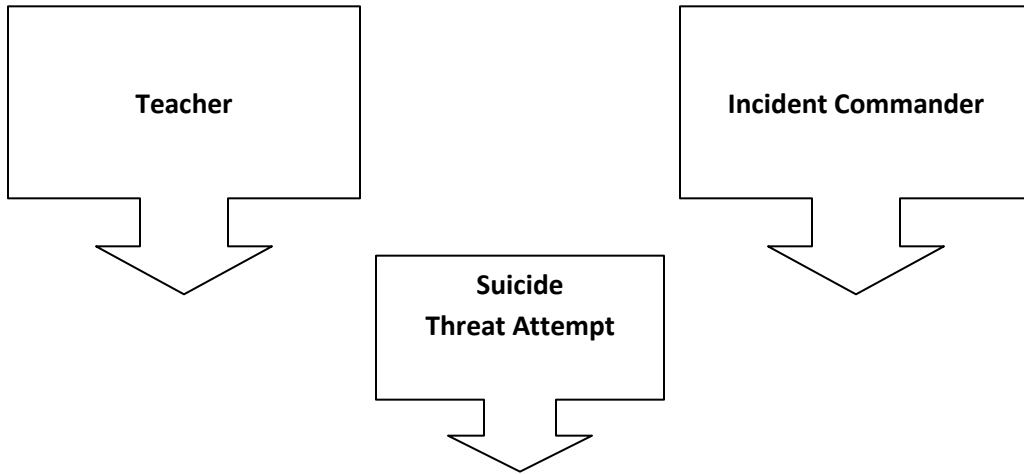
Should a person brandish a weapon, the following actions should be taken:

- Call 911 **IMMEDIATELY** and/or SRO.
- Notify the principal, other administrative staff. They will place the CRT – team on alert.
INSERT EXAMPLE – CHECK WITH MARTIN GREER ON WHO SHOULD BE ON TEAM.
- Isolate the person, if possible, to eliminate risk to others.
- Principal or designee should contact parent/guardian/family member **IMMEDIATELY**.
- Stay calm and await emergency personnel.
- Contact Employee Assistance for psychological services.

FOR INTERVENTION AND ASSESMENT SERVICES CALL THE DISTRICT's LEAD DISTRICT PSYCHOLOGIST - Dr. Geer at 527-5958 OR EMPLOYEE ASSISTANCE PROGRAM AT 527-6028.

Note: If media arrives, the principal or designee should usher the media to the Media Staging Area. The only information that should be released to the media is the phone number of the public relations point person: **527-5811**.

Suicide Threat



<ul style="list-style-type: none"> • Notify the Principal and ask for the counselor/social worker/nurse. • Evacuate students quickly and quietly without causing any disruption to the student. • Do not return students to the classroom. Find an alternative site after the incident. • In the case of death to a student, be prepared for student grief and other trauma. • Assign all students to counseling after the incident. • Complete an incident report. 	<ul style="list-style-type: none"> • Call 911 and explain the type of incident. Initiate IC. • Notify the Superintendent's Office. • Notify CRT/EAP • Escort the Police directly to the scene. • Notify the parents. • Meet with the parents in a control area. • In the event of a death, be prepared to assist police and establish control of the scene and the school.
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Crisis Responses Team

Counselor



- **Respond to the scene directly and control the scene.**
- **If weapon is visible use common sense on approach.**
- **Maintain contact with the student and do not leave the scene even if control is obtained by others.**
- **Call the district psychologist at 527-5958 or Director 505-702-5993.**
- **Call the Teen Suicide and Crisis Hot Line if appropriate (505-820-0024).**
- **Utilize the National Youth Crisis Hotline if possible and appropriate (1-800-422-0009).**

EMERGENCY PROCEDURES /GUIDELINES

Evacuation Plan Unscheduled Early Dismissal

Teacher



Incident Commander



- | | |
|--|--|
| <ul style="list-style-type: none">• EMERGENCY PROCEDURES/GUIDELINES Students remain with teachers until implementation of Early Dismissal Plan• Close classroom doors after everyone has accounted for.• Leave the building quickly, quietly and orderly.• If the situation warrants vehicle and/or bus use, follow school and early release procedures. | <ul style="list-style-type: none">• Make announcement over PA• Call 911 & the Superintendent. Advise them of the reason for the evacuation and present the alternative plans.• Is the situation warrants vehicle/bus use, notify/have transportation.• Evacuate all students and staff to pre-designated areas.• Notify parents of the evacuation and give them the central site for picking up students. |
|--|--|

General Procedures

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

- 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 institutes a telephone tree for that class. Teachers arrange early in the school year for the room mother/parent to have a list of parents and their phone numbers.
- Each teacher remain with his/her students until all students are picked up.
- Follow established early release schedule.

PARENT PICK-UP PROCEDURE INSERT
BUS PICK-UP PROCEDURE INSERT
WALKERS PROCEDURE INSERT

After all buses have departed, all remaining students will report to Front Office. The room must be able to accommodate handicapped students. The principal or designee will be responsible until all students have been picked.

Emergency Evacuation Procedures

In the event that there is a need to evacuate the school off campus (i.e. chemical spill, disaster, bomb emergency, fallen aircraft, fire or gas leak), the students will be transported to DACC East Mesa Campus or Morning Star Church. If an evacuation is necessary these steps should be followed:

Incident Commander



- **The Incident Commander will announce that an emergency evacuation will take place.**
- **Classes will be dismissed by grade level.**
- **Notify Transportation of transportation needs, i.e. special ed., etc. District Transportation office will be responsible to arrange transport of the students between campuses and transfer to primary and secondary location.**
- **Students may be transported by DACC East Mesa Campus or Morning Star Church or other District Location.**

<i>General Procedures</i>

- Students may be transported to DACC East Mesa Campus or Morning Star Church, or other location.
- Do not dismiss students from school. Any interference during the evacuation could jeopardize the safety of the students.
- Emergency contact information will be in the possession of the Nurse and Registrar.
- Designated staff will notify parents. – See Emergency kit.
- Support staff will post signs informing parents of evacuation, and giving them instructions for pick up.
- Parents/guardians arriving at pick up location should go directly to reunification area.
- Advisory Teacher will complete a Student Sign Out Sheet.

Before leaving the location, parents must first check out their student with his/her classroom teacher. Once all students have been dismissed, the Student Sign Out form will be sent to the Incident Commander.

All students, staff and visitors must evacuate in an emergency. No one shall be left in the buildings. Each school shall develop an Evacuation and a Disaster Evacuation Plan for all students including students with disabilities.

Evacuation Guide for Students and Staff with Disabilities,

Report emergencies in usual manner; and evacuate the disabled according to their Individualized Emergency Evacuation Plan.

Visually Impaired

- Tell the person where he/she are.
- Tell the person nature of emergency.
- Assigned guide should accompany them.
- As you guide them:
 - ✓ Tell them where they are.
 - ✓ Advise of obstacles.
 - ✓ Advise of conditions.
- When you reach safety:
 - ✓ Orient the person to his/her surroundings.
 - ✓ Ask if you can further assist.
 - ✓ Stay with the person.

Hearing Impaired Persons

- Hearing impaired persons may not perceive emergency alarms. Switch lights on and off to gain attention or gesture what is happening or what to do.
- With simple, direct gestures or sign language, point them to safety. If you know sign language, communicate with the person. You may also write directions on paper.

Wheelchair confined

- Persons in wheelchairs with respirators must have priority assistance if there is smoke, as their ability to breathe is jeopardized.
- Determine if a person may have limited ability to be moved or if lifting may be dangerous to his/her health. This limitation should be determined when the students enrolls.

Things to Consider for person in a wheelchair

- Ways to remove a person from a chair.
- Number of people needed for assistance.
- Whether to extend or bend extremities. Prosthetic equipment used by person may be needed.
- Whether a stretcher, chair, or another seat will be needed after evacuation.

Evacuation with a Wheelchair

- Control the chair and use a guide if the student cannot manage the chair.

- Secure person in chair with seat belt if appropriate.
- Look footrests.
- Many chairs have moving parts, which are not constructed to withstand lifting.
- Lift and move chairs by the rigid frame only, with electric power off if necessary.

Persons Who May Need Assistance

- For students with disabilities create an emergency kit to include the following items: This includes any person with mobility, vision or recovery problems,
 - ✓ Name cards posted by the door way.
 - ✓ Current significant medical information.
 - ✓ Agreements to include medical treatment if necessary.
 - ✓ Medications, as required.
 - ✓ Picture cue cards for neurological involved or significant delayed students.
 - ✓ American Sign Language cards.
 - ✓ Spare diapers, gloves, chucks.
 - ✓ Feeding tube, water, medication, cup, snacks, etc.
 - ✓ Blanket, hat, shade.

The elevator must not be used during a fire drill or any emergency. The elevator shaft may become a chimney for smoke during a fire. If the electric fails, the occupants would also be stranded.

Individualized Evacuation Plan/Physical Needs Plan

An individualized Emergency Evacuation Plan should be devised for all students with disabilities. The plan should identify where the student will be at any time and how the students is to be evacuated from each location. A copy of plan should be kept in each classroom the student attends as well as the appropriate administrative offices. The planshould be detailed enough to show emergency response, assisting personnel, routes of evacuation and methods of evacuation. The individualized plan should be followed during drills and modified if necessary.

Parents/guardians should be encouraged to discuss the evacuation plan with their student's doctor since he/she may be aware of problems which might complicate evacuation. It may be necessary to administer medicine, respond to a medical emergency, respond to an emotional emergency or move the student to a second safer location. Staff should be aware of these possibilities.

Students with special needs and on medications tend to be more sensitive to environmental conditions. The environment, coupled with the emotional stress of the incident can exacerbate the student's medical condition. Be sure to take jackets, fluid, food, medications, etc. to help offset potential problems. Keep the student hydrated, be prepared for seizure activity , sit in shaded areas, etc. Any student diagnosed with diabetes must be closely monitored for changes in their level of consciousness and blood sugar level. DO NOT hesitate to seek medical assistance for these students.

EVACUATION PROCEDURES

Fire drills (any evacuation) practice the basic evacuation method. Fire alarms are not connected to Fire Departments or the Dispatch Center. Call 911 in the event of an actual or suspected fire.

The principal or designee will conduct fire drills once a week on the first month of the school year and once a month thereafter. Two obstructed drills should be conducted each year. Close or block exits so that students must seek alternative routes from the buildings.

The principal or designee will complete the "School Incident Drill Record" and forward copies to the Safety and Security Office.

IT IS ILLEGAL TO CONDUCT SCHOOL WITH AN INOPERATIVE FIRE ALARM.

<i>General Procedures</i>

All personnel should evacuate according to the school's fire drill procedures (see map and procedures)

Designated Safety Team members ensure that all restrooms and non-classrooms are cleared.

Close doors and windows upon leaving , if time allows.

Do not reenter a building to retrieve possessions. Students and staff should not take coats, or personal possessions.

Order And Control Is More Important Than a Hasty Evacuation.

- Teachers must take enrollment cards/book.
- Roll must be taken in order to determine all students & staff are present. Each room has a "Classroom Accountability Tag" (TAG) to be used during any drill or emergency situation.
- If there are missing/extra people, mark them on the "CAT" ; a member of the CRT will be assigned to pick up all "CATs" & deliver them to the Incident Commander.
- Students on the school grounds should go to their previously designated area.
- Enter the building only after the "all clear" bell sounds and attendance has been taken.

WITH SPECIAL NEEDS STUDENTS, THE SCHOOL SHOULD FOLLOW INSTRUCTIONS IN THE EVACUATION PLAN FOR PERSONS WITH DISABILITIES.

Fire Emergency Evacuation Plan

In the case of the fire alarm or announcement.

Teacher Expectations:

- Have students get in line and make sure you have your attendance roster.
- As you leave your classroom, check for students, turn off the light and lock and shut your door.
- Escort students to your designated location using the “Building Evacuation Plan Line Assignments by Room Number”.
- Once students are safe and in line at the designated location:
 - Take roll and complete the CRMS Emergency Form.
 - Someone will come to you to retrieve your attendance Form, please do not leave your students.
 - Inform the administration about any missing students.
- Do not enter the building until the “All Clear” signal has been given.

Student Expectations:

- Quietly form a single file line at the classroom door.
- Walk quietly in the hallway toward the designated location.
- Line up in your designated area and wait for roll call.
- Follow all instructions given by the teacher or other staff member.
- Do not use your cell phone.
- Remain quiet and wait for direction from your teacher.
- Do not enter the building until you have been instructed to by your teacher .
- Proceed orderly back to class.

Map of exit route (both primary and secondary) should be posted by classroom door.

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

SECTION IV: MITIGATION (BEFORE)



Personnel Guide

SAFETY TRAINING

ACS is committed to providing safety related orientation and training to all employees at all levels of the district. The purpose is to educate and familiarize employees with safety procedures, rules, and work practices of our district.

The Safety Specialist and the principals have assumed the responsibility for the training of employees and they will develop, implement, and maintain an aggressive program which will include both specific and general safety training on at least a monthly basis, with additional training as needed when new exposures are identified or new procedures are implemented. Training shall be directed towards the patterns and trends indicated by analysis of recent accidents and/or illness and inspections.

TRAINING WILL CONSIST OF, BUT NOT BE LIMITED TO, THE FOLLOWING:

- Training on district safety rules and practices
- Ongoing and updated training as required by federal, state, and local laws
- Retraining when identification of accident trends and inspections indicates
- Training on new procedures and equipment
- New employee safety orientation
- Procedures to ensure all employees have been trained. Follow up training for those not available for initial training.

All training records will be kept for five (5) years. An annual review of the new state and federal regulations will be conducted to determine what requirements have to be met and included in the training program

Mitigation / Prevention

A. REDUCING EXPOSURE TO HAZARDS AND RISKS

Mitigation is defined as proactive action taken to reduce or eliminate the adverse effects of natural and man-made hazards on people and property. The goal of mitigation is to decrease or eliminate the need for response as opposed to simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas effecting school safety. These areas include geographic location of buildings, proximity of potential hazards such as waterways, availability of buses for possible evacuation, structural integrity of buildings, etc.

The terms "hazard" and "risk" are often used interchangeably in the context of mitigation. Hazards and risks are identified through vulnerability analysis, consequence modeling, code/regulation compliance, quantitative risk assessment and historical data correlations.

Risk is the product of potential consequences and the expected frequency of occurrence. The basic concept of acceptable risk is the maximum level of damage to the building that can be tolerated, related to a realistic risk event scenario or probability.

Consequences may include death, serious injury, the extent of structural damage, monetary loss, interruption of use, or environmental impact.

Risk managers use two different evaluative methods in risk and hazard analysis: deterministic and probabilistic. These two methods can complement one another to provide additional insights to the analysis.

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.
- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

Mitigation assesses and addresses the safety and integrity of the following types of hazards to minimize or prevent adverse impacts:

- **FACILITIES** - window seals, HVAC systems, building structure
- **SECURITY** - functioning locks, controlled access to the school
- **THREATS** - probability of natural disasters or accidents, international events
- **SCHOOL ENVIRONMENT** - social climate on campus

Resources include: existing safety plans, security and safety-related school policies, floor plans of buildings, maps of local evacuation routes, school crime reports, known safety and security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files and local memos of safety concerns.

FACILITIES - Structural and non-structural measures can mitigate the effects of natural hazard incidents.

- **STRUCTURAL MITIGATION** includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and recovery operations.
- **NON-STRUCTURAL MITIGATION** measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.
- **SECURITY** - Communities are encouraged to treat schools as essential community facilities because of the significant impact on students and the locale if a damaged school is closed for an extended period of time. A higher level of protection is appropriate for facilities that will enhance community recovery, including schools which may be designated as emergency shelters, and other buildings that support vital services. A hazard assessment should assure that the school buildings have functioning locks and controlled access.
- **THREATS** - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage o collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying

areas that are most vulnerable to the impacts of natural hazards such as fires and flooding.

- **FIRE** - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.
- **FLOODING** - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.
- **SCHOOL ENVIRONMENT** - School policies and protocols should support a safe school environment and orderly procedures during emergencies. Determine who is responsible for overseeing violence prevention strategies in the school, and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review incident data and determine how the school will address major problems with regard to student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication with students and between students, staff and parents. Provide safe and confidential ways for students to report potentially violent incidents.
- Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. The local police department can assist school administrators in identifying security and safety hazards.
- To help agencies work together, they may want to develop a Memorandum of Understanding (MOU) that outlines each agency's responsibility during an emergency.

B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. Under RI Gen Laws § 16-21-23, “the assessment shall examine the current status of each school building’s safety and shall be performed within thirty (30) days of passage of this act, and every three (3) years thereafter. Assessments performed within a year of the date of passage of this act shall satisfy this requirement.” **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

COMPOSITION OF THE HAZARD ASSESSMENT TEAM: The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator
- Local Fire Official and Civil/Structural Engineer
- Local Police Official
- Teacher
- Social Worker or Counselor
- Student
- Parent

Make regular school safety audits and security efforts part of the ongoing mitigation/prevention practices.

ACTION CHECKLIST: Prior to conducting a hazard assessment/school safety audit, the team members should review the School Crisis Response or Emergency Operations Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- Determine what emergency plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds.
- Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.

- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

BUILDING AND CLASSROOM HAZARD HUNT: The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist, included in **APPENDIX C**.

- The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:
 - Classrooms ☐ Bathrooms
 - Corridors ☐ Boiler Room
 - Laboratory/Shop ☐ Kitchen/Cafeteria
 - Offices ☐ Teacher's Lounge
 - Custodial Room ☐ Computer Lab
 - Storage Room ☐ Parking Lot
 - Yard (and Playground) ☐ Outside structures and Fencing
 - Multipurpose Room

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- Proximity of high voltage power lines
- Proximity to earthquake fault lines
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- Likelihood of a wild land fire
- Likelihood of severe weather
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation
- Inadequate storage of chemicals and labeling on containers.

STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:

A Staff Skills Inventory will help administrators plan assignments to emergency teams. A sample inventory is provided among the forms **in APPENDIX E**. The information provided should identify the following areas in which members of the staff have training or expertise:

- First Aid • Search and Rescue
- CPR • Counseling/Mental Health
- Hazardous Materials • Fire Fighting
- Emergency Medical • Media Relations
- Incident Debriefing • Multilingual Fluency
- CB Radio/Ham Radio Experience

TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:

At the beginning of each quarter of instruction, teachers should provide to the main office the name(s) of students in the class who will require special assistance in the event of an emergency and the type of assistance needed. A variety of emergency conditions which may alter needs (e.g., severe weather, evacuation, hazardous materials, etc.) should be considered.

C. VISITOR SCREENING POLICY

A visitor-screening policy (described later in this section) should be developed with signage to direct school visitors to the sign-in area.

- Post signs at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.

- Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- Familiarize all teachers and staff with the visitor screening policy.
- Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

D. VIOLENCE PREVENTION

The first step in school violence prevention is to perform a systematic assessment to determine what the school can do proactively to inhibit hostile and anti-social behavior.

One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and the district office. Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

The principal can help establish school norms of nonviolence and pro-social community by developing sincere, caring relationships with groups of students and individuals, maintaining a high profile, visiting classrooms, and being accessible to students and staff.

RISK FOR HARM ASSESSMENT

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

Low/No Risk for Harm

Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

Minor Risk for Harm

A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include (but are not limited

to): review of school records, parent notification, psychological consult, security notification, and administrative action.

Moderate Risk for Harm

A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

High Risk for Harm

A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

Imminent Risk for Harm

A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

PREVENTION PROGRAMS AND STRATEGIES

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

SCHOOL-MANAGEMENT-BASED - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.

EDUCATIONAL AND CURRICULUM-BASED - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.

ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

- ☐ Alternative programs or schools
- ☐ Anti-bullying Policy
- ☐ Electronic
- ☐ Physical
- ☐ Closed campus for lunch
- ☐ Closed-circuit television
- ☐ Collaboration with other agencies
- ☐ Conflict resolution/peer mediation
- ☐ De-escalation Strategies
- ☐ Dress code
- ☐ Drug-detecting dogs
- ☐ Establishing safe havens for students
- ☐ Expulsion
- ☐ Gang Violence Prevention
- ☐ Gun-free school zones
- ☐ Home-school linkages
- ☐ Law-related education programs
- ☐ Locker searches
- ☐ Mentoring programs
- ☐ Metal detectors
- ☐ Mediation training
- ☐ Multicultural sensitivity training
- ☐ Parent skill training
- ☐ Positive Behavioral Support
- ☐ School board policy
- ☐ Search and seizure
- ☐ Security personnel in schools
- ☐ Specialized curriculum
- ☐ Staff development
- ☐ Student conduct/discipline code
- ☐ Student photo identification system
- ☐ Support groups
- ☐ Suspension
- ☐ Telephones in classrooms
- ☐ Volunteer parent patrols
- ☐ Work opportunities

Communications Plan Development

The ACS Critical Incident Response Plan is a working document that will be reviewed or revised annually and/or after a crisis. The plan is multidisciplinary and directed by the Superintendent/designee, in coordination with emergency management. Memorandum of Agreement (MOA) is an integral part of working collaboratively with other agencies to effectively provide for the care safety and welfare of students. A Memorandum of Agreement is designed to anticipate potential problems and work to establish a coordinated response to minimize stress and disruptions in the school community. There will be a district level safety committee and a safety committee at each site.

Identify Stakeholders

Stakeholders in the context of this plan are the people who are concerned about the safety of our schools and who will assist when a crisis occurs. Below is a list of the stakeholders involved in the development of this plan.

ACS School Level

Principals
Office Staff
Maintenance workers
Counselors
Teachers
Students
After School Directors
Parent Teacher Associations
Resource Officers
Nurses

Community

Doña Ana County Emergency Management
Doña Ana County Managers Office
Doña Ana County Communications Center
Doña Ana County Sheriff's Office
Anthony Police Department
Doña Ana County EMS / Rescue Squad
Doña Ana County Volunteer Fire Department
Area Mental Health
Reunification Sites- (As outlined in Memorandums of Agreement)
Other stakeholders as the situation warrants

Plan Development and Maintenance

Plan Development

The District Safety Coordinator and the District Safety Committee are responsible for the overall development and completion of the PCS District Critical Incident Response Plan, including appendixes. The Superintendent is responsible for approving and promulgating this plan.

Distribution of Planning Documents

The Superintendent shall determine the distribution of this plan and its appendixes. In general; copies of plans and annexes should be distributed to those tasked in this document. Copies should also be set aside for the EOC and other emergency facilities. Appendix A will include information pertinent to the operation of the plan that may be distributed to the public. Appendix B will include sensitive information not suitable for public release. The PCS District Critical Incident Response Plan should include a distribution list that indicates who receives copies of the basic plan and the various annexes to it. In general, individuals who receive annexes to the basic plan should also receive a copy of this plan, because the Basic Plan describes the emergency management organization and basic operational concepts.

Review

The PCS District Critical Incident Response Plan shall be reviewed annually and/or as needed by the District Safety Coordinator and District Safety Committee and others deemed appropriate by school administration. The Superintendent will review the plan access and sign the promulgation statement. All updated site plans should be submitted to the Superintendent by September 1st.

Update

This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or school structure occur. The basic plan and its annexes must be revised or updated as necessary. Responsibility for revising or updating the basic plan is assigned to the District Safety Committee. The Superintendent/Site Administrator is responsible for distributing all revised or updated planning documents to all departments, agencies, and individuals tasked in those documents.

Consider Existing Efforts

The direction and guidance from the state and national level in emergency response planning including schools, has evolved in recent years as a result of both school level and other tragic events. National Incident Management System (NIMS) has been implemented as the standard in planning and responding to critical incidents. Given the above, existing ACS district and school level policies, plans, and procedures have been reviewed and as needed have/will be revised and incorporated into this planning framework.

PANDEMIC FLU RECOVERY PREVENTION AND RECOVERY MATRIX

Levels defined	Communication (All Pandemic Information from Crisis Team Only)	Campus Access	Educational Delivery	Co-Curricular Program	Community Gatherings/ Events/Field Trips/Travel	Personnel	Emergency Care	School Provided Transport	School Operations
Level One (Low Risk) - First pandemic flu case reported in country. - No reported cases in local community - School community (employees, students, parents) requested to take temperature twice daily. If 38C or greater please stay home.	- Use of periodic email to community. Use of daily bulletin and or website to provide information.	- Access to campus s per normal school policy.	- Regular school program. - Daily homework provided by teachers for any student staying at home. - Continue expansion and integration of Virtual School program.	- All regularly scheduled activities allowed.	- Field trips allowed, as per normal school policy.	- Normal working conditions - All school employees returning from affected areas have their health monitored for 10 days.	- See physician is temperature is over 38C. - Encourage hand-washing and healthy living.	- All bus routes run as usual.	- Normal cleaning and maintenance. - Continual disinfecting by cleaning personnel. - Review food handling procedures with staff.
Level Two (Moderate Risk) - First pandemic flu case reported in city. - Increasing number of cases reported in country. - School community (employees, students, parents) requested to take	- Daily updates to community on status of pandemic flu in country and impact on school program. - Updated recommended hospital list - In-class instruction to ensure students understand protocol and proper hygiene.	- School open to staff, students, parents, only. ID required. - Anyone else by appointment only to minimize visitors. - School community with temp over 38C office. - Visitors must report to Health Center to assess	- Regular school program. - Daily homework provided by teachers for any student staying at home. - Parent and student review and training for Virtual School program.	- All scheduled co-curricular programs allowed, except to affected areas, or visitors from affected areas.	- All events will be reviewed	- Normal working conditions. - All faculty and staff report to work after assessing temperature at home.	- Health Office will determine whether individual who has recovered from flu can return t school. - If temperature over 38C, individual must to home ASAP.	- All bus routes run as usual. - Bus access may be denied for those with temp over 38C.	- All Food Service workers must wear gloves/mask. - Continual disinfecting throughout the day. Full disinfection every three days.

temperature twice daily. If 38C or greater please stay home.		temperature.							
Level Three (Medium Risk) - First pandemic case reported within school community. - Increased spread of pandemic flu in city with transfer in public places. - Take temperature twice daily. If 38C or over please stay home.	- Daily updates to faculty and community. - Daily classroom instruction to explain situation and to emphasize proper hygiene.	- Anyone with temp over 38C report to Health Center. - Visitors must report to Health Center to assess temperature. - Closed campus: nobody allowed off campus during the day.	- Daily homework provided by teacher for any student staying at home. - All students exit campus by 3:30. - Instruction to parents via email and web page on use of Virtual School program.	- Co-curricular programs suspended. - Large gatherings not allowed.	- All special events, field trips, travel etc. discontinued. - No large faculty or staff gatherings. - Field trips discontinued.	- All faculty and staff report to work after assessing temps at home. - Crisis response team meets to determine how best to continue school operation	- Health Office determines if individual who has recovered from flu can return to school. - If temp over 38C, individual must go home. - Use hospitals rated highly for pandemic flu prevention and containment.	- All bus routes run as usual. - Bus access may be denied for those with temp over 38C. (Bus service discontinued at this level)	- Some form of Food Services in place for staff and students who are attending school. - Continual disinfecting throughout the day. Full disinfection every three days.
Level Four (High Risk) - Spread of pandemic flu within the school community. - Government directs schools to close.	- Daily updates. - Further communication using Virtual School delivery system.	- No classes held on campus. - School facility closed to all but essential personnel for indeterminate period of time. - School quarantine, no visitors.	- Full implementation of Virtual School or alternative delivery system with students and faculty members either in or out of country.	- Not applicable - school facility closed.	- Not applicable - school facility closed.	- Crisis Response Team reviews process of school closure and activation of Virtual School program.	- Not applicable - school facility closed. - Use hospitals rated highly for pandemic fly prevention and containment.	- Not applicable - school facility closed.	- Necessary cleaning and maintenance.

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

SECTION V: RECOVERY



INTRODUCTION

The **Anthony Charter 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

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: 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

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. 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:

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

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

Transportation Emergencies

This plan contains information pertaining to situations that may arise to warrant emergency actions. Those situations include:

Winter road conditions

High water

Roadblock due to accident

Bus accident/Disabled Bus

Emergency Evacuation

Emergency Procedures

Have a plan:

Families need to have a plan for their children when conditions occur that alter a bus route. If the bus could not get your child back, where could he or she go? Develop an alternate plan.

Winter Road Conditions

School Cancellation

Winter weather may bring conditions that require school to cancel. Factors considered when making a decision to close school are:

- Existing conditions and weather forecasts
- Local information on road conditions
- Assessment of road conditions by the transportation director
- Accessibility to school buildings and parking lots
- Amount of snow/ice on back roads

In some cases, road conditions may be such that a bus may be prevented from running the roads. If this occurs, that bus may be canceled.

Early Dismissal

A severe winter storm could develop during the school day, which would require early dismissal. Channel 7 will be informed of the time of dismissal and the web site will be updated. If the bus cannot get on the road your child will remain at the school.

If a bus becomes stuck the names of students on the bus will be given to the office.

The principals will assess the situation and contact parents.

Any inclement weather may result in delays in getting students back. Please allow for extra time.

We will contact the television station regarding the need to dismiss early as soon as the decision has been made. If there is inclement weather possible, parents should monitor the web site.

High Water

In the event of several inches of rain, some roads may become impassable. All attempts will be made to get your child back safely. However, we will not cross high water over low-water bridges. The water must be receded enough to clearly see the concrete. As in winter weather, the driver will contact the student and parents when he or she cannot cross low-water bridges.

Roadblock

An highway accident may occur that would block a roadway and prevent a bus from proceeding on the normal route. A bus may have to backtrack or take an alternate route.

Bus

Accident/Disabled Bus

In case of a disabled bus or a bus accident, the driver will check on the safety of the students, then immediately inform the principal. After obtaining names of students on the bus, the office will contact parents. The driver will remain with the bus and keep the pupils under control until they can be safely removed.

Only parents or guardians may pick up a student from a disabled bus. In case of injury, emergency personnel assume responsibility for the injured student.

Emergency Evacuation

The following are instances when an driver should evacuate the school bus:

1. Fire or Danger of Fire. Proximity to an existing fire or gasoline or other combustible material combined with an inability to move the bus is considered danger of fire and pupils should be evacuated. Likewise, the driver should stop and evacuate the bus immediately if the engine or any portion of the bus is on fire. In either case, pupils should be moved to a safe place 100 feet or more from the bus and instructed to remain there until the driver has determined that the danger has passed.
2. Unsafe Position. When the bus is stopped because of an accident, mechanical failure, road conditions, or human failure, the driver must determine immediately whether it is safer for pupils to remain on or evacuate the bus.
3. Mandatory Evacuations. The driver must evacuate the bus when:
 - a. The final stopping point is in the path of a train or adjacent to railroad tracks.
 - b. The stopped position of the bus may change and increase the danger. The driver should be certain that the evacuation is carried out in a manner which affords maximum safety for the pupils.

4. The stopped position of the bus is such that there is a danger of collision.
5. Sight Distance. In normal traffic conditions the bus should be visible for a distance of 300 feet or more. A position over a hill or around a curve where such visibility does not exist should be considered reason for evacuation.

Emergency Procedures

There are three necessary steps that shall be taken immediately upon onset *of* all emergencies. The severity *of* the emergency may alter the order of events to protect "the welfare" and safety *of* the children but These three steps will always remain.

Step One Move bus to the safest location.

Step Two Assess the need for first aid or medical attention. Render first aid as necessary; call 911 for serious medical conditions.

Step Three Contact director.

(Follow telephone tree until you have reached an administrative staff person.)

When emergency situations occur during the transportation of children, (i.e., Take Cover, Fire, Surprise Attack), the following emergency procedures shall be enacted:

Take Cover (e.g., tornados)

- Find shelter for the group or command children to take cover utilizing the seats in the bus.

Surprise Attack

- Stop the bus and command children to "Drop" in the aisles or under the seats for protection.
- Do not park near buildings or stop under or on highway overpasses.

External Fire or Chemical Spill

- Drive away as quickly as possible.
- In the event of a hazardous chemical spill, get the bus uphill and upwind from the chemical spill.

Extreme Emergency Conditions

* If conditions at destination are deemed unsafe, return to home school.

Bus Driver responsibilities

The Bus Driver(s) shall

- a. Supervise staff and children if an emergency occurs while they are on the bus.
- b. Issue the appropriate commands if an emergency occurs while students are in the bus.
- c. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.

Bus Monitor/Aide responsibilities

Bus Monitor/Aide shall be responsible for supervision of students in their care.

The Bus Monitor/Aide shall:

- a. Direct evacuation of children in their care to inside or outside assembly areas in accordance with command given based on specific emergency situation.
- b. Take attendance when children must be relocated to an outside or inside assembly area or to another location.
- c. Report missing or injured children to the Supervisor.
- d. Administer first aid to students in need of first aid; call 911 to children in need of medical attention.
- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.

Telephone Tree

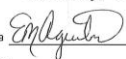
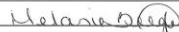


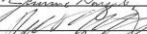
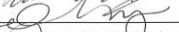
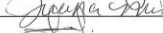
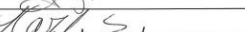



The following telephone tree ensures the safety of children and staff on the bus at all times. Bus drivers are responsible for making ONE call. The purpose of the call is to inform the director of the actual emergency, giving all pertinent information needed. This call should be made after the bus has been moved (if necessary) to a safe location and the safety of the children has been determined. If a child is injured, the bus driver/aide will call 911 and report the injury.

Bus Driver
Director
Parents
Teacher

Active Shooter Behaviors

Staff provided training to recognize behavioral indicators

Anthony Charter School (ACS) personnel received training and resource information provided from <https://www.fbi.gov/stats-services/publications/school-shooter> as well as the following checklist from The National School Safety Center.

Aguilar, Elvira		_____
Armendariz, Abe		_____
Beegle, Melanie		_____
Calvillo, Irma		_____
Camacho, Juana		_____
Gonzalez, Jimmy		_____
Goolsby, Darroc		_____
Marmolejo, Denise		_____
Miramonte, Juana		_____
Pinon, Juan		_____
Sepulveda, Karla		_____
Whittet, Robert		_____

1. The student with a history of aggressive attitude which is out of control.
2. The student who uses abusive and foul language on school campus.
3. The student who is violent or has a short temper and bursts out quickly.
4. The student who brings deadly weapons and arms to school during school hours or otherwise.
5. The student who has disciplinary charges against him.
6. The student who has indulged in drugs or violence on campus.
7. The student who does cruelty to animals.
8. The student is stressed and sad most of the times.
9. The student who keeps abusing other people for no reason.
10. The student who likes to watch more violent movies, tv shows, etc.
11. The student even in his essays writes only about violent and aggressive stuff.
12. The student is more active with people who are involved in bullying other people and gang wars.
13. The student who is more interested in reading books and stories on violent topics.
14. The student who does not have very good relationships with his parents and family.
15. The student who has been mistreated in his school days before.
16. The student not being given enough love during his childhood days.

The above mentioned details are just a few points relating to a student and would definitely be helpful in understanding whether a person would get involved in violence in the future or not. And once the warnings are pretty visible, then the Threat Assessment Team, TAT, can take appropriate actions in the future.

School violence can be brought to a halt only if the psychology of the student is being understood. Only after that can you take any future course of action.

Threat Assessment Team

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
Director	Abraham Armendáriz	575-882-0600
Assistant to the Administration	Denise Marmolejo	575-882-0600
Secretary	Vanessa Miramontez	575-882-0600
Maintenance	Irma Calvillo	575-882-0600
Teacher	Robert Scott Whittet	575-882-0600
Teacher	Kelli Aguilar	575-882-0600
Administrative Secretary	Melanie Beegle	575-882-0600
Teacher	Jimmy Gonzalez	575-882-0600
Teacher	Darroc Goolsby	575-882-0600
Teacher	Juan Pinon	575-882-0600
Local Law Enforcement	Dispatch/Dona Ana Police Dept.	575-526-0795
Parent Representative	Rita Gutierrez	575-233-0326
EMS	Dispatch/EMS	575-526-0795
Fire Dept.	Chris Martinez	575-882-2000
La Familia de Clinica – Psychological Services	Joseph Ayoub Or Mario Garcia	575-201-5135
Medical Doctor	Dr. Edward Castrejon	575-882-2118

Active Shooter Events

An “active shooter” situation is a situation when an intruder enters a building or campus grounds and threatens the personal safety and welfare of our students, faculty, staff and guests. These are the characteristics of such a situation:

- Involves one or more suspect(s) who, as police respond to the scene, are actively killing or causing serious, life-threatening bodily injury to multiple victims.
- The overriding objective of the suspect(s) appears to be that of mass murder, rather than other criminal conduct such as robbery or hostage-taking.
- Such a threat is not immediately contained and there is immediate risk of death and injury.
- Considered the greatest threat to a campus community.
- Leaves little or no time for proper planning and requires law enforcement to take immediate action
- Active shooter situations can and often develop into hostage situations upon the arrival of law enforcement.

The following guidelines cannot cover every possible situation that might occur. Nevertheless they serve as an awareness and training tool likely to reduce the number of injuries or death if followed as soon as a situation develops.

Violent incidents, such as an active shooter, can occur on ACS grounds or within close proximity of the Campus with little or no warning. Active shooter situations are dynamic in nature and demand an immediate response to the situation by the community and law enforcement to stop the shooting and prevent further harm to the community.

In general, how you respond to an active shooter is dictated by the specific circumstances of the situation. If you should find yourself in an active shooter situation, try to remain calm -- your actions will influence others, trust your instincts, and call 911 as soon as possible.

The local and state police have adopted accepted law enforcement response procedures to contain and terminate such threats as quickly as possible. The following guidelines taken from those sources will enable you to take appropriate actions for yourself and are intended for emerging or in progress situations.

Prior to an Active Shooter Event

Encountering or Coping with Threats and Violence

For an angry or hostile person.

- Stay calm
- Listen attentively
- Maintain eye contact
- Be courteous
- Be patient
- Keep the situation in your control

For a person shouting, swearing, or threatening

- Signal a coworker, that you need help (Use a duress alarm (panic button) or code word – Code Red.
- Do not make any calls yourself.
- Have someone contact the ACS Administrator or Administration staff.

For someone threatening you or others with a gun, knife, or other weapon.

- Stay calm
- Quietly signal for help (Use a duress alarm or code word – Code Red)

- Maintain eye contact
- Stall for time
- Keep talking – but follow instructions from the person who has the weapon
- Do not risk harm to yourself or others
- Never try to grab a weapon
- Watch for a safe chance to escape to a safe area

General Safety Tips

- ↗ Whether working on campus or attending class, take ownership of making sure your location is safe
- ↗ Be aware of your surroundings (e.g. location of exits, doorways, windows, phones, etc.)
- ↗ Report suspicious persons to Administration immediately

During an Active Shooter Event

Active Shooter Emergency Safety Guidelines

General Guidelines to Remember:

- Remain Calm
- Trust Your Instincts
- Act Smart
- Make Good Decisions
- Take Care of Yourself
- Take Care of Others

Active Shooter Emergency Plan

Immediate Action:

Make a decision, trusting your instincts, to take action to protect yourself to survive the situation. You generally will have three options:

Run: *Can you safely escape?*

Hide: *Is there a good place to hide?*

Fight: *Will you take out the shooter?*

Run for Safety: If you can and you deem it safe, get out and get to a safe place in the surrounding neighborhood or the Dona Ana Public Library next door. You will have to rely partially on your instinct. Leave your belongings behind, but take your cell phone, if it is accessible, so that once you are in a safe place, well away from the situation, you can Call 911.

Hide: Shelter in Place (SIP) is a protective action to stay inside a building to avoid external hazards such as severe weather (such as tornado), hostile intruder, or a hazardous material release. When Shelter in Place is warranted, you will be appropriately advised by police, fire, safety or ACS personnel via phone system, ACS web site, or other appropriate means.

General Steps to Shelter in Place for an active shooter situation:

- Stay where you are or go into the nearest room with a door.

- Secure the immediate area. Whether a classroom, hallway, office, or restroom.
- If able, lock or barricade the door. Block the door using whatever is available: desks, tables, file cabinets, other furniture, books, etc.
- After securing the door, stay behind solid objects away from the door as much as possible.
- If an assailant enters your room and leaves, lock or barricade the door behind him/her.
- If safe to do so, allow others to seek refuge with you.
- Take appropriate steps to reduce your vulnerability:
 - ⇒ Close blinds or curtains.
 - ⇒ Close and block windows.
 - ⇒ Turn off radios and computers.
 - ⇒ Silence cell phones.
 - ⇒ Place signs in exterior windows to identify your location and the location of injured persons.
 - ⇒ Keep people calm and quiet.
 - ⇒ After securing the room, people should be positioned out of sight and behind items that might offer additional protection – walls, desks, file cabinets, bookshelves, etc.
 - ⇒ Do not sound fire alarms. This may cause others to flee the buildings and put them at risk.
- Wait for the "all-clear" message from ACS Administration office

If outside when a shooting occurs:

If you find yourself in an open area, immediately seek protection:

- Drop to the ground immediately, face down as flat as possible. If within 15-20 feet of a safe place or cover, duck and run to it.
- If in doubt, find the safest area available and secure it the best way you can. Move or crawl away from gunfire, trying to utilize any obstructions between you and the gunfire. Remember that many objects of cover may conceal you from sight, but may not be bulletproof.
- When you reach a place of relative safety, stay down and do not move. Do not peek or raise your head in an effort to see what may be happening.
- Wait and listen for directions from Public Safety and/law enforcement personnel.
- Consider trying to escape, if you know where the assailant is and there appears to be a safe escape route immediately available to you. Escape routes may include the surrounding neighborhood or Dona Ana Public Library next door.

Fight: An individual must use his/her own discretion about when he or she must engage a shooter for survival.

- Make a plan as to how you will survive the situation.
- Make a total commitment to action and act as a team with others if possible.
- Do whatever is necessary to survive the situation.

Once you are in a safe place Call 911. Program this emergency number into your cell phone. Be aware that the emergency telephone systems may be overwhelmed during this type of incident. Try to provide information in a calm clear manner so that the 911 dispatcher quickly can relay the information to responding emergency personnel. Be prepared to provide the dispatcher with as much information as possible, such as the following:

1. What is happening.
2. Where you are located, including building name and room numbers.
3. Number of people at your specific location.
4. Injuries if any, including the number of injured and types of injuries.
5. Your name and other information as requested.

Try to note as much as possible about the assailant, including:

- What exactly did you hear – e.g., gunshots, explosions, etc.
- Specific location of the assailant.
- Number of assailants.
- Gender, race, and age of the assailant.
- Language of commands used by the assailant.
- Clothing color and style.
- Physical features- e.g., height, weight, facial hair, glasses.
- Type of weapons- e.g., handguns, rifle, shotgun, explosives.
- Description of any backpack or bag.
- Do you recognize the assailant? Do you know his/her name?
- If the suspect is entering a vehicle, note the license plate number, make and model, color, and outstanding characteristics. All of this takes only a few seconds and is of the utmost help to the responding officers.

Treat the injured. The 911 dispatcher will notify law enforcement and other emergency services such as EMS, Fire and Rescue. Initial responding officers will not treat the injured or begin evacuations until the threat is neutralized and the area is secure. You may need to explain this to others in order to calm them. EMS, Fire and Rescue will respond to the site, but will not be able to enter the areas until the area is secured by law enforcement. Once the threat is neutralized, officers will begin treatment and evacuation.

You may have to treat the injured as best as you can until the medical personnel are allowed to enter the area that was involved.

Remember basic first aid:

- For bleeding apply pressure and elevate. Many items can be used for this purpose – e.g., clothing, paper towels, feminine hygiene products, newspapers, etc.
- Reassure those in the area that help will arrive – try to stay quiet and calm.

Unsecuring The Area: The assailant may not stop until his objectives have been met or until engaged and neutralized by law enforcement.

- Always consider the risk of exposure posed by opening the door for any reason.
- Attempts to rescue people outside a secure area only should be made if it can be done without further endangering the people inside the secured area.
- Be aware that the assailant may bang on the door, yell for help, or otherwise attempt to entice you to open the door of a secured area.

- If there is any doubt about a threat to the safety of the individuals inside the room, the area needs to remain secured until you receive an "all-clear" message.

Law Enforcement Response

Remember, help is on the way. It is important for you to:

- Remain inside a secured area.
- Law enforcement will locate, contain, and stop the assailant.
- The safest place for you to be is inside a secure room.
- The assailant may not flee when law enforcement enters the building, but instead may target arriving officers.

Arrival of Law Enforcement. When law enforcement reaches you, do not run at them or make sudden movements. The priority of the first responders will be to identify the shooter. Law enforcement will need to ensure that you are not the shooter.

- Do not scream, yell, point, or wave your arms.
- Do not hold anything in your hands that could be mistaken for a weapon (including cell phones).
- Be quiet and compliant.
- Show the officers your empty hands and follow their instructions.
- Give the number of shooters.
- Give the location and physical description of the shooter.
- Give the number and types of weapons.
- When it is safe to do so, you will be given instructions as to how to safely exit your location.

Evacuation. Responding officers will establish safe corridors for persons to evacuate.

- This may be time consuming.
- Remain in secure areas until instructed otherwise.
- You may be instructed to keep your hands on your head or drop to the ground.
- You may be searched.
- You may be escorted out of the building by law enforcement personnel – follow their direction.
- After evacuation, you may be taken to a staging or holding area for medical care, interviewing, or counseling.
- Once you have been evacuated you will not be permitted to retrieve items or access the area until law enforcement releases the crime scene.

Alerts:

An Alert message will be broadcast as soon as possible for this type of emergency situation. This message may be sent using any or all of the ACS communication methods (text message, email, phone system).

- Depending on the available information, the initial message may inform you of where the incident that is occurring. If no specific location is provided, the entire campus should be considered the area at risk.
- If you are inside the area described, you should follow the guidelines above.
- If you are not inside the area described, you should follow the guidelines to stay in place and not come to the area involved.

- Communications, including the use of cell phones, land line phones, and the internet, of a non-emergency nature, should be kept to a minimum during the event. Once the incident has been resolved, you will receive an additional Alert message to notify you of the incident status and be provided further directions.

RECOVERY TEAM

<i>TITLE</i>	<i>NAME</i>	<i>DUTY</i>
Director	Abraham Armendáriz	Recovery Manager
Assistant to the Administration	Denise Marmolejo	Administrative Coordinator
Secretary	Vanessa Miramontez	Administrative Team Member
Maintenance	Irma Calvillo	Facilities Team Member
Teacher	Robert Scott Whittet	Network Team Member
Teacher	Kelli Aguilar	Administrative Team Member
Administrative Secretary	Melanie Beegle	Network Coordinator
Teacher	Jimmy Gonzalez	Facilities Team Member
Teacher	Darroc Goolsby	Facilities Coordinator
Teacher	Juan Pinon	Network Team Member

Recovery Manager

This individual needs to be a skilled manager/administrator who is accustomed to dealing with pressure situations. He should be a "problem solver" as there will be many problems arise that have not been anticipated in advance. He must be able to delegate responsibility to others. He must also have signature authority to expend funds as a part of the disaster recovery process.

Facilities Coordinator

This individual needs some of the same skills as the Recovery Manager. However, he also needs to be familiar with the process of getting construction work scheduled and completed on time. He should be able to understand and oversee the setup of the electrical, environmental, and communications requirements.

Administrative Coordinator

This individual needs to be skilled in the business operations of the school. She should be well acquainted with the day-to-day operations. She should also be a "people person" who can deal with employees and their families during hard times.

Network Coordinator

This individual needs to be skilled in the area of network design and maintenance. She should be trained in diagnosing and correcting network outages and in connecting and debugging new additions to an existing network.

PANDEMIC FLU RECOVERY PREVENTION AND RECOVERY MATRIX

Levels defined	Communication (All Pandemic Information from Crisis Team Only)	Campus Access	Educational Delivery	Co-Curricular Program	Community Gatherings/Events/Field Trips/Travel	Personnel	Emergency Care	School Provided Transport	School Operations
Level One (Low Risk) - First pandemic flu case reported in country. - No reported cases in local community - School community (employees, students, parents) requested to take temperature twice daily. If 38C or greater please stay home.	- Use of periodic email to community. Use of daily bulletin and or website to provide information.	- Access to campus as per normal school policy.	- Regular school program. - Daily homework provided by teachers for any student staying at home. - Continue expansion and integration of Virtual School program.	- All regularly scheduled activities allowed.	- Field trips allowed, as per normal school policy.	- Normal working conditions - All school employees returning from affected areas have their health monitored for 10 days.	- See physician is temperature is over 38C. - Encourage hand-washing and healthy living.	- All bus routes run as usual.	- Normal cleaning and maintenance. - Continual disinfecting by cleaning personnel. - Review food handling procedures with staff.
Level Two (Moderate Risk) - First pandemic flu case reported in city. - Increasing number of cases reported in	- Daily updates to community on status of pandemic flu in country and impact on school program. - Updated recommended hospital list	- School open to staff, students, parents, only. ID required. - Anyone else by appointment only to minimize visitors.	- Regular school program. - Daily homework provided by teachers for any student staying at home. - Parent and	- All scheduled co-curricular programs allowed, except to affected areas, or visitors from affected areas.	- All events will be reviewed	- Normal working conditions. - All faculty and staff report to work after assessing temperature at home.	- Health Office will determine whether individual who has recovered from flu can return to school. - If temperature over 38C, individual must to	- All bus routes run as usual. - Bus access may be denied for those with temp over 38C.	- All Food Service workers must wear gloves/mask. - Continual disinfecting throughout the day. Full disinfection every three days.

country. - School community (employees, students, parents) requested to take temperature twice daily. If 38C or greater please stay home.	- In-class instruction to ensure students understand protocol and proper hygiene.	community with temp over 38C office. - Visitors must report to Health Center to assess temperature.	student review and training for Virtual School program.				home ASAP.		
Level Three (Medium Risk) - First pandemic case reported within school community. - Increased spread of pandemic flu in city with transfer in public places. - Take temperature twice daily. If 38C or over please stay home.	- Daily updates to faculty and community. - Daily classroom instruction to explain situation and to emphasize proper hygiene.	- Anyone with temp over 38C report to Health Center. - Visitors must report to Health Center to assess temperature. - Closed campus: nobody allowed off campus during the day.	- Daily homework provided by teacher for any student staying at home. - All students exit campus by 3:30. - Instruction to parents via email and web page on use of Virtual School program.	- Co-curricular programs suspended. - Large gatherings not allowed.	- All special events, field trips, travel etc. discontinued. - No large faculty or staff gatherings. - Field trips discontinued.	- All faculty and staff report to work after assessing temps at home. - Crisis response team meets to determine how best to continue school operation	- Health Office determines if individual who has recovered from flu can return to school. - If temp over 38C, individual must go home. - Use hospitals rated highly for pandemic flu prevention and containment.	- All bus routes run as usual. - Bus access may be denied for those with temp over 38C. (Bus service discontinued at this level)	- Some form of Food Services in place for staff and students who are attending school. - Continual disinfecting throughout the day. Full disinfection every three days.
Level Four (High Risk) - Spread of pandemic flu within the school community. - Government directs schools to close.	- Daily updates. - Further communication using Virtual School delivery system.	- No classes held on campus. - School facility closed to all but essential personnel for indeterminate period of time. - School quarantine, no visitors.	- Full implementation of Virtual School or alternative delivery system with students and faculty members either in or out of country.	-Not applicable - school facility closed.	- Not applicable - school facility closed.	- Crisis Response Team reviews process of school closure and activation of Virtual School program.	- Not applicable - school facility closed. - Use hospitals rated highly for pandemic fly prevention and containment.	- Not applicable - school facility closed.	- Necessary cleaning and maintenance.

PANDEMIC FLU TRAINING PLAN

As a Community Emergency Response Team (CERT) member, you provide invaluable support to your community in times of need. The core training you received helped prepare you to respond to disasters of all kinds – earthquakes, fires, floods, and other naturally occurring or man-made emergencies.

This pandemic influenza (flu) module was developed for CERT members with little or no medical background. For the purpose of this module, pandemic influenza will be referred to as pandemic flu.

As a CERT member, you can play a critical role during an infectious disease outbreak such as pandemic flu by assisting local public health departments and other agencies in their response efforts. The module was designed to identify possible CERT roles before, during, or after a pandemic flu outbreak. It includes information that you, your family, or your neighbors may need before, during, and after a flu pandemic.

This module was developed to serve as supplemental training once you have completed basic CERT training. You may only be taking this supplemental training to learn more about the topic. Or, perhaps, you are interested in learning about ways to get involved in your neighborhood before, during, or after a pandemic flu outbreak. You might be taking this training to learn how to better prepare yourself, your family, or your neighbors before a pandemic occurs. After completing this training you may feel comfortable in roles designed to assist local health departments or other response agencies during a pandemic outbreak. Whatever role you choose, the information provided in this module can help you become better prepared to protect yourself, your family, and your neighbors from pandemic flu.

MODULE OBJECTIVES

By the end of the pandemic flu module, you should be able to:

- Explain what pandemic flu is and how it is spread
- Demonstrate at least four ways CERT members can help protect themselves, their families, and their neighbors from getting pandemic flu
- Describe at least four roles CERT teams can play in their neighborhoods before, during, and after a pandemic flu

WHY CERT MEMBERS SHOULD BE TRAINED ON PANDEMIC FLU

Neighbors will want to get information on pandemic flu from known and trusted sources such as a neighborhood CERT member.

CERT teams are already trained to respond to catastrophic disasters and a severe pandemic flu outbreak would be another type of catastrophic disaster.

WHAT THIS MODULE IS

This module is:

- An overview of pandemic flu
- To train you as a CERT member to protect yourself, your family, and your neighbors from getting pandemic flu
- A review of CERT roles before, during, and after a flu pandemic
- For people with little or no medical background

WHAT THIS MODULE IS NOT

This CERT module is not:

- An in-depth look at the science of viruses that cause pandemic flu
- Designed to prepare you to provide medical care for your neighbors

SEASONAL INFLUENZA (FLU)

Seasonal flu is a respiratory disease of the lungs caused by a virus. It is spread easily from person to person when the respiratory droplets from an infected person come into contact with the eyes, nose or mouth of another person or are inhaled. The respiratory droplets are spread through coughing, sneezing, or talking. Seasonal flu occurs each year, usually during the winter months.

PANDEMIC FLU

Pandemic flu is a respiratory illness (disease of the lungs). It is caused by a new germ (virus) that suddenly appears (outbreak). People have little or no ability to fight off the disease (immunity). It spreads easily from person to person. It is found throughout the world.

THE DEFINITION OF PANDEMIC FLU IS:

- A new flu virus is found that causes illness;
- There is little or no immunity in the population;
- It spreads easily from person to person; and
- It is found throughout the world

WHY SHOULD CERT TEAMS BE CONCERNED ABOUT PANDEMIC FLU?

If a severe pandemic flu outbreak strikes, services and supplies we count on may not be available. Services provided by banks, stores, restaurants, government offices, the post office and public transportation may be disrupted. Students may be dismissed from schools and childcare facilities may be closed for an extended period of time. Hospitals and health care providers may be overwhelmed with people needing medical care as well as people seeking guidance and reassurance — the “worried well”.

When a pandemic strikes, people will want to get factual information from trusted and reliable sources such as CERT members from their own communities. CERT teams have already been trained to respond to catastrophic disasters such as earthquakes, fires, or floods, when emergency services are not available. A severe pandemic flu outbreak would be another type of catastrophic disaster affecting all aspects of our society. CERT teams are known and trusted members of their communities. CERT members can play many important roles before, during, and after a pandemic flu outbreak.

ROLE OF CERT TEAMS

As a CERT member you can help yourself, your family, and your neighbors prepare for and respond to a flu pandemic by:

- Learning about the potential health and social impacts of pandemic flu
- Finding out about local health department or other government pandemic flu response plans
- Identifying community members whose needs might not be met during a severe pandemic
- Identifying activities that CERT members could safely perform during a pandemic
- Keeping neighbors informed and responding to rumors and misinformation with up-to-date and accurate information about pandemic flu to curb fear and confusion
- Helping neighbors learn what they can do to reduce their risk of getting sick by teaching basic hygiene techniques such as proper ways to cover a cough and hand washing

If properly trained and prepared, CERT volunteers can be important partners in helping to protect the public's health and safety during a severe pandemic flu outbreak.

HOW YOU CAN STAY UPDATED ABOUT PANDEMIC FLU

- Flu outbreaks occur regularly throughout the world. Each year, seasonal flu kills about 36,000 people in the United States. When a new flu virus appears it could rapidly start a global disease outbreak called a pandemic flu. Pandemic flu occurs about every 30 – 40 years. The World Health Organization (WHO) is the agency responsible for declaring a global pandemic. In June 2009, WHO declared a pandemic flu caused by Influenza A H1N1 (H1N1), originally referred to as swine flu.
- In the United States, the Centers for Disease Control and Prevention (CDC) provide guidance and assistance during significant disease outbreaks including pandemic flu. The California Department of Public Health (CDPH) provides support, guidance and technical assistance to local health departments throughout the state. Local health departments respond to disease outbreaks at the local level. They are responsible for implementing local activities to control the spread of disease.
- You should check with your local health department or one of these reliable websites to stay updated on pandemic flu.

CDC:

- <http://www.pandemicflu.gov/>
- World Health Organization:
- <http://www.who.int/en/>
- California Department of Public Health:
- <http://ww2.cdph.ca.gov/Pages/default.aspx>

PANDEMIC FLU BACKGROUND

It is important for you to be able to explain to others what is meant by pandemic flu. (*See Appendix B: Pandemic Flu Background Information and Appendix C: Pandemic Flu Fact Sheet*)

SEASONAL FLU

Seasonal flu is a respiratory disease of the lungs caused by a virus. It is spread easily from person to person when the respiratory droplets from an infected person come into contact with the eyes, nose or mouth of another person or are inhaled. The respiratory droplets are spread through coughing, sneezing, or talking. Seasonal flu occurs each year, usually during the winter months.

PANDEMIC FLU

The definition of pandemic flu is:

- A new flu virus is found causing illness;
- There is little or no immunity in the population;
- It spreads it easily from person to person; and
- It is found throughout the world

WHY PEOPLE SHOULD BE CONCERNED ABOUT PANDEMIC FLU

People should be concerned be concerned about pandemic flu because:

- There were three pandemics in the last century
- They ranged from a:
- mild pandemic that sickened and killed about the same number of people as seasonal flu (Seasonal flu kills about 36,000 people in the United States each year)
- To a severe pandemic that sickened and killed many people

The 1918 pandemic was known as the “Spanish Flu”. Between 20 and 40 million people died worldwide. There were about a half a million deaths in the U.S. alone.

The pandemic that occurred in 1957 was called the “Asian Flu”. It caused about 1 million deaths worldwide. About 70,000 of those were in the United States.

In 1968, the “Hong Kong Flu” caused about 1 million deaths worldwide. About 34,000 people died in the United States as a result of the “Hong Kong Flu”. Pandemic Flu in The Last Century^{500,000deaths}

In June 2009, the World Health Organization declared a pandemic. Early on it was called swine flu. The scientific name is Influenza A, H1N1, commonly referred to as H1N1.

WHY IS H1N1 CONSIDERED A PANDEMIC?

To be declared a pandemic flu the disease must meet certain criteria. H1N1 meets all of the criteria. These criteria are:

- It is a new flu virus;
- It causes illness in people because there is little to no immunity;
- It spreads it easily from person to person; and
- It is found throughout the world

GENERAL OVERVIEW OF PANDEMIC FLU

- Flu pandemics are naturally occurring events
- They occur about every 30 to 40 years
- They can range from mild to severe
- In a severe pandemic flu all health care systems will be overwhelmed
- Businesses, transportation, and schools will all be affected due to absenteeism of workers

SEVERE PANDEMIC FLU IN THE UNITED STATES – ESTIMATES

What could happen if a pandemic flu became severe today?

In the United States, approximately:

- 1.8 million people could die
- 9.9 million people could be hospitalized
- 90 million people or 30% of the U.S. population could become ill
- Hospitals would be overwhelmed
- There would be shortages of supplies, equipment, and workers
- There would be no “business as usual”
- It would cause major disruptions in the workforce
- Everyone would be affected because of illness or absenteeism

PANDEMIC SEVERITY

Pandemic severity refers to the number of people who get sick with pandemic flu and die.

- A pandemic flu can be mild
- This means about the same number of people die from pandemic flu as from seasonal flu (About 36,000 people in the United States die from seasonal flu each year)
- A pandemic flu can be moderate
- A pandemic flu can be severe
- This means many people die of pandemic flu

For example, during the 1918 pandemic flu about 500,000 people died in the United States.

A severe pandemic could impact all aspect of our lives including our ability to get health care, our ability to rely on communications systems, food supplies through transportation systems—virtually everything.

PANDEMIC SEVERITY INDEX

The Centers for Disease Control and Prevention (CDC) have developed a scale to help measure the severity of flu pandemics. This scale is called the Pandemic Severity Index. It ranks the severity of flu pandemics using categories similar to those used to rank hurricanes (Category 1 being the least severe and Category 5 being the most severe).

This means that during a mild pandemic fewer people who become ill are expected to die. During a more severe pandemic, such as a Category 4 or 5, many more people with pandemic flu would die of the disease.

HOW A PANDEMIC IS DECLARED

- The World Health Organization (WHO) is responsible for declaring flu pandemics.
- Before pandemic can be declared the disease must go through several phases.
- In Phases 1 & 2: A new flu virus is found in animals. The new flu virus could cause illness in people.
- And there is little to no immunity in people.
- During Pandemic Phase 3: A very small number of people have gotten the new flu.
- It is not spread easily from person to person.
- During Phase 4: The new flu has spread among a very small number of people.
- By Phase 5: The new flu has begun to spread person to person but is not found throughout the world.
- Once the new flu is spread easily from person to person world wide it has now reached Phase 6 according to the World Health Organization's pandemic flu phases. WHO will declare a pandemic.

HOW LONG A PANDEMIC LASTS

- A pandemic may last up to two years.
- During a pandemic, illness will come in waves.
- A pandemic flu wave is when many people in a community get the flu around the same time. Then the flu seems to disappear.
- Several weeks or months later the flu comes back, making people sick who didn't get the flu the first time around.
- A wave of illness may last six to eight weeks in a community

HOW A PANDEMIC CAN SPREAD

Pandemic flu can spread easily from person to person when a sick person coughs, sneezes, or talks, usually within 6ft. of another person.

The respiratory droplets from the coughs and sneezes of the sick person come into contact with the eyes, nose, or mouth (mucous membranes) of a healthy person or are inhaled.

WHAT YOU CAN DO TO PREPARE FOR PANDEMIC FLU

As a first step in preparing for pandemic flu, you can learn the differences between the common cold, seasonal flu and pandemic flu. You can then explain these differences to people in your neighborhood to dispel myths and clarify misinformation.

THE DIFFERENCES BETWEEN THE COMMON COLD AND SEASONAL FLU

- Different germs (viruses) cause the common cold and seasonal flu. The symptoms of each are very different as well.
- Seasonal flu is the type of flu that occurs yearly, mainly in the late fall through spring.
- The flu virus can spread to others 1 – 2 days before, and for another 3 to 4 days after, symptoms appear. A person will usually feel symptoms about 1 to 4 days after they have been infected with the flu virus. With a cold, you may take some over-the-counter products for a stuffy head. You may feel badly for a couple of days and then get better.

- With the flu, you feel as if you’ve been hit by a truck! The symptoms start very quickly and include:
- fever and cough or fever and sore throat plus, headache, tiredness, body aches, runny nose, and chills. People with the flu don’t usually spring back as quickly as from the common cold. In fact, thousands of people die each year from the flu—that is not the case with the common cold.
- With the common cold, the onset of illness is usually gradual. You can sometimes feel subtle symptoms that make you suspect that you are “coming down with something”. But with the flu, the symptoms are sudden and there is no doubt that you are getting sick.
- The symptoms of the common cold can include a cough and a stuffy head. With the flu, there is fever and a cough or fever and sore throat—but a fever is the hallmark of the flu.
- To treat the symptoms of the common cold, people often use decongestants, cough medicines or fever reducers to ease general discomfort. To treat symptoms of the flu, many of these same approaches are used.
- One important difference in treating these two illnesses has to do with the use of antivirals. With the common cold, antivirals are not effective. With seasonal flu, antivirals are possibly effective depending on the virus. Healthcare providers have the information about which flus may respond to antivirals.
- In terms of preventing illness, there is no vaccine to prevent the common cold. With seasonal flu, however, a new vaccine is produced each year with the goal of preventing people from ill.
- In terms of how long people are sick, with the common cold, some people feel better after a few days. With seasonal flu, people can be sick for a week or more. Seasonal flu can also be life-threatening for the very young, the very old, or those who have chronic conditions such as asthma or diabetes.

SEASONAL FLU VERSUS PANDEMIC FLU — HOW THEY ARE DIFFERENT

Even though there are a number of similarities between seasonal and pandemic flu, there are also several unique differences. (*See Appendix F: Seasonal Flu And Pandemic Flu Differences*)

As has already been mentioned, seasonal flu occurs every year, mainly in the late fall through spring. Pandemic flu, however, only occurs about every 30 to 40 years.

- A pandemic flu may be mild, moderate, or severe.
- Severity refers to the number of people who become sick with the disease and die from it.
- The milder a pandemic flu is the fewer number of people will die from it.
- In contrast, the more severe a pandemic flu is, the greater the number of people will die from it.
- Another important distinction between seasonal flu and pandemic flu is that variations of seasonal flu are present year to year. This means that there is some immunity among many people to the flu virus from year to year.
- A pandemic flu, however, is caused by a new virus. This means that few, if any, people have been exposed to this virus in the past so there is little to no immunity to the disease.
- There are several other unique differences between seasonal flu and pandemic flu.
- For instance, with seasonal flu, vaccines are available each year, usually at the start of flu season.
- In the case of pandemic flu, however, a vaccine to protect against it will not be available in the early stages of a pandemic.
- It takes approximately six months to produce a vaccine against a new flu virus.
- Another important distinction between the two types of flu is that with seasonal flu, between 5% and 20% of the population typically get infected. This is in contrast to about 30% during a pandemic flu outbreak. This is because so few people have immunity to the new virus.
- There are a number of other important differences between the two types of flu.
- During a typical annual seasonal flu outbreak in the United States over 200,000 people are hospitalized.
- This is in contrast to estimates that up to 9.9 million people in the United States could be hospitalized over the course of a severe flu pandemic.
- Another important distinction is found in the estimates for how many people die from these two types of flu. In the United States, it is estimated that about 36,000 people die from seasonal flu each year. If there were severe flu pandemic, estimates for the number of deaths in this country could reach 1.9 million people.

- Other differences between seasonal and pandemic flu is who is at risk from dying from the diseases.
- In the case of seasonal flu, more than 90% of the deaths are among people age 65 or older. And usually the very young and the very old are at greatest risk for serious complications from the flu.
- With pandemic flu, deaths could occur among any age group because there is little to no immunity in the population. All people can be at risk for serious complications from pandemic flu.
- Another difference is the time of year or seasons in which the two types of flu strike. With seasonal flu, it occurs mostly in the winter months.
- With pandemic flu, it can occur year round and may last up to two years

SEASONAL FLU VERSUS PANDEMIC FLU — HOW THEY ARE SIMILAR

- Both seasonal flu and pandemic flu are respiratory illnesses of the lungs. Both are easily spread from person to person by coughing and sneezing. Both viruses can enter the body through the eyes, nose, or mouth. (*See Appendix G: Seasonal Flu and Pandemic Flu Similarities*)
- While both seasonal and pandemic flu viruses are fragile and don't survive well outside of the body, they have been shown to survive under some conditions for up to a day.
- If you've touched a surface such as a telephone or doorknob that has been recently contaminated with either the seasonal or pandemic flu virus, you can pass the virus from your hand to your nose or mouth causing disease.
- People are at greatest risk of getting infected in situations like crowded living conditions and schools where students sit closely together.
- Both seasonal and pandemic flu have the same symptoms. These include: fever and cough or fever and sore throat plus, headache, tiredness, body aches, runny nose, and chills.

POSSIBLE ROLES FOR CERT MEMBERS BEFORE A FLU PANDEMIC INCLUDE:

- CERT members can begin Identifying, in advance, safe ways to keep in contact with neighbors.
- They can give neighbors information about what pandemic flu is.
- CERT teams can encourage neighbors to prepare ahead of time – by adding recommended items to their regular emergency supplies.
- CERT Members can teach neighbors ways to prevent the spread of pandemic flu by demonstrating proper hand washing skills and ways to cover coughs.
- They can identify neighbors with special needs that may not be met during a pandemic flu outbreak and identify resources that could be available to help.
- They can identify accurate sources of information about pandemic flu.
- CERT members can encourage neighbors to get their annual flu shot.
- They can read their local health department's pandemic flu plan.
- They can hold neighborhood events, staff a booth at a community fair, and distribute educational pamphlets about pandemic flu.

POSSIBLE ROLES FOR CERT MEMBERS DURING A FLU PANDEMIC INCLUDE:

- During a pandemic, depending on its severity, CERT members can help dispel myths and rumors by providing neighbors accurate information.
- CERT members can let neighbors know about any school closures or cancellations of public events or changes in other public service programs impacted by pandemic flu.
- CERT members can let neighbors know where any public health mass vaccination clinics or Point of Dispensing sites (POD) are being conducted.
- CERT members can also assist local response agencies by transporting supplies or assisting local health departments at vaccination clinics at Points of Dispensing sites (PODS).
- CERT members assisting at a POD site will receive any necessary vaccinations, personal protective equipment, or just-in-time training required for their role.
- During a pandemic CERT teams may also share public health guidelines about when and where to seek medical care as well as guidelines for caring for sick people at home.

POSSIBLE ROLES FOR CERT MEMBERS AFTER THE PANDEMIC OR BETWEEN WAVES

- After a pandemic there are a number of things that CERT members can do.
- Continue to promote healthy habits including reinforcing proper hand washing techniques and ways to cover coughs.
- CERT teams can meet with health or other emergency planners to discuss what worked well and what can be improved.
- CERT members can clarify CERT team roles and expectations for the next pandemic wave or outbreak.
- CERT members can restock supply kits and educate neighbors about where to get replacement supplies.
- They can organize neighborhood events to support neighbors and help renew a sense of community.
- And they can begin planning for future emergencies that can occur.

WHAT ELSE CERT TEAM MEMBERS CAN DO TO PREPARE FOR PANDEMIC FLU STAY INFORMED

You can seek out information from sources that are accurate, reliable, and up-to-date. Such sources include web sites from local health departments, state health departments, the Centers for Disease Control and Prevention (CDC) and the World Health Organization (WHO).

COORDINATE ACTIVITIES

Another way that CERT members can stay informed is to meet with health and other emergency responders to plan and coordinate activities.

LEARN HOW TO REDUCE THE SPREAD OF DISEASE

You can learn how to protect yourself and your family through good hand washing, covering coughs and sneezes, getting an annual flu shot, and staying home from work or school if you are sick. You can also learn how to protect yourself and your family by avoiding being around others who are sick and wearing a mask if you are sick and around others.

DEVELOP GOOD HAND WASHING AND RESPIRATORY ETIQUETTE SKILLS

You can learn good hand washing skills and proper ways to cover coughs and sneezes – these techniques are called respiratory, or cough etiquette. It is very important that you stay home when you are sick and avoid being around others who are ill.

WHY IS PROPER HAND WASHING SO IMPORTANT?

According to the CDC and the World Health Organization, hand washing is the single most important way of preventing the spread of disease. Research shows that washing with water is not enough; proper hand washing requires soap and only a small amount of water. Using soap works by breaking down the grease and dirt that carry most germs. The friction from rubbing the hands together dislodges the germs. With proper use, all soaps are effective at rinsing away disease causing germs.

The steps for proper hand washing are:

1. Wet hands with warm running water
2. Apply and lather soap
3. Rub hands together for at least 15 seconds
4. Rinse hands well
5. Pat dry with a clean paper towel
6. Turn off the water with the paper towel
7. Use the paper towel to open the bathroom door

WHEN YOU SHOULD WASH YOUR HANDS

It is important to wash your hands before preparing food, before eating, and before caring for someone who is sick.

It is also important to wash your hands after coughing sneezing or blowing your nose. You should wash your hands after being in a public place such as in store or on public transportation. It is essential to wash your hands after using the bathroom, handling garbage, or changing diapers.

Using a hand gel or alcohol-based hand sanitizer (containing at least 60% alcohol) is another excellent way of controlling the spread of disease. You should learn and follow the steps for properly using an alcohol-based hand sanitizer.

PERSONAL PREPAREDNESS

You have already been trained on the importance of personal preparedness, and most likely have an up-to-date emergency kit in your home, car and workplace. When preparing for a severe flu pandemic, people will need to include additional items in a basic emergency supply kit.

(See Appendix K: Purchasing Personal Preparedness Supplies)

In addition to regular emergency supplies, such as non-perishable food and water, if possible, households should also have a one to two-month supply of medicines on hand that the family regularly uses, including prescription drugs and fever reducing medications such as acetaminophen and ibuprofen.

Talk to your health care provider about the possibility of getting a two-month supply of prescription medications.

Other supplies to include are soap and alcohol based hand sanitizer as well as a supply of facemasks that cover the nose and mouth, disposable gloves, disposable gowns, eye protection, and N-95 respirators.

If disposable gowns are not available two large button-up shirts that cover from the neck to the waist can be used — one buttoned in front —the other buttoned in back.

Don't use clothes such as t-shirts that have to be pulled off over the head as this can spread germs from the shirt to the face. Clothes used for this purpose can be washed and re-used.

Preparedness kits should also include household disinfectants and unscented household chlorine bleach, a medicine dropper and measuring spoons and cups.

Include a recipe for making a rehydration solution, as well as packaged drink mixes that contain sugar and salt.

By adding a few additional essential items to personal preparedness kits, community members and CERT teams can be better able to protect themselves during a pandemic flu.

PERSONAL PROTECTIVE EQUIPMENT

If you know how to reduce your risk from getting sick with pandemic flu you can be effective in teaching others how to protect themselves. *(See Appendix L: How To Fit Test A Disposable Respirator For Home (Non-Employee) Use, Appendix M: Respirator Fit Check, and Appendix N: Donning and Removal of Personal Protective Equipment)*

During a pandemic flu, health officials will issue guidelines for caring for people sick with pandemic flu.

These guidelines may include the use of personal protective equipment (PPE) including gloves, N-95 respirators, disposable gowns, or eye protection such as a face shield or goggles.

No form of personal protective equipment, however, can provide 100% protection from disease.

DIFFERENCES BETWEEN SURGICAL MASKS AND N-95 RESPIRATORS

CERT members should learn the differences between surgical masks and N-95 respirators.

Surgical Masks

A surgical mask is used by a sick person to contain respiratory droplets from coughs and sneezes. An N-95 respirator may be recommended to reduce the chance of becoming ill when caring for a person sick with pandemic flu. (Surgical masks are on the left and N-95 respirators are on the right). People should consider having both surgical masks and N-95 respirators in personal preparedness kits. The N-95 respirator is for the caregiver and the surgical mask is for the sick person.

N-95 RESPIRATORS

An N-95 respirator is a respiratory protective device designed to achieve a very close facial fit and very efficient filtration of airborne particles. In addition to blocking splashes, sprays and large droplets, the respirator is also designed to prevent the wearer from breathing in very small particles that may be in the air.

There are things you need to know before wearing an N-95 respirator. For example, anyone can buy an N-95 respirator at a hardware or medical supply store. Most people, however, are not used to wearing an N-95 respirator and will find it uncomfortable because it makes breathing difficult.

The 'N-95' designation means that when subjected to careful testing, the respirator blocks at least 95% of very small test particles. If properly fitted, the filtration capabilities of N-95 respirators exceed those of face (surgical) masks. However, even a properly fitted N-95 respirator does not completely eliminate the risk of illness or death.

N-95 respirators are not designed for children or people with facial hair. Because a proper fit cannot be achieved on children and people with facial hair, the N-95 respirator may not provide full protection.

To work as expected, an N-95 respirator must be fit tested. CERT members need to follow specific directions to make sure they are wearing the right size respirator. *CERT members should always refer to the manufacturer's instructions.*

People with chronic respiratory, cardiac, or other medical conditions that make it harder to breathe should check with their healthcare provider before using an N-95 respirator because the N-95 respirator can require more effort to breathe. Some models have exhalation valves that can make breathing out easier and help reduce heat build-up.

CERT members, in community, non-work settings, may wish to wear a respirator to reduce their risk of becoming infected with the pandemic flu virus. Check with your instructor about additional training on this topic.

To find one that will work the best, you will need to try on various styles and sizes and then perform a fit test.

CERT members should know that wearing a properly fitted N-95 respirator will provide the best protection from airborne droplets from coughs and sneezes.

CERT members can also educate neighbors about how to use personal protective equipment if advised by health officials to do.

CERT members can let neighbors know when to wear disposable gloves, gowns, N-95 respirators, and eye protection such as face shields or goggles as well as where neighbors can purchase these supplies.

People should practice wearing an N-95 respirator before they actually need to wear one for protection and get used to how long they can tolerate it.

BASIC HOME CARE

During a severe pandemic flu, hospitals may be overwhelmed. Health officials may give guidance about when to go to the hospital and when to stay at home. As a result, many people may need to be cared for at home. *(See Appendix O: Basic Home Care Guidelines and Appendix P: Recommendations on Basic Cleaning for Influenza in Non-Healthcare Settings)*

It is not the goal of this module to train CERT members to care for sick people outside of their homes with pandemic flu. CERT members should never give medical advice nor provide medical care unless they are trained and qualified to do so. During a CERT team activation, members should take great caution to protect themselves from exposure to pandemic flu. CERT members, however, can play an important role in helping to educate neighbors about how they can care for sick members of their households at home.

Some basic home care guidelines are general enough that they can be given to anyone at any time.

HOME CARE GUIDELINES

General home care guidelines include:

- If possible, separate sick people from others in the home in a separate room
- If possible, designate one person to be the caregiver for the sick person
- Try to limit contact of other people in the home with the sick person
- Encourage all household members to wash their hands often
- Frequently clean all surfaces using cleaning agents that are usually used in the home and follow the directions on the labels
- Try and relieve the discomfort of the sick person from fever and body aches
- Keep a record of the temperature of the sick person
- Encourage the sick person to drink plenty of fluids to prevent dehydration
- Regular urination is a sign of good hydration

PREVENTING DEHYDRATION

A person sick with pandemic flu may suffer from dehydration. Dehydration occurs when the body loses too much fluid. This can happen when a person stops drinking water or loses large amounts of fluid through diarrhea, vomiting, sweating, or exercise. *(See Appendix Q: Rehydration Solution Guidelines)*

Not drinking enough fluids can cause the body to lose important salts called electrolytes. Electrolytes are salts found in the body that help nerves and muscles work properly. A person suffering from dehydration may experience muscle cramps. A person may also feel faint. Usually the body can reabsorb fluid from blood and other body tissues. But by the time a person becomes severely dehydrated, there may no longer be enough fluid in the body to get blood to vital organs. This could cause a person to go into shock, which is a life-threatening condition.

The signs of dehydration are:

- Weakness or unresponsiveness
- Decreased saliva, dry mouth and tongue
- Skin tenting - when the skin is pinched it stays in a “tent” position instead of going flat
- Not urinating often
- Urine very dark in color

CERT members can inform neighbors about good fluids for people with dehydration.

Caffeine free soft drinks that contain water, sugar and salt can be used to prevent dehydration (bottled soft drinks, packaged drink mixes, sports drinks, etc.)

Prepared rehydration products can also be found at drug stores or pharmacies. Ask your doctor or pharmacist about prepared rehydration products.

An oral rehydration solution can be made using water, sugar and salt.

CERT members can also teach neighbors how to make a simple rehydration solution. Knowing how to do this can save lives.

MODULE SUMMARY

CERT teams are known and trusted members of their communities. They are important members of emergency response efforts in their neighborhoods. CERT members can play many important roles before, during, and after a pandemic flu outbreak.

As a result of this training, you should now be able to explain to neighbors what pandemic flu is and how it is spread.

You should be able to identify at least four ways CERT members can help protect themselves, their families, and their neighbors from getting pandemic flu.

You should also be able to identify at least four roles CERT teams can fulfill in their neighborhoods before, during, and after a pandemic flu.

GLOSSARY OF TERMS

Airborne transmission	The transmission of organisms, such as a bacteria or viruses, through the dispersion of very small infectious droplets (less than 5 microns in diameter). Such droplets can remain suspended in the air for long periods of time and may be inhaled into the lungs.
Antiviral Medication	Medication used to treat individuals who show early signs and symptoms of influenza and to prevent illness among those exposed to the influenza virus.
Asymptomatic	Now showing signs or symptoms of disease.
Avian Influenza (“bird flu”)	A disease caused by influenza viruses carried and spread among birds. On rare occasions, avian influenza viruses have crossed the species barrier to infect humans.
CDC	Centers for Disease Control and Prevention.
Case Fatality Ratio	The number of people who become sick and die from pandemic influenza.
Clinical attack rate	The percentage of the population that develops influenza with symptoms of infection.
Communicable Disease	An illness due to a specific infectious agent or its toxic products that arises through transmission of that agent or its products from an infected person, animal or inanimate reservoir to a susceptible host; either directly or indirectly through an intermediate plant or animal host, vector or inanimate environment.
Communicable Period	The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to human, or from an infected person to animal, including arthropods (insects and related species).
Contact transmission	Transmission of infection through direct physical contact and/or indirect contact via an intermediate object such as contaminated instruments, door handles, etc.

Contagious

Able to spread from person to person or from living object to nonliving object (such as person to object to person).

Disinfection

The killing of infectious agents on objects and surfaces by direct exposure to chemical or physical agents.

Electrolyte

Is a medical term for salts found in the human body. Electrolytes are important because they are what your cells need to help nerves and muscles work properly.

STUDENT DEATH PROCEDURES

POLICY STATEMENT

To be prepared in the event of a student death, ACS has developed procedures for communicating with families and with the community, for coordinating with external individuals and agencies, and for supporting those individuals who are impacted by the untimely event.

POLICY RATIONALE AND EXPLANATION

Notification Procedures

1. When the student's death is on campus, the first responder will immediately contact Anthony Police. Police /security officers will respond and be in charge of the scene of the incident until all appropriate actions have been taken. The director will contact appropriate staff members and coordinate their efforts.
2. Anyone becoming aware of a student death that occurred outside of the campus will contact the principal.
3. The Office of the Registrar will notify, via email, the deceased student's of the deceased student.
4. The principal will arrange for a behavioral health counselor to respond to the scene, if appropriate.
5. It is the coroner's responsibility to notify the family in consultation with the Chief of Police and school principal. ACS officials may only then contact a member of the deceased student's family.
6. The Registrar will request a copy of the Death Certificate from the family or some verification of the student's death.
7. The school administration will assist students and faculty wishing to hold a memorial service for the deceased student.
8. Upon receipt of the death certificate, the Registrar will close the student's academic record and mark 'deceased' on his/her record. This designation alerts the Registrar's staff so that no communication is sent to the student, parents or spouse.

Notice of a Deceased Student

The Registrar, in accordance with the above procedures, will provide the campus officials noted above with the official written notice of a student death through the use of the "Notice of a Deceased Student"

Records Disclosure Procedure

Requests received by the Registrar for information about a deceased person who attended the ACS, including but not limited to an official transcript, shall be considered on an individual basis. Primary consideration will be given to requests that are supported in writing by the deceased's immediate or surviving family. In all cases, proof-of-death in the form of a death certificate is required.

NOTICE OF A DECEASED STUDENT

Date: _____

To: _____

Subject: Deceased Student: - [name of the deceased]

ACS has been notified of the death of [name of deceased] – [id number] on [date of notification].

Mr./Ms. [Student name] attended ACS from [month, year] to [month, year]

Please take all of the necessary steps to change/amend official records. If a mailing address must be maintained, change it to c/o Office of the Registrar.

A memorial service is being planned for [name] on _____ by _____. (If this information is not available, provide name and contact information for someone who is responsible for planning any memorial activities.)

Sincerely,

Registrar

Anthony Charter School

TEMPLATE LETTER INFORMING FAMILIES OF RECOVERY PLAN

Dear Parents/Guardians and Students:

It is our duty to keep you aware of any policies and procedures that could affect you and your children's well-being in times of emergencies. In order to keep you and your child informed about the procedures and policies of our school, Anthony Charter School a pandemic flu recovery plan available upon your request. Please feel free to contact the school's main office if you would like to obtain this, or other similar information. Thank you very much for your time and consideration in this matter and for allowing us to help meet your children's educational needs.

Sincerely,

Abe Armendáriz, Ph.D.

Director,

Anthony Charter School

ADA COMPLIANCE AND LANGUAGE ACCESSIBILITY

A public entity must ensure that its communications with individuals with disabilities are as effective as communications with others. This obligation, however, does not require a public entity to take any action that it can demonstrate would result in a fundamental alteration in the nature of its services, programs, or activities, or in undue financial and administrative burdens.

In order to provide equal access, a public accommodation is required to make available appropriate auxiliary aids and services where necessary to ensure effective communication.

Examples of auxiliary aids and services for individuals who are deaf or hard of hearing include qualified interpreters, note takers, computer-aided transcription services, written materials, telephone handset amplifiers, assistive listening systems, telephones compatible with hearing aids, closed caption decoders, open and closed captioning, telecommunications devices for deaf persons (TDD's), videotext displays, and exchange of written notes.

Examples for individuals with vision impairments include qualified readers, taped texts, audio recordings, Brailled materials, large print materials, and assistance in locating items.

Examples for individuals with speech impairments include TDD's, computer terminals, speech synthesizers, and communication boards.

The type of auxiliary aid or service necessary to ensure effective communication will vary in accordance with the length and complexity of the communication involved.

LANGUAGE ACCESSIBILITY

ACS will develop and implement a system to provide those services so Limited English Proficiency persons can have meaningful access to them. It is expected that the school plans will provide for such meaningful access consistent with, and without unduly burdening, the fundamental mission of the agency.

All school programs and activities normally provided in English are accessible to LEP persons and thus do not discriminate on the basis of national origin in violation of Title VI's prohibition against national origin discrimination.