

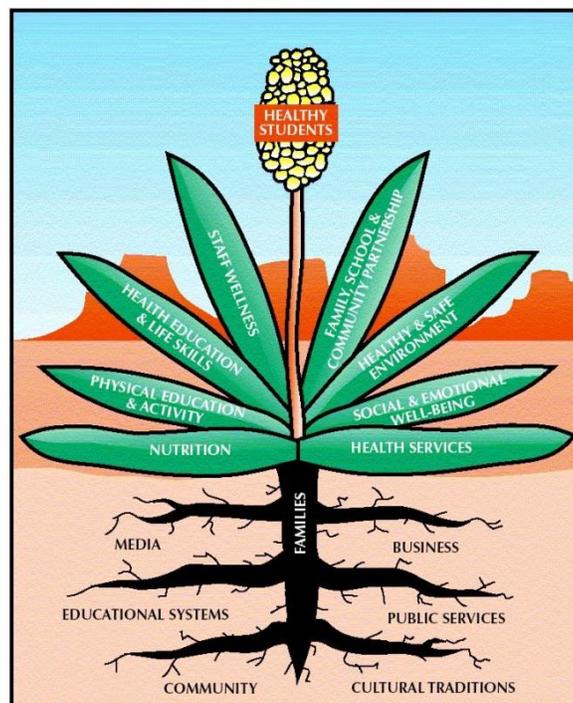
NEW MEXICO

Public Education Department

Safe and Healthy Schools Bureau

PLANNING FOR SAFE SCHOOLS IN NEW MEXICO

HEALTHIER SCHOOLS - NEW MEXICO



SCHOOL GUIDE

Revised ~ Fall 2020

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“The major challenges in any school incident are accountability and communicating with everybody--and that means students, staff and first responders. *Do we have accountability? Do we leave or stay? How do we partner with those who come to help? How do we connect families?* Those are the issues. They are the same with an active shooter or an industrial explosion or a collapsed roof in a snow storm. It is all-hazards.”

Dr. Mary Schoenfeldt, Former Director of Recovery
Marysville (WA) School District

1.1 Overview and Purpose

In New Mexico, as in the rest of the nation, we are looking at strategies to keep students, staff and faculty safe in our schools. This document replaces previous versions, and offers new research with the intent of:

- Assisting schools and their community partners with the development and revision of site-specific Safe Schools Plans (SSP);
- Preventing and mitigating an occurrence and/or recurrence of adverse events;
- Properly training school staff and students to assess, facilitate and implement response actions to emergency events; and
- Providing the basis for coordinating protective actions prior to, during and after any type of crisis.

Students cannot learn and teachers cannot teach if they do not feel safe in their school environment. Families and communities expect schools to keep our children safe from threats (i.e., human-caused emergencies such as crime and violence) and hazards (i.e., natural disasters, disease outbreaks and accidents) during the school day, on school grounds and to/from/at off-site school activities. In collaboration with local government entities and community partners, schools can take steps to plan for potential emergencies through the creation of quality SSPs.

The goals for safe schools in New Mexico include:

- All students will have access to public educational services in a safe, secure, healthful, caring and respectful learning environment.
- All school personnel will be able to carry out their duties in a safe, secure, healthful, caring and respectful work environment.
- Students, school staff, parents and communities will understand that safe schools are everyone's responsibility and, in the long-run, benefit the whole community.

Lessons learned from school emergencies over the past several years highlight the importance of preparing school officials and first responders—**together**—to develop and implement effective school emergency operations plans (EOPs). By having plans in place to keep students and staff safe, schools can play a key role in taking preventative measures and protective actions to stop an emergency from occurring or to reduce the impact of an incident. Although schools are not traditional response organizations, when a school-based emergency occurs, school personnel must—and do—respond immediately. They provide first aid, notify response agencies and provide instructions to keep students and staff safe before first responders arrive. They also work with their community partners (e.g., governmental organizations that have a responsibility in the school EOP) to provide a cohesive, coordinated response. Community partners can include first responders (e.g., law enforcement, fire, and emergency medical services personnel), public and mental health service providers, and local emergency managers.

This revised version of the *Planning for Safe Schools in New Mexico School Guide—Fall 2020* (hereafter known as the Guide), aligns with the National Response Framework (NRF) and includes guidance and best practice recommendations from the 2013 [Guide for Developing High-Quality School Emergency Operation Plans](#), the 2019 [The Role of Districts in Developing High-Quality School Emergency Operations Plans](#) and other known and trusted sources. The *Guide for Developing High-Quality School Emergency Operations Plans* and *The Role of Districts in Developing High-Quality School Emergency Operation Plans* are collaborative efforts between six federal agencies that provides recommendations on the development of high-quality EOPs, as well as, outlines how K-12 schools can plan for preventing, protecting against, mitigating the impact of, responding to and recovering from these emergencies. It conveys lessons learned from the Administration's work (through the Federal Emergency Management Agency (FEMA)) on national preparedness and recent advancements in the emergency planning field to school-based applications and introduces improved approaches to school emergency operations planning. References to elements in the federal publication will be made throughout this guide as best practice recommendations.

Please note that the policies, procedures and guidelines provide in this guide supersede previous versions and should be used henceforth by schools as they update SSPs, as required by State law. Details are provided throughout this document on what schools are required to submit as part of their SSP, including Assurances. More information on the submission process is provided in the "Instructions" later in this section.

It is recommended that school planning teams that are responsible for developing and revising SSPs use this guide to direct their efforts. It is also recommended that schools compare their existing SSP and processes against the requirements and processes outlined in this guide to ensure that any new elements contained herein have been addressed. Users should read through sections I-IV of this document prior to initiating their planning efforts and then refer back to it throughout the planning process as necessary.

The intent of the information in this guide is to provide constructive guidance and offer best practices and templates that may be helpful to schools in creating and revising SSPs.

1.2 Contributors

This guide is the result of a collaborative effort that incorporates contributions from numerous subject-matter experts on a variety of topics related to safe schools planning and preparedness. Among other contributors, this guide relies upon input from the New Mexico Safe Schools Advisory Council (SSAC) and the NM Safe Schools Work Group (SSWG), whose mission is to collaborate on the development of training opportunities and delivery of technical assistance to local educational agencies to assist them in developing and implementing high-quality The SSAC and SSWG work directly with the NM Public Education Department (NM PED) to provide subject-matter expertise, outreach and other resources to further the objective of improving emergency preparedness and response in New Mexico's schools through whole community involvement and participation.

SSAC and SSWG members include:

NM Public Education Department
NM Attorney General's Office
NM Department of Homeland Security and Emergency Management
NM Department of Health
NM Children Youth and Families Department
NM State Police, Department of Public Safety
NM Emergency Management Association
US Department of Education, REMS TA Center
U.S. Department of Homeland Security, Office of Infrastructure Protection
NM School Nurses Association
NM Emergency Managers
NM Voluntary Organizations Active in Disaster
New Mexico Association of Non-public Schools
School Resource Officers throughout the State
NM Public Insurance Authority (POMs and Associates)
NM School Administrators

*Disclaimer: The subject-matter expertise provided by individuals within the above agencies and organizations does not equate to an explicit endorsement of this guide by these agencies or organizations.

1.3 Background

The National Response Framework (NRF) is an outcome of [Presidential Policy Directive 8 \(PPD-8\): National Preparedness](#) (2011) and describes not only how the Federal government organizes itself to respond to natural disasters, terrorist attacks and other catastrophic events, but also the importance of the *whole community* in assisting with response efforts. The

intended audience for the NRF includes individuals, families, communities, the private and non-profit sectors, faith-based organizations, and local, state, tribal, territorial and federal governments—essentially, almost everyone.

PPD-8 is aimed at strengthening the security and resilience of the United States through systematic preparation for the threats that pose the greatest risk to the security of the nation, including acts of terrorism, cyber-attacks, pandemics and catastrophic natural disasters. Our national preparedness is the shared responsibility of all levels of government, private and non-profit sectors, faith-based organizations and individual citizens. PPD-8 also defines our [National Preparedness Goal](#) (NPG), which is:

A secure and resilient nation with the capabilities required across the whole community to prevent, protect against, mitigate, respond to and recover from the threats and hazards that pose the greatest risk.

The NPG is achieved by:

- Preventing, avoiding or stopping threatened or actual acts of terrorism;
- Protecting our citizens, residents, visitors and assets against the greatest threats and hazards in a manner that allows our interests, aspirations and way of life to thrive;
- Mitigating the loss of life and property by lessening the impact of future disasters;
- Responding quickly to save lives, protect property and the environment and meet basic human needs in the aftermath of a catastrophic incident; and
- Recovering through a focus on timely restoration, a strengthening and revitalization of infrastructure, housing and a sustainable economy, as well as the health, social, cultural, historic and environmental fabric of communities affected by a catastrophic incident.

The NPG provides the framework for the [National Preparedness System](#) (NPS), which outlines an organized process for everyone in the whole community to move forward with their preparedness activities to achieve the NPG. This includes a number of standard processes that outline how to address prevention, protection, mitigation, response and recovery—all of which are applicable to school safety and security—and are the foundation upon which this guide is written.

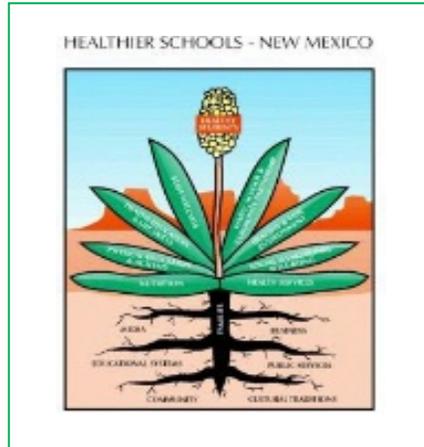
The NPS calls for the use of the [Incident Command System](#) (ICS). The ICS establishes a common operating platform and standardized approach to emergency response that ensures that everyone is talking the same language and is on the same page, regardless of the size, cause, location or complexity of an incident. It establishes a chain-of-command structure, i.e., who is in charge, and ensures that one person is not responsible for too many tasks or for supervising too many people. The ICS provides guidance in assigning roles and responsibilities to staff before an incident, so that when an incident occurs, everyone is reacting as they are trained to do. The ICS, as it applies to schools, will be discussed in more detail in Section V.

The NRF establishes **five preparedness mission areas: Prevention, Protection, Mitigation, Response and Recovery**, which will serve as the basis for the organizational structure of this guide. Although some of these mission areas may overlap at times, an effort has been made to assemble this guide into one section representing each of the five mission areas. Please note that some entities combine prevention and protection or prevention and mitigation, but this guide follows FEMA's organizational system, which specifies the five mission areas.

This guide plays an integral part in reaching the NM PED's goal of building a culture of awareness and preparedness that will increase our schools' abilities to be both proactive and responsive when crisis situations arise.

School safety is part of the NM PED's Safe and Healthy Schools Bureau's (SHSB) program oversight. The SHSB's programs provided a framework for linking health and education, with a goal of building healthy and successful students and communities. There are eight interactive components of the SHSB model for healthy students, which are listed below and are represented by the yucca plant graphic here and on the cover of this guide:

1. Health education and life skills
2. Physical education and activity
3. Nutrition
4. Social and emotional well-being
5. Healthy and safe environment
6. Health services
7. Staff wellness
8. Family, school, and community involvement



1.4 Program Authority

The [School District Wellness Policy](#), under New Mexico Administrative Code (NMAC) 6.12.6, 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 policy is the requirement for “school-level safety plans at each school building focused on supporting healthy and safe learning environments.” The School District Wellness Policy takes into account the inclusion of school-level safety plans that delineate the differences between rural and urban areas, as well as the cultural diversity of all the communities in New Mexico by encouraging schools to create customized plans that meet their unique needs and requirements based upon the information provided in this guide.

<input type="checkbox"/>	Introduction (including school maps with utility cut-offs noted)
<input type="checkbox"/>	School Policies and Procedures (Assurances)
<input type="checkbox"/>	School Emergency Operations addressing requirements in prevention, protection, mitigation, response, and recovery

As defined in Subsection L of NMAC 6.12.6.7, “Emergency Operation Plan (EOP) means the document which outlines and explains functions, resources and coordination procedures for responding to and supporting crisis, emergency, terrorist-response, and disaster operations, and is that portion of a safe school plan that details risk assessments and establishes the plans or procedures to manage a crisis, emergency, terrorist or disaster event before, during and after it has occurred and includes, but is not limited to, emergency routes and staff assignments as they relate to immediate actions, delayed actions, mitigation actions, facility evacuations and facility reentry.” This guide endeavors to provide direction and guidance to schools, so that they can develop EOPs that meet these requirements. NM PED refers to EOPs as Safe Schools Plans (SSPs).

1.5 Disclaimers

The purpose of this guide is to provide relevant information and recommendations to schools in New Mexico for effective emergency operations planning. It is not intended to be a comprehensive guide or exhaustive list of all potential emergency operations planning protocols or programs. There are many additional resources that provide alternative approaches and different recommendations that may also be useful to schools. However, the guidelines in this document present the SHSB’s best efforts to collect and disseminate effective emergency operations planning principles and practices that the NM PED believes will provide schools with sound operational protocols and effective procedures to keep our schools safe.

This guide provides best practices and recommendations amassed from many federal, state, non-profit and other sources and aims to give attribution to those sources whenever possible. This guide provides links to websites created and maintained by other public and/or private organizations. Links to these sites and resources are for informational purposes only; the presence of a link does not constitute a specific endorsement of the website or resource by the NM PED. The NM PED has made every reasonable effort to present current and accurate information through the links provided herein; however, because

Internet content and links can change over time, some links may no longer be active. Please let us know if there are any

broken or inappropriate links referenced in this guide.

School districts are subject to New Mexico's Inspection of Public Records Act, however, there are portions of the SSP that are exempt from disclosure. Pursuant to 14-2-1(A)(7) NMSA, the following is exempt from disclosure: "tactical response plans or procedures prepared for or by the state or a political subdivision of the state, the publication of which could reveal specific vulnerabilities, risk assessments or tactical emergency security procedures that could be used to facilitate the planning or execution of a terrorist attack." This has been interpreted to include school EOPs/SSPs.

1.6 Instructions

You may wish to consider using the following checklist to ensure that you have met *all* of the requirements *before* submitting your SSP to the NM PED's SHSB for review:

<input type="checkbox"/>	Read this revised guide—Fall 2020.
<input type="checkbox"/>	Review your current SSP and cross-reference it with the revised guide to identify elements that need to be updated and/or include new school policies or information.
<input type="checkbox"/>	Convene your School Safety Committee. Make sure to update committee members and phone numbers with changes in personnel. See the Safety Committee Roster template in Appendix B.
<input type="checkbox"/>	Engage with community emergency responders (e.g., emergency manager, law enforcement, fire) and other key stakeholders to seek their participation on the School Safety Committee.
<input type="checkbox"/>	Include input on the SSP from the whole school community (e.g., staff, parents, students, emergency responders, etc.).
<input type="checkbox"/>	Review school- and/or district-level data (e.g., STARS incident/infracton reporting data, safety audits, Youth Risk and Resiliency Survey) to determine programs, policies and procedures that meet both the NM PED's requirements and your school's needs.
<input type="checkbox"/>	Develop a training and exercise program plan and schedule for the school year, to include not only mandated fire drills, but other drills and exercises that are appropriate to address your school's preparedness (e.g., lockdown, shelter-in-place, evacuation, relocation, reunification, active shooter, etc.).
<input type="checkbox"/>	Identify the threats and hazards facing your school and develop a plan to address the risks posed by those threats and hazards. See the Threat/Hazard Analysis worksheets in Appendix B.
<input type="checkbox"/>	Assure that your SSP has been cross-referenced with the revised SSP Rubric for completion and inclusion of all required elements.

The following documents are *required* to be submitted to the NM PED by each school every three years, in accordance to the schedule sent to each school and by the deadline provided:

<input type="checkbox"/>	School-level safety committee membership roster (see template in Appendix B).
<input type="checkbox"/>	School-level floor plan with utility cut-offs (water, gas, electric) noted.
<input type="checkbox"/>	School-level campus map (e.g., Google Earth aerial shot of campus).
<input type="checkbox"/>	Assurances must be submitted via SHSB's secure FTP on-line platform (see Appendix A).
<input type="checkbox"/>	Safe Schools Plan.

Safe School Plans Submission

Information will be sent on how to submit the SSPs on the Safe and Healthy Schools Bureau's secure FTP on-line platform. In fall, each Superintendent will receive a secure email with their unique username and password and uploading instructions. **SSPs are due by 5:00 PM, January 8, 2021.**

The Safe and Healthy Schools Bureau will accept SSPs in **Word** or **PDF** format only and will access SSPs for review using NM PED's FTP secure on-line platform only. Districts are required to upload one Safe Schools Plan for each school, unless other considerations are approved by NM PED.

One requirement of an SSP is that it be secure, which means that it *cannot be posted on school website, nor can it be transmitted via e-mail*.

For questions or assistance with developing, revising or submitting your SSP, please contact Melanie Granito, Safe Schools State Coordinator, at 505-470-4092 or Melanie.Granito2@state.nm.us.

1.7 SSP Rubric

The NM PED will use the rubric below as a "checklist" when reviewing each SSP. It can also be used as a guide to assist schools in preparing SSPs to be fully compliant with the required content. It is recommended that before submitting your SSP, you review it against the elements on the rubric to assure that all have been incorporated. SSPs that have not met the elements specified on the rubric will be returned to schools for revision and re-submittal.

All items marked with an asterisk () must be "met" before the SSP can be approved by the NM PED.*

Section I: INTRODUCTION	Met	Not Met	N/A	Comments/Recommendations
1.10 School Safety Committee				
* Provided School Safety Committee Roster; committee includes at least one special education expert (see Appendix B for template), listing names and titles.				
1.11 Maps				
* Campus map (aerial view)				
* Floor plan of all buildings on campus -Included/marked utility cut-off diagram for water, gas, and electrical system				
1.12 Assurances				
Assurances must be submitted via the SHSB secure on-line FTP platform with the SSP				
* ADA and LEP				
* Bullying Prevention				
* Discipline Policy				
* Emergency Drills				
* Identification and Badging				
* Integrated Pest Management				
* Review, Revise and Share the Plan (Identified Agencies, Names, Titles)				
Section II: PREVENTION	Met	Not Met	N/A	Comments/Recommendations
2.1 Health Services				
*Provided information on local school-based health centers or community health centers to students and/or parents/guardians				
2.2 Infectious and Communicable Disease				
* Provided site-specific infectious and communicable disease preparedness and response plan including persons responsible(see Appendix C and D for DOH guidance)				
*Provided written resources/tips for students and parents/guardians on pandemic influenza/other viruses, and described how information is disseminated.				
2.3 Behavioral and Mental Health (B/MH)				

* Provided written summary of B/MH programs links students to community mental health services				
*Provided site-specific B/MH programs that includes social and emotional learning activities for students. (outline)				
*Include B/MH program acknowledges NM's Age of Consent for Mental Health Services				
*Provided a list of school programs that support/promote students' social and emotional well-being; i.e. conflict resolution, restorative justice practices, mentoring, volunteering, mediation (staff or peer led), natural helpers, etc.				
2.5 Suicide Awareness and Prevention				
* Provided written suicide awareness/prevention protocol.				
* Identified Crisis Intervention Team by name and title.				
* Crisis Intervention Team members are trained in a gatekeeper program (e.g., QPR); Provided name or type and frequency of training				
Provided description of referral network for intervention				
Section III: PROTECTION	Met	Not Met	N/A	Comments/Recommendations
3.1 Access Control				
* Provided site-specific plan to (1) assess and (2) address school security, including access control to all buildings and property; i.e. fencing, security, controlled entrances, and visitor check-in procedures.				
3.2 Facility Safety				
*Provided site specific safety plan and completed facility safety assessment checklist for building/campus, to include playgrounds and playing fields. (See Appendix C) In addition, a security/vulnerability assessment is recommended and can be included here.				
3.4 Internet Safety				
*Provided site specific written Internet Safety Plan with age-appropriate guidelines and educational resources to students and parents/guardians, and discuss how information is disseminated.				
3.5 School Security Staff				
Provided site-specific security staff/personnel framework, described the support security staff provides on campus. (If school does not employ or partner with local LEA, please indicate.)				
Section IV: MITIGATION	Met	Not Met	N/A	Comments/Recommendations
4.1 Understanding Risks, Threats and Hazards				
Identified Threats and Hazards (I/H)				
* Identified and prioritized threats/hazards unique to school (see Appendix B for sample tools to help Identify threats/hazards)				
*Identified local emergency manager and/or first responders involved in the threat/hazard identification process				
Conduct Assessments				
* Identified Behavioral Threat Assessment Team by name (see Appendix B for sample team roster template), including developed protocol.				
*Provided brief summary of capacity assessment conducted (see Staff Skills Inventory in Appendix B for sample template).				

*Provided brief summary of climate/culture assessment conducted.				
4.2 Drill and Exercise Planning				
*Provided site-specific plan on consideration for AFN and LEP students, including staff and parents/guardians in developing the plan for safety drills to meet students' needs.				
*Emergency Drills-Identified local emergency manager and/or first responders by name and title involved in drill and exercise planning process.				
Section V: RESPONSE	Met	Not Met	N/A	Comments/Recommendations
5.1 Incident Command System				
* Provided school incident command team roster (see Appendix B)				
* Provided district incident command team roster (see Appendix B)				
*ICS Training (FEMA IS-100 SCA) Provided date that Incident Commanders at the school and district level participated in training(s). (Document other team members' training, if applicable.)				
5.2 Protective Actions/Functional Annexes				
* Provided site-specific written protocol for evacuation				
* Provided site-specific written protocol for shelter-in-place				
* Provided site-specific written protocol for lockdown				
*Provided site-specific protocol for active shooter <ul style="list-style-type: none"> Included Staff Training Info. (must provide trainer name, training title/type, and frequency of training.) Included all school staff is empowered to call for a lockdown at first notice of an emergency. 				
5.3 Closing of School/Early Dismissal				
* Provided site-specific written protocol for closing of school/early dismissal (see Appendix C for sample school closure checklist)				
5.4 Act of Violence				
*Provided <u>recommended protective action</u> and <u>additional steps</u> needed to respond effectively.				
5.6 Animal on Campus				
*Provided <u>recommended protective action</u> and <u>additional steps</u> needed to respond effectively for potentially dangerous animal on campus.				
5.7 Bomb Threat				
*Provided <u>recommended protective action</u> and <u>additional steps</u> needed to respond effectively.				
* Protocol includes use of a Bomb Threat Checklist in SSP (see Appendix C for sample checklist)				
5.8 Civil Disturbance				
*Provided <u>recommended protective action</u> and <u>additional steps</u> needed to respond effectively.				
5.9 Cyber Security Breach				
*Provided site-specific protocol for cyber security breach (Include IT software, oversight, etc.).				
5.10 Explosion				
*Provided <u>recommended protective action</u> and <u>additional steps</u> needed to respond effectively.				
5.12 Fire				
*Provided <u>recommended protective action</u> and <u>additional steps</u> needed to respond effectively.				

5.13	HAZMAT				
*Provided recommended protective action and additional steps needed to respond effectively.					
5.14	Loss of Power or Water				
* Provided written protocol for loss of power/water.					
5.15	Medical Emergency				
* Provided site-specific protocol for medical emergency, including recommended protective action(s).					
Provided Emergency Phone Number List (see Appendix B)					
5.16	Missing Child				
* Provided written protocol for missing child, including required AMBER Alert™ reporting to law enforcement.					
5.17	Natural Hazards/Severe Weather				
* Provided protocol(s) for natural hazards/severe weather identified in T/H assessment from Sec. 4.1, including recommended protective action(s) for each identified site-specific threat/hazard.					
5.18	Special Events				
* Provided written protocol for on-campus special events.					
Provided written protocol for off-campus special events.					
5.20	Transportation Emergency				
* Provided written protocol for transportation emergency, including recommended protective actions(s).					
5.21	Notification and Messaging				
* Provided written plan for parent/guardian notification of emergency protocols and procedures.					
*Provided copy of site-specific parent/guardian notification letter (see Appendix B for sample letter), including how information is disseminated.					
5.22	Media Relations				
* Identified school and/or district PIO by name					
*Provided written media relations protocol that includes collaboration with local first responder's PIO.					
Section VI: RECOVERY		Met	Not Met	N/A	Comments/Recommendations
* Identified Recovery Team by name (see Appendix B for template).					
6.1 Relocation and Reunification					
Relocation					
* Provided written relocation plan; including statement that staff has been informed of plan.					
* Plan refers to primary and secondary off-campus relocation sites.					
Notification					
* Provided written plan for parent/guardian notification specific to re-location and/or reunification process.					
Accountability					
* Plan includes that teachers are required to transport class rosters when evacuating and/or re-locating and to take roll at evacuation and/or re-location site.					
*Plan includes a process for transporting student emergency contact cards and redundant class rosters to re-location site.					
Reunification					
* Identified Reunification Team by name (see Appendix B)					

* Provided site-specific written reunification plan identifying staff roles and responsibilities, and assurance that staff has been trained on the plan.				
* Indicated Positive ID is required of parents/guardians for student custody transfer during reunification process				
*Indicated Go-kits assembled and assigned to staff for transportation; including Reunification Cards				
*Identified local emergency responders by agency, name and title and the <u>date</u> of reunification planning/training.				
*Identified school and/or other mental health professionals by name and date of reunification planning/ training.				
6.2 Continuity of Operations Planning (COOP)				
* Provided written summary of COOP that addresses continuity of essential school functions following school closure/crisis.				
6.3 Psychological and Emotional Recovery				
* Provided site-specific written psychological/emotional recovery plan.				

1.8 How to Use this Guide

This guide does not constitute an SSP; plans where a school has simply inserted information, such as the school name, into the guide will be rejected. The guidelines, and best practices provided are just that—they are **not** meant to be cut-and-pasted or copied *verbatim*, but are to be customized by each school to meet the specific needs of each individual school community.

This guide is organized into five substantive sections, reflecting FEMA's five mission areas: ***Prevention, Protection, Mitigation, Response and Recovery***. Although some of these mission areas may overlap at times, an effort has been made to assemble this guide into individual sections for each of the five mission areas with chapters for the various components on specific principles pertaining to that section. Each chapter contains guidelines, best practices and resources that schools can use and/or customize to develop and revise SSPs and contains a text box highlighting the “Key Messages” from that chapter. Each section will also include a list of “Requirements” (i.e., the applicable elements from the rubric) that are encompassed in that section.

Appendix A: Policies and Procedures: Assurances

Assurances must be completed and submitted via the SHSB secure FTP on-line platform along with SSP.

Appendix B: Templates

Templates that are referenced throughout the guide that can be reproduced and customized for use by each school.

Appendix C: Checklists

Checklists that are referenced throughout the guide that can be reproduced and customized for use by each school.

Appendix D: Resources

List of resources that are referenced throughout the guide, as well as other resources for schools.

Appendix E: FERPA and HIPAA

Summary of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

Appendix F: Acronyms

List of acronyms used throughout the guide.

1.9 Planning Principles

PPD-8 defines preparedness around five mission areas: *Prevention, Protection, Mitigation, Response, and Recovery*. For purposes of school preparedness, those mission areas are defined as follows:

Prevention

The capabilities necessary to avoid, deter or stop an imminent crime or threatened or actual mass casualty incident; prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection

The capabilities to secure schools against acts of violence and manmade or natural disasters; protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks and property from threats or hazards.

Mitigation

The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency; mitigation also means reducing the probability of threats and hazards occurring.

Response

The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way, establish a safe and secure environment, save lives and property and facilitate the transition to recovery of the school environment.

Recovery

The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment; recovery encompasses both (a) short-term operations that seek to restore vital services to the school and provide for the basic needs of the staff and students and (b) long-term operations that focus on efforts to restore the school to its normal, pre-disaster state.

The five mission areas also align with the three timeframes associated with an incident: before, during and after. The majority of prevention, protection and mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout the lifecycle of an incident. Response activities occur during an incident, and recovery activities can often begin during an incident and continue afterwards.

As schools plan for and execute response and recovery activities through their EOP, they should use the concepts and principles of the National Incident Management System (NIMS), which is an element of the NPS. One component of NIMS is ICS, which provides a standardized approach for incident management, regardless of cause, size, location or complexity. By using ICS during an incident, schools will be able to more effectively work with the responders in their communities. Emergency management officials and emergency responders engaging with schools are familiar with the terminology and concepts encompassed in NIMS and ICS. Both ICS and NIMS are discussed in further detail in Section V.

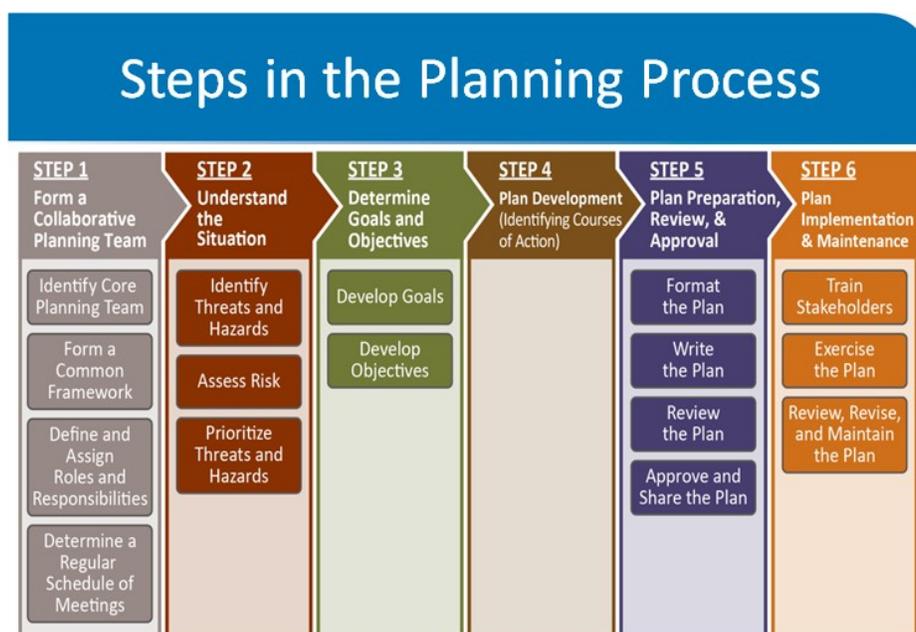
While some of the vocabulary, processes and approaches discussed in this guide may be new to the education community, they are critical for schools to understand. The vocabulary, processes, and approaches are fundamental to the creation of emergency management practices and plans that are integrated with the efforts of first responders and other key stakeholders, and that incorporate everything possible to keep children safe. If a school has an existing SSP, revising and adapting that plan and using the principles and process described in this guide, will help to ensure alignment with the terminology and approaches that are currently being used across the nation by other schools and all first responders.

There are many ways to develop an SSP, which is why the planning processes described in this guide are flexible and

can be adapted to accommodate any school's unique characteristics and situation. Effective school emergency planning and development of a school EOP are not done in isolation. It is critical that schools work with their district staff and community partners—local emergency management staff, first responders, and public and mental health officials—during the planning process, as an effective school SSP not only is supported at the district level but it also integrated with community, regional and state plans. This type of collaboration provides more resources to schools and helps to ensure the integration of all responder efforts.

Schools can use the processes and procedures provided in this guide to: develop their SSP, conduct a comprehensive review of their plan, or conduct periodic and incremental reviews of the plan's components. Because the NM PED requires each school to submit an SSP every three years, this guide is designed for schools; however, districts may use this guide to support district-wide planning as well.

The following six steps are recommended by the U.S. Department of Education (USDOE) [Readiness and Emergency Management for Schools \(REMS\) Technical Assistance \(TA\) Center](#) for developing a school EOP/SSP:



This guide incorporates these six steps throughout, building them into the sections based upon the five mission areas. The graphic above can be used by schools as general outline for developing a school EOP/SSP.

1.10 Tips on Forming a School Safety

Tips on Forming a School Safety Committee

The first step in developing an SSP is to form a School Safety Committee. Submitting the roster for your School Safety Committee is a required element of the SSP. See Appendix B for a *School Safety Committee Roster template*, which can be customized for use by each school.

Experience indicates that operational planning is best performed by a team. The common thread found in successful operations is that participating organizations have understood, accepted and trained on their roles. Close collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans. The federal *guide for Developing High-Quality Emergency Operations Plans* outlines the following steps for forming a School Safety Committee:

Identify the Core Planning Team

The core planning team should include school representatives, such as: administrators, educators, service providers, facilities and transportation managers, students, parents and family services representatives. Depending upon the size of the school and the resources available in the community, the following should also be taken into consideration: An effective team also involves individuals and organizations that serve and represent the interests of those with access and functional needs (AFN), racial minorities and religious organizations, so that specific concerns are included in the early stages of planning. Per §22-5-4.12 NMSA 1978, the School Safety Committee must contain at least one special education expert. In addition, and again depending upon the size of the school and the community's resources, the core planning team should include community partners and others who have roles and responsibilities in school emergency management and response. This may include local law enforcement, school resource officers, fire and emergency medical services (EMS) officials, public and mental health practitioners and local emergency managers. Their expertise can be extremely valuable, in that it can help to inform the development, implementation and refinement of the SSP from the perspective of professionals with expertise in critical areas. Two additional important planning team members to consider may be representatives from the School Health Advisory Council (SHAC) or the Local Emergency Planning Council (LEPC). Your local emergency manager will be able to provide information on the LEPC in your area. See Appendix D for a list of New Mexico's emergency managers. **Developing an SSP is a shared responsibility and should not fall on one person to do.**

Form a Common Framework

A shared approach facilitates mutual understanding, coordination and execution of emergency management strategies and also encourages a common command structure. All team members need to take time to learn each other's vocabulary, command structure and culture in order to facilitate effective planning. By using ICS during an incident, schools will be able to more effectively work with the responders in their communities. ICS is discussed in more detail in Section V.

Define and Assign Roles and Responsibilities

Each person involved in the development and refinement of the SSP should understand her or his roles and responsibilities in the planning process and should be trained to effectively carry out those duties. Training and exercise are essential elements to an effective SSP and are discussed in more detail in Section IV.

Determine a Regular Schedule of Meetings

School emergency planning is an ongoing effort that is reinforced through regularly scheduled planning meetings. Establishing a flexible but regular schedule of meetings will facilitate greater collaboration, coordination and communication among team members and will help to solidify crucial relationships. It is recommended that the School Safety Committee meet, minimally, twice a year, as well as after any incident or drill/exercise to undertake an after-action review. Additionally, when developing an SSP for the first time, more frequent planning meetings will likely be necessary.

1.11 Maps and Floorplans

Vital components that provide information about the school's facilities involve facility plans. In an SSP, this must include;

☐ Campus Map	Such as a Google Earth aerial shot of the campus and surrounding area, as in the example below.
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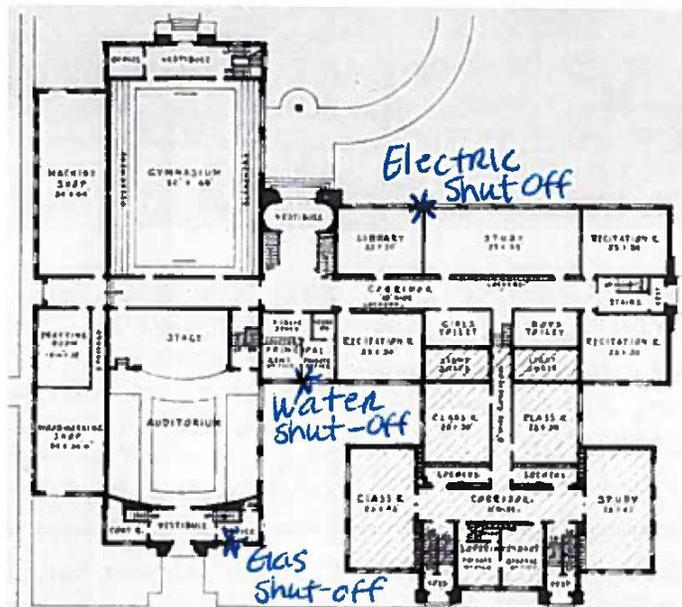
□ Floor Plan	Should be clear and readable, so that it is useful to first responders. Floor plans may be miniaturized in the SSP submittal, but should still be legible, as in the examples below.
□ Utility cut-offs	May be superimposed on a copy of the floor plan. Hand-drawn utility cut-offs for gas, electric and water on floor plans are acceptable, as long as they are accurate and legible.

These visual tools should also be provided to help convey the actual location of a school emergency incident to first responders, school/district officials and other stakeholders, as they prepare and execute the logistical strategies and resource distribution during an emergency. Ideally, the campus map, floor plan and utility cut-offs should be shared with fire and law enforcement as part of the planning process, well before an incident occurs—not in the midst of a crisis. They should also be stored in your school's Knox® Box or other similar type of system, which can be accessed by the fire department during an emergency. ***Submitting a campus map, floorplan and utility cut-offs is required for SSP approval.***

CAMPUS MAP EXAMPLE (AERIAL)



FLOOR PLAN WITH UTILITY CUT-OFFS EXAMPLE



1.12 Policies and Procedures: Assurances

Rather than providing a narrative summary of your school's programs for these areas as part of your school's policies and procedures, they are required instead to be submitted as district and school-wide assurances. Please coordinate with your district's authorized administrator to submit the assurance forms (available in Appendix A) at the same time as your SSP submittal to the NM PED. District/school policies related to the assurance forms should be included as part of your SSP submission to the NM PED. Failure to submit all Assurance forms through will result in your SSP being unapproved and returned for revision. **Policies do not need to be submitted.*

Assurances	
<input type="checkbox"/>	Americans with Disabilities Act (ADA) and Limited English Proficiency (LEP)
<input type="checkbox"/>	Bullying Prevention
<input type="checkbox"/>	Discipline Policy
<input type="checkbox"/>	Emergency Drills
<input type="checkbox"/>	Identification and Badging
<input type="checkbox"/>	Integrated Pest Management
<input type="checkbox"/>	Review, Revise, and Share the Plan (Identified Agencies, Names, Titles)

1.13 Requirements

SSPs must contain and will be reviewed against the following criteria for approval of Section I. *All items marked with an asterisk (*) must be "met" before the SSP can be approved by the NM PED.*

Section I: INTRODUCTION	Met	Not Met	N/A	Comments/Recommendations
1.10 School Safety Committee				
* Provided School Safety Committee roster; committee includes at least one special education expert (see Appendix B for template), listing dates of meetings held.				
1.11 Maps				
* Campus map (aerial view)				
* Floor plan of all buildings on campus ---Indicated utility cut-off diagram for water, gas, and electrical systems.				
1.12 Assurances submitted via the FTP secure on-line platform with the SSP				
* ADA and LEP				
* Bullying Prevention				
* Discipline Policy				
* Emergency Drills				
* Identification and Badging				
* Integrated Pest Management				
* Review, Revise and Share the Plan (Identified Agencies, Names, Titles)				

Introduction

Prevention as the capabilities necessary to avoid, deter or stop an imminent crime or threatened or actual mass casualty incident, including the actions or steps schools take to avert a threatened or actual incident from occurring. As described in the Introduction, this guide is organized into five substantive sections, reflecting FEMA's five mission areas: **Prevention, Protection, Mitigation, Response and Recovery**. The majority of Prevention, Protection, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident as well. Prevention is discussed in Section II, followed by Protection (Section III) and Mitigation (Section IV).

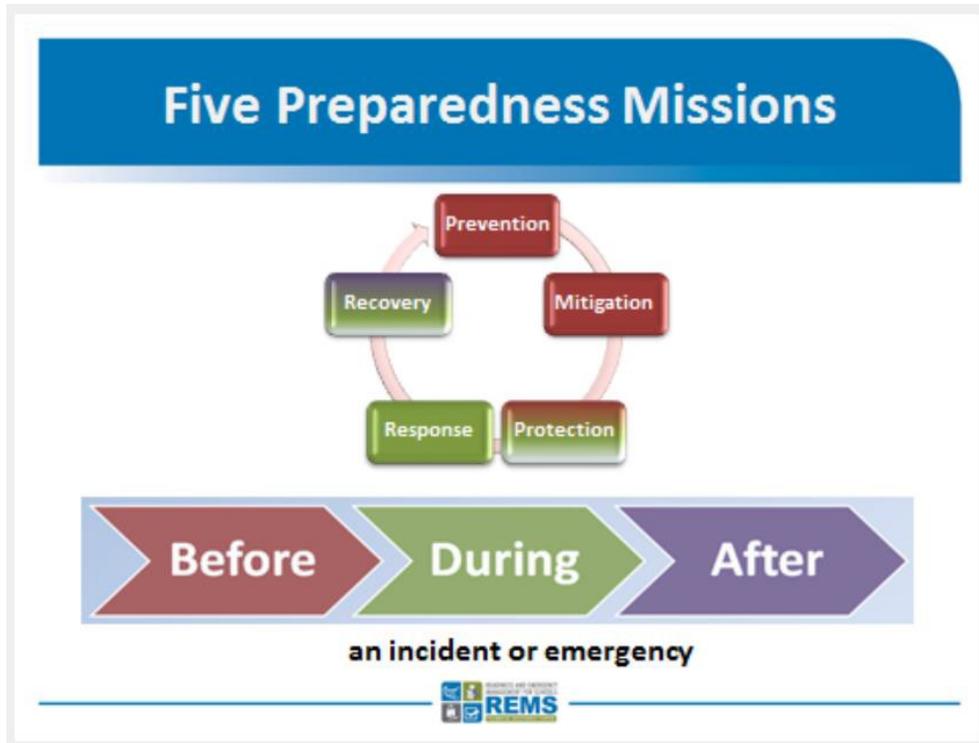


Chart source: USDE REMS TA Center

Core capabilities considered as part of Prevention include: planning; public information and warning; operational coordination; intelligence and information sharing; interdiction and disruption; and screening, search and detection. For schools, those core capabilities entail: health services (Chapter 2.1); infectious and communicable disease prevention and response (Chapter 2.2); behavioral and mental health (Chapter 2.3); bullying (Chapter 2.4); and suicide awareness and prevention (Chapter 2.5).

During times of crisis, schools rely heavily on the assistance of local community responders and other outside entities, such as public health and mental health professionals. As will be emphasized throughout this guide, relationships with these groups need to be established and cultivated well before a crisis occurs. Working with local and community-based agencies on prevention plans and programs will not only help to decrease the fear, anxiety and confusion that is inevitable during an emergency, but will also improve the overall response during a crisis. Schools are encouraged to collaborate with their local emergency management coordinators, health officials, first responders and other community stakeholders to create an all-hazards plan that ensures a comprehensive and effective response to crisis situations.

Requirements

SSPs must contain and will be reviewed against the following criteria for approval of Section II. *All items marked with an asterisk (*) must be “met” before the SSP can be approved by the NM PED.*

Section II: PREVENTION	Met	Not Met	N/A	Comments/Recommendations
2.1 Health Services				
*Provided information on local school-based health centers or community health centers to students and/or parents/guardians.				
2.2 Infectious and Communicable Disease				
* Provided site-specific written infectious and communicable disease prevention and response plan, including persons responsible. (see Appendix C and D for DOH guidance)				
*Provided written resources/tips for students and parents/guardians on pandemic influenza, and described how information is disseminated.				
2.3 Behavioral and Mental Health (B/MH)				
* Provided written summary of B/MH programs that links students to community mental health services				
*Provided site-specific B/MH programs that includes social/emotional learning activities for students. (outline)				
*Include B/MH program acknowledges NM's Age of Consent for Mental Health Services				
*Provided a list of school programs that support/promote students social and emotional well-being; i.e. conflict resolution, restorative justice practices, mentoring, volunteering, mediation (staff or peer led), natural helpers, etc.				
2.5 Suicide Awareness and Prevention				
* Provided written suicide awareness/prevention protocol				
* Identified Crisis Intervention Team by name				
* Crisis Intervention Team members are trained in a gatekeeper program (e.g., QPR); Provided name or type and frequency of training				
Provided description of referral network for intervention				

2.1 Health Services

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

Health Services are part of the required School District Wellness Policy. To be successful, a coordinated school health program requires collaboration between staff within the school district and community members, representing the

various components. Important team members in that collaboration include: the school board, administrators, school nurses, school health assistants, teachers, counselors, food services staff, school-based health center staff and public health officials.

During times of crisis, schools rely heavily on the assistance of local community responders and agencies. As emphasized throughout this document, relationships with these groups need to be established and cultivated well before a crisis occurs. Working with local agencies now will decrease fear, anxiety and confusion and improve the school's response during a crisis. Schools are encouraged to collaborate with their local emergency management coordinators, health officials, and other community stakeholders to create an all-hazards plan to ensure a comprehensive and effective response to a public health emergency.

The New Mexico Department of Health's (DOH) [New Mexico's School Health Manual](#) is an excellent resource on New Mexico statutes, administrative codes, regulations and policies related to school health. The manual covers health screening, assessment and special education protocols and guidelines among other areas related to health service delivery.

School-Based Health Centers

School-Based Health Centers (SBHC) provide comprehensive health services, so that students can avoid health-related absences and get support to succeed in school. SBHCs are a cost-effective and accessible way to provide age-appropriate primary care, behavioral health, and dental services for students in schools. SBHC services are complementary to, and supportive of, the services provide by school nurses and other health professionals in the school setting. More information, including a comprehensive list of SBHC locations throughout the state, can be found at the [New Mexico Alliance for School-based Health Care website](#).

2.2 Infectious and Communicable

Infectious and communicable diseases occur frequently in the school setting. Factors that affect the risk of disease in schools include age of students, immunity of the group, number of students, the degree of close contact between children and providers, and the hygienic habits of students and staff.

Medical events with community-wide consequences occur hundreds of times each year in New Mexico, some in the school setting. Cost-effective care can take on a whole new meaning when a single case of certain diseases translates into many cases, with scores of contacts needing screening, protection and surveillance.

In such cases, there are substantial resources available twenty-four hours a day, seven days a week through the Epidemiology and Response Division (ERD) of the DOH. ERD provides expert consultation through a telephone hotline (505.827.0006) linked to health professionals experienced in management and control of outbreaks as well as laboratory assistance in making diagnoses and obtaining vaccines and/or prophylactic medications. This system is not merely a convenience, but is required by New Mexico statute and administrative code. As a part of this system, physician offices, laboratories, and other health care agencies are required to report suspected or actual cases of notifiable diseases to the Epidemiology and Response Division.

Under the same statutes and rules, the Office of Epidemiology is required to identify and control outbreaks of these diseases and to report this information to the federal Centers for Disease Control and Prevention (CDC) as part of national data collection efforts. Reports from health care providers to the ERD are forwarded to the CDC as part of New Mexico's data set.

To report a [notifiable disease](#), receive expert consultation or support during a potential outbreak or to speak with an epidemiologist, call 505.827.0006.

Pandemic Influenza

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 from person to person, causing serious illness, and can sweep across the country and around the world in a very short time. It is difficult to predict when the next influenza pandemic will occur or how severe it will be.

All types of flu present similar symptoms (see below), but the symptoms may be more severe in cases of Avian and Swine flu (H1N1) since the majority of people have no immunity to these strains of the virus. In the case of a pandemic outbreak, follow the directives of the local school district, local jurisdiction and the DOH.

Pandemic Influenza Symptoms:

- If people are ill, they should stay at home and limit contact with others, except to seek medical care. Healthy residents living in these areas should take the everyday preventive actions listed below.
- People who live in these areas who develop an illness with fever and respiratory symptoms, such as cough and runny nose, and possibly other symptoms, such as body aches, nausea, or vomiting or diarrhea, should contact their health care provider. Their health care provider will determine whether influenza testing is needed.

Pandemic Influenza Prevention Strategies:

1. **Avoid close contact.**
Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too. Teach your children not to share personal items like drinks, food or unwashed utensils.
2. **Stay home when you are sick.**
Stay home from work, school, and errands when you are sick. Keep sick children at home until symptoms of Influenza are gone (at least 24 hours after they no longer have fever or do not have signs of fever without using fever-reducing drugs). Keeping children with a fever at home will reduce the number of people being infected.
3. **Cover your mouth and nose.**
Cover your mouth and nose with a tissue when coughing or sneezing. Throw the tissue in the trash after you use it. Cough or sneeze into your elbow or upper sleeve if there is no tissue.
4. **Wash your hands often.**
Washing your hands and the hands of your children often will help protect you from germs. Wash your hands with soap and warm water for at least 20 seconds, especially after you cough and sneeze. Alcohol based hands cleaners are also effective.
5. **Avoid touching your eyes, nose or mouth.**
Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
6. **Practice other good health habits.**
Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids and eat nutritious food.

Health Services Checklist

The *New Mexico Health Services Checklist* in Appendix C provides a comprehensive outline of the items that should be addressed when assessing the quality of a school health program and should be used by schools as a tool to assess their preparedness and response plans. The checklist is an optional resource for schools that may be customized to meet the unique needs of each school and district by editing the text or adding or removing rows as needed. The *School Disease Outbreak Sample Response Guideline* in Appendix D can also be used by schools for guidance in

their response actions to a disease outbreak. Please address both in SSP.

2.3 Behavioral and Mental 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 links among 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 students' 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; and
- Promoting behavioral health in order to break down barriers to students' learning.

Mental Health Stigma

Stigma is defined as a mark of shame or discredit. Mental health is the stigmatization of people with behavioral health issues is evidenced by bias, distrust, stereotyping, fear, embarrassment, anger, as well as avoidance and isolation of people.

After a traumatic event, students and staff may have feelings, such as depression, or post-traumatic symptoms, that interfere with their daily lives. However, because such concerns can be looked down upon by peers, students and staff sometimes avoid seeking help for these issues. It is important that the school climate creates acceptance and empathy for behavioral and 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 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.

Proper Use of Restraint and Seclusion Techniques

All schools must comply with §22-5-4.12 NMSA 1978, which provides for parameters on the use of restraint and

seclusion techniques with students (also detailed in the Discipline Policy Assurance form that is submitted with the SSP, found in Appendix A). There are many resources to help guide the development of school policy on the proper use of restraint and seclusion techniques available at the end of this Section, including CPI's *The Nonviolent Crisis Intervention® Training Program Guide* and the USDOE's *Restraint and Seclusion: Resource Document*. Schools can also review NMAC 6.11.2.10 E for updated requirements (8/11/2020).

Age of Consent for Mental Health Services

In New Mexico, NMSA 1978§ 32A-6A-15, the Children's Mental Health and Developmental Disabilities Act, states that "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." In addition, NMSA 1978 § 32A-6A-14, the State Laws for Confidential Services, allows a child under fourteen years of age to initiate and consent to an initial assessment with a clinician. A child under fourteen years of age may also initiate and consent to medically necessary early intervention service limited to verbal therapy, if such service will not extend beyond two calendar weeks.

School Programs- Restorative Justice, Mediation, Conflict Resolution and Mentoring

These types of programs are valuable assets to build a positive school climate/culture and to provide needed, informal, support to students who may not have a positive home life or good social skills. Programs can be provided on a one-to-one basis or in a group setting.

Some goals of the programs are to:

- Support positive youth development;
- Encourage positive self-esteem or identity development;
- Help develop social skills; and
- Promote cultural competency.

School climate/culture can be a great benefit towards positive youth development by providing these types of programs. Youth development is an approach to working with youth that is based upon the philosophy that youth are best able to thrive when they are supported across all sectors of the community—individuals, families, schools, youth agencies, faith-based organizations, community services, business and more. Positive youth development focuses on activities that nurture a youth's assets rather than on reducing particular risks or preventing specific problems. The ultimate goal of all these programs is to help youth become successful adults—not just problem free, but fully prepared to be responsible, contributing, and healthy members of society.

Mediation:

Mediation programs provide a means of nonviolent conflict resolution for students and staff and should be used for settling disputes that arise in the school setting. Students can be 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 outcomes, but helps parties reach agreements that will allow them to achieve a respectful relationship.

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

Restorative Justice Practices:

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. [Restorative Practice Handbook](#)

Mentoring:

Mentoring takes place between young persons (i.e., mentees) and older or more experienced persons (i.e., mentors) who are acting in a non-professional helping capacity to provide support that benefits one or more areas of the mentee's development.

The [National Mentoring Resource Center](#) (NMRC) provides a collection of mentoring handbooks, curricula, manuals, and other resources that schools can use to implement and further develop program practices. The NMRC provides mentoring resources on dozens of programs, including those that focus on: disabled youth, teen parents, Native American youth, children of incarcerated parents, and many more.

Another recommended mentoring program with which schools can engage is Big Brothers Big Sisters (BBBS), an organization that creates and supports relationships that provide consistent, positive, one-to-one interaction between a single-parent child and an adult (or student) volunteer who will be an advisor and friend on the journey from childhood to adulthood. BBBS programs in New Mexico include two kinds of school-based programs, one that pairs adults with children and one that pairs older students with younger students, both of which meet in a school setting. For more information about these programs, schools can contact BBBS Mountain Region.

Peer Mentoring

Peer facilitation typically pairs older students to 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. Peer mentors may need extra training and support and various resources are available to help set expectations and give younger mentors some guidance for starting the peer-to-peer relationship on a positive note. A good resource for teaching new peer mentors about what serving as a mentor is all about and how they can build a meaningful and impactful relationship with a younger student (in a school setting) or child in the community (in community-based programs) is the *Peer Mentoring Handbook* by the Mentoring Partnership of Southwestern Pennsylvania. .

2.4 Bullying

It is required that schools complete the Bullying Prevention Assurance Form found in Appendix A and upload along with SSP to be in compliance with the updated New Mexico Safe Schools for All Students Act. The assurance outlines the anti-bullying policies required of every local New Mexico school board or governing body to prevent bullying and cyberbullying on school grounds, at school sponsored events, on school-sponsored transportation, and through electronic communication with the use of school property.

Rational

The bullying of students in schools nationally and locally, remains a persistent concern. The consequences of being bullied are significant and long term. Victims of bullying have an increased risk for suicidal ideation, display high levels of physical

and psychosomatic health problems and show poor adjustment at school.¹ According to the 2017 Youth Risk Behavior Survey given nationally, 19.0% of students report being bullied at school. Of those, a significantly higher percentage of female students (22.3%) were bullied at school than male students (15.6%). In that same report 14.9% of students were electronically bullied, again a higher percentage of females (19.7%) than males (9.9%). Data from the New Mexico 2017 Youth Risk and Resiliency Survey (YRRS) indicate that 18.7% of students in grades 9-12 report being bullied in the last 12 months on school property, and 14% report being bullied electronically².

Sexual minority youth experience bullying at disproportionately higher level than other students. Lesbian, gay, bisexual, and transgender (LGBT) youth are disproportionately impacted by bullying and harassment within the school setting. The 2017 YRRS data indicate that compared to their peers who identified as straight, LGBT youth were 70% more likely to be bullied at school (28.8% compared to 16.9%), and more than two times as likely to be electronically bullied (27.6% compared to 12.0%). Gender non-conforming students have even greater rates of bullying, being 89% more likely than cisgender students to experience bullying at school (32.4% compared to 17.1%).³

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) "While bullying is a pervasive problem in many schools, schools can take specific steps to improve the school climate and encourage positive interactions designed to reduce or prevent bullying. Schools using a social and emotional learning (SEL) framework can foster an overall climate of inclusion, warmth, and respect, and promote the development of core social and emotional skills among both students and staff. Because bullying prevention is entirely congruent with SEL, it can be embedded in a school's SEL framework...When schools are able to scaffold bullying prevention onto a larger, more comprehensive framework for prevention and positive youth development, they strengthen their prevention efforts while also addressing some of the underlying contributing social, emotional, and environmental factors that can lead to bullying. A social and emotional learning (SEL) framework can serve just this purpose."⁴

In addition, in the Safe Schools for All Students Act, "restorative school practices to repair harm done to relationships" may be an integral aspect of progressive disciplinary measures used to correct and address the basic causes of bullying behavior. "Restorative justice empowers students to resolve conflicts on their own and in small groups, and it's a growing practice at schools around the country. Essentially, the idea is to bring students together in peer-mediated small groups to talk, ask questions, and air their grievances."⁵

Recommendations

A model school anti-bullying policy should include, at a minimum, the following:

- Zero tolerance policy for bullying and cyberbullying;
- Annual distribution of anti-bullying policies to students (required in student handbooks), staff and parents;
- Requirement that all school staff report bullying incidents within two days (required);
- Consequences for false reporting of a bullying incident;
- Annual bullying prevention training for all licensed staff
- An annual bullying prevention program for students that is taught as part of school health standards (required); and
- The inclusion of discussions on the disproportionate impact of bullying on persons with disabilities, racial minorities and Lesbian, Gay, Bisexual, and Transgender (LGBT) persons as part of our school health program.

LGBTQ Youth

Schools and districts should understand that bullying disproportionately affects lesbian, gay, bisexual, and transgender

¹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4552909/>

² <http://youthrisk.org/>

³ <http://youthrisk.org/>

⁴ [Social and Emotional Learning and Bullying Prevention publication](#)

⁵ <https://www.edutopia.org/blog/restorative-justice-resources-matt-davis>

(LGBT) students. It is important to build a safe environment for all youth, whether they are heterosexual or not. All youth can thrive when they feel supported. Parents, schools, and communities can all play a role in helping LGBT youth feel physically and emotionally safe by:

- Building strong connections and keeping the lines of communication open;
 - Some LGBT youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.
- Establishing a safe environment at school;
 - Schools can send a message that no one should be treated differently because they are, or are perceived to be, LGBT. Sexual orientation and gender identity protection can be added to school policies.
- Creating gay-straight alliances (GSAs);
 - GSAs help create safer schools. Schools must allow these groups if they have other “non- curricular” clubs or groups. Learn more about the right to form a GSA under the Equal Access Act.
- Protecting privacy.
 - Do not disclose someone’s sexual orientation if they do not want it to be known.

Key Messages *

1. Building a positive school climate should be the focus of an effective bullying and harassment prevention plan.
2. An effective bullying and harassment prevention program is one that is integrated into the academic and social environment of a school.
3. All people are negatively impacted when bullying is a problem in school, including targets, kids who bully, bystanders, and school staff. A collaborative, community approach is necessary to decreasing bullying in schools.
4. Adults have a responsibility to model appropriate language and behavior.
5. Every bullying incident must be responded to immediately and appropriately. However, not all conflict is bullying. Bullying involves an imbalance of power and intent to cause harm.
6. Bullying and harassment take many forms, including cyberbullying; physical, sexual and verbal intimidation; and relational and physical aggression. Some forms of bullying may rise to the level of criminal acts, including sexual and physical assault and must be handled as such.
- 7.

* Adapted from the Colorado School Safety Resource Center’s [“Positive School Climate: Bullying and Harassment Prevention and Education”](#) School Resource Guide

2.5 Suicide Awareness and 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” as a person’s ability to cope with life experiences and the emotions surrounding his/her experiences diminishes. There is no single cause of suicide.

Youth suicide prevention programs in healthy, supportive and informed schools can assist in reducing youth suicide by identifying at-risk students and directing them to services and effective treatment. A well-

Key Messages

- All school personnel should be trained on a basic gatekeeper program to recognize and respond to anyone who is showing signs of suicidal ideation.
- Establish a crisis intervention team in each school with assigned duties, and distribute list of team member names and contact information to all personnel.
- Create a referral network to get help quickly; there is no time to waste when someone is suicidal!
- A school suicide protocol that outlines the appropriate steps to take when a student exhibits suicidal behaviors or ideation should be in place at each school. All school personnel must be aware of and trained on the protocol.

developed and practiced protocol, addressing the issues of a suicidal student includes a *prevention curriculum*, which addresses intervention strategies, and a school *recovery plan* prepared by a school if such an event does occur.

Schools should provide suicide prevention training to help staff recognize changes in a student's appearance, personality or behavior, which may indicate emotional distress. Reach out to NM Department of Health-Office of School and Adolescent Health with support in training your Crisis Intervention Teams and staff. [NM DOH Office of School and Adolescent Health- Training](#)

Warning Signs and Risk Factors*

Risk factors may predispose youth to suicide behavior while **warning signs** may indicate the possibility of a suicidal crisis. Make sure to immediately contact a mental health professional when concerned, who will also notify parents and **DO NOT** leave the student unattended. Please also see the Colorado School Safety Resource Center resources listed below for a comprehensive list of risk factors and warning signs.

Watch for these signs. They may indicate someone is thinking about suicide. The more signs you see, the greater the risk.

- A previous suicide attempt;
- Current talk of suicide or making a plan;
- Strong wish to die or a preoccupation with death;
- Giving away prized possessions;
- Signs of depression, such as moodiness, hopelessness, withdrawal;
- Increased alcohol and/or other drug use; and
- Hinting at not being around in the future or saying good-bye.

These warning signs are especially noteworthy in light of:

- A recent death by suicide of a friend or family member;
- A recent break-up with a boyfriend/girlfriend/significant other, or conflict with parents; and
- News reports of other suicides by young people in the same school or community.

Other key risk factors include:

- Readily accessible firearms;
- Impulsiveness and taking unnecessary risks;
- Lack of connection to family and friends (no one to talk to); and
- Sense of being a burden*.

* Adapted from <https://www.youthsuicidewarningsigns.org/>

Guidelines for a well-written School Suicide Prevention Protocol include:

1. All school personnel, including administrators, teachers, bus drivers, cafeteria and janitorial staff, should be trained on a basic gatekeeper program, so that everyone knows how to recognize and respond to a student who is showing signs of suicidal ideation. One such program is called Question, Persuade, Refer (QPR), which is available to schools for free through the NM Department of Health Office of School and Adolescent Health.
2. Establish a crisis intervention team in each school with assigned duties, and distribute list of team member names and contact information to all school personnel (see Appendix B for a crisis intervention team roster template).

3. Create a referral network to get help quickly. This should include school administrators, counselors, social workers, and the school nurse, as well as outside agencies and community resources. Community resources may include law enforcement, hospital emergency department, behavioral health agencies, psychiatric facilities and other emergency responder agencies. The referral network will be unique to each school, based upon school personnel and the availability of your community's resources.
4. A specific suicide protocol should be in place that outlines the appropriate steps to take when a student exhibits suicidal behaviors or ideation. Ensure that all school personnel are aware of the suicide protocol and are trained on the plan (see "Best Practice Protocols" below for examples).
5. If a person demonstrates any suicidal behaviors (verbal or other signs), keep that person under close observation until a trained mental health professional or first responder arrives. Do not leave the person alone for any reason.
6. Take all suicide behaviors/ideations seriously.
7. Ensure follow-up procedures are outlined in the suicide protocol for (1) the support and reintegration of the student into the school community after crisis and (2) for the survivors following a completed suicide of a student or staff member.

2.6 Resources

Health and Mental Health

[New Mexico Behavioral Health Provider Association](#)

[New Mexico Crisis and Access Line / 1-855-662-7474](#)

[New Mexico's School Health Manual](#)

[Breaking the Silence](#): Lesson plans, games and posters created to break the silence about mental illness in school.

[Addressing Barriers to Learning: New Directions for Mental Health in Schools](#), UCLA Center on Mental Health in Schools

[Response to Intervention Framework](#), NM Public Education Department

[Preparing for Infectious Disease: Department of Education Recommendations to Ensure the Continuity of Teaching and Learning for Schools \(K-12\) During Extended Student Absence or School Dismissal](#) (USDE)

[Zika Virus Response Planning: Interim Guidance for District and School Administrators in the Continental United States and Hawaii](#), CDC

[School Guide: How to Clean and Disinfect Schools to Help Slow the Spread of Flu](#) (CDC)

[Everyday Preventive Actions That Can Help Fight Germs, Like Flu](#) (CDC)

[Cómo limpiar y desinfectar las escuelas para ayudar a disminuir la propagación de la influenza](#) (CDC)

[Influenza \(Flu\) Information for Schools & Childcare Providers](#) (CDC)

[National Mentoring Resource Center](#), a Program of the Office of Juvenile Justice and Delinquency Prevention (OJJDP)

Bullying

[NM Public Education Department – Bullying Prevention](#)

[StopBullying.gov](#)

[Gay, Lesbian & Straight Education Network \(GLSEN\)](#)

[Bully Free: It Starts With Me](#), a program of the National Education Association (NEA)

[Cyberbullying Research Center](#)

[U.S. Department of Education's Office for Civil Rights](#)

[Bullying Prevention in Positive Behavior Support](#), Educational and Community Supports (ECS)

<https://webnew.ped.state.nm.us/bureaus/safe-healthy-schools/bullying-prevention/>

<https://www.stopbullying.gov/>

Suicide

Best Practice Protocols

[Preventing Suicide: A Toolkit for High Schools](#), Substance Abuse and Mental Health Services Administration (SAMHSA)

[Model School District Policy on Suicide Prevention](#), American Foundation for Suicide Prevention, American School Counselor Association, National Association of School Psychologists, and the Trevor Project

Resources and Training

Learn the signs and symptoms, understand how to talk to someone about mental health, and gain confidence in helping others during times of need to learn the signs and symptoms, understand how to talk to someone about mental health, and gain confidence in helping others during times of need. Effective programs include the 90-minute [Question, Persuade, Refer](#) program; a day-long [Mental Health First Aid](#) course; and a 2-day [Applied Suicide Intervention Skills Training](#).

[Counseling on Access to Lethal Means](#) program is a free 2-hour on-line course that teaches how to help prevent suicide by applying specific strategies to keep at-risk people safe.

[Suicide Prevention and Intervention Risk Factors and Warning Signs](#), Colorado School Resource Safety Center, is a summary sheet of risk factors, warning signs and response actions.

[Question, Persuade, Refer](#) (QPR) *Gatekeeper training for school personnel, parents, community and youth. To schedule free training for school staff, contact [NMDOH Office of School and Adolescent Health- Training](#)*

[Columbia Suicide Severity Rating Scale](#) (C-SSRC), Suicide identification, screening and assessment tool that can be used by anyone. Free training on the tool is available on the website.

[Resources for Youth Suicide Prevention and Intervention](#), Colorado School Resource Safety Center, is a comprehensive list of dozens of free and paid-for suicide training programs at every level.

[Suicide Prevention Resource Center](#)

[Alliance of Hope for Suicide Loss Survivors](#)

Prevention and Advocacy Organizations

[American Association of Suicidology](#) (AAS) is non-profit organization dedicated to understanding and preventing suicide.

[American Foundation for Suicide Prevention](#) (AFSP) is a non-profit organization working to understand and prevent suicide through research, education, and advocacy. Also offers resources for survivors of suicide.

Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, [The Relationship Between Bullying and Suicide: We Know What it Means for Schools](#)

[National Action Alliance for Suicide Prevention](#) is a public-private alliance advancing the [National Strategy for Suicide Prevention](#).

[New Mexico Crisis and Action Line](#), 1.855.662.7474 (Crisis Line), 1.855.466.7100 (Warm Line)

[Suicide Awareness Voices of Education](#) (SAVE) is an organization dedicated to reducing the stigma associated with mental illness and preventing suicide by increasing public awareness through education.

[Suicide Prevention Lifeline](#), 1.800.273.TALK (8255) is a suicide crisis prevention resource with phone and e-counselors available 24-7.

[Suicide Prevention Resource Center](#) is the nation's only federally supported resource center devoted to advancing the [National Strategy for Suicide Prevention](#), providing technical assistance, training, and other materials.

[The Sky Center](#), New Mexico Suicide Intervention Project, provides free counseling and postvention services to families and schools in need in Santa Fe and surrounding areas.

[The Trevor Project](#) is a website dedicated to helping LGBTQ youth dealing with depression, anxiety, and suicide.

Also operates a 24-hour crisis hotline, 1-866-4-U-TREVOR

Restraint and Seclusion

[CPI's Nonviolent Crisis Intervention® Training Program Website](#)

[Restraint and Seclusion: Resource Document](#), USDE

[HB75 Staff Use of Restraint & Seclusion Techniques with Students Guidance Memorandum](#), NMPED

[Dear Colleague Letter: Restraint and Seclusion of Students](#), USDE

Cultural Competency Training and Resources provided by USDOE REMS TA Center

Enhancing Equity of PBIS Through Cultural Responsiveness Webinar, Center on Positive Behavioral Interventions and Supports

<https://www.pbis.org/video/enhancing-equity-of-pbis-through-cultural-responsiveness-sctg-webinar>

Talking About Race in the Classroom, Indiana Department of Education

<https://youtu.be/5HcOI2IQxYw>

<https://docs.google.com/presentation/d/18fJ17pYtpmh7XAqF63L5DgrsRf1GF07vHepMyimuuk/edit?usp=sharing>

Critical Practices for Anti-bias Education, Teaching Tolerance

<https://www.tolerance.org/professional-development/critical-practices-for-antibias-education>

Cultural Competence: Closing the Achievement Gap and Creating Success Among Diverse Learners, Fairfax County Public Schools

<https://www.fcps.edu/node/32087>

https://www.youtube.com/playlist?list=PLGU615q8qq9wZhG3B_6cuLfbB5uv-UGoP

https://itweb.fcps.edu/fairfaxnetwork/videostore/pdfvs/cultural_competence_facilitator.pdf

https://itweb.fcps.edu/fairfaxnetwork/videostore/pdfvs/cultural_competence_participant.pdf

Information

<https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/diversity-and-social-justice/cultural-competence>

<https://www.doe.in.gov/school-improvement/cultural-competency>

<https://portal.ct.gov/SDE/Evaluation-and-Support/Professional-Learning---Cultural-Competence>

https://research.steinhardt.nyu.edu/scmsAdmin/media/users/atn293/pdf/CRE_Brief_2017_PrintBooklet_170817.pdf

<https://www.nea.org/advocating-for-change/racial-social-justice>

[Addressing Race and Trauma in the Classroom: A Resource for Educators, National Child Traumatic Stress Network](#)

4 Hour Cultural Competency Training- Tonya Covin: tonyacovin@aol.com and Jaclyn M. Roessel; jmroessel@gmail.com

Introduction

Protection is defined as the capabilities necessary to protect our citizens, residents, visitors and assets against the greatest threats and hazards in a manner that allows our interests, aspirations and way of life to thrive. Protection is the ability to secure schools against acts of violence and manmade or natural disasters; it focuses on ongoing actions to guard students, teachers, staff, visitors, networks and property from threats or hazards. In some protocols, Protection and Prevention or Protection and Mitigation can be combined into one area. However, since FEMA specifies five mission areas—**Prevention, Protection, Mitigation, Response, and Recovery**—this guide has followed that format, with a separate Section that addresses Protection. Along with Prevention (Section II) and Mitigation (Section IV), the majority of Protection activities generally occur before an incident, although there can be some ongoing activities that may occur during an incident.

Core capabilities considered under Protection include: planning; operational coordination; access control; identity verification; cybersecurity; intelligence and information sharing; physical protective measures; risk management and detection. For schools, those core capabilities entail: (3.1) access control (3.2) facility safety to include playground/playing fields (3.3) bicycle safety (3.4) internet safety (3.5) and the importance of school resource officers, security, school security personnel.

<p>Protection</p> <ul style="list-style-type: none"> • The ability to secure schools against acts of violence and manmade or natural disasters • Ongoing actions to guard students, teachers, staff, visitors, networks and property from threats or hazards 	<p>Safety</p> <ul style="list-style-type: none"> • The state of being safe; freedom from the occurrence or risk of injury, danger or loss • The quality of averting or not causing injury, danger or loss
	<p>Security</p> <ul style="list-style-type: none"> • Something that secures or makes safe; protection; defense • Precautions taken to guard against crime, attack, sabotage, etc.

Protecting our schools requires a multi-faceted approach, which includes not only behavioral threat assessments and improving school climate/culture (both discussed in Section IV), but also the implementation of appropriate physical security measures and effective access control, which are examined in Chapter 3.1. Chapter 3.1 also includes recommendations on physical site **safety** and **security**, using a number of evidence-based practices. Providing a safe haven for students and staff is another important component of physical school safety and can include: traffic safety, playing fields/playground safety and building/campus/facilities safety. These elements of school **safety** are discussed in Chapter 3.2. Because head injuries are the most serious injury type and the most common cause of death among bicyclists and because more than half of all bicyclist deaths occur among school age youth (ages 5-17), Chapter 3.3 provides guidance for schools on bicycle safety measures that can be undertaken to minimize student injury due to bicycle accidents. With the pervasiveness of electronic communications being used by an ever-younger population, Chapter 3.4 provides tips for parents links to resources on Internet safety and protecting children from on-line predators. Chapter 3.5 discusses the roles and importance of school security and provides some best practices for school security programs.

Requirements

SSPs must contain and will be reviewed against the following criteria for approval of Section III. **All items marked with an asterisk (*) must be “met” before the SSP can be approved by the NM PED.**

Section III: PROTECTION	Met	Not Met	N/A	Comments/Recommendations
3.1 Access Control				
* Provided site-specific plan to (1) assess and (2) address school security, including access control to buildings and property; i.e. fencing, security, controlled entrance, visitor check-in procedures.				
3.2 Facility Safety				
* Provided site-specific safety plan and completed safety assessment checklist for building/campus/facility, to include playgrounds and playing fields. (See Appendix C) (In addition, security/vulnerability assessment is recommended and can be included here.)				
3.4 Internet Safety				
* Provided site-specific Internet Safety Plan with age-appropriate guidelines and educational resources to students and parents/guardians, and discuss how information is disseminated.				
3.5 School Security Staff				
* Provided site-specific security staff/personnel framework, described support security staff provides on campus. (If school does not employ or partner with local LEA, please indicate.)				

3.1 Access Control

Protecting our schools is complex and requires a multi-faceted approach, which includes not only behavioral threat assessments and improving school climate/culture (both discussed in Section IV), but also the implementation of appropriate physical security measures and effective access control. Effective access control, especially a secured main entrance, is paramount. The purposes of effective access control are twofold: (1) **Prevention**: a secure entrance can prevent unauthorized entry by presenting a strong security image and (2) **Mitigation**: when prevention fails, the entrance should mitigate an intruder’s ability to enter the school by creating a delay that provides time for staff to dial 911 and implement intruder response plans or protective actions (see Section V for more information on *Protective Actions*).

Crime Prevention Through Environmental Design (CPTED)

When considering the overarching security plan for any campus, CPTED is a good place to start. CPTED has been around since the 1970s, and while the term was coined by criminologist C. Ray Jeffery, the principles in practice today are a combination of multidisciplinary efforts. CPTED applies to both new and existing schools and is built upon three concepts: natural surveillance, access control, and territoriality. If a school’s layout seems unsafe, adopting a few CPTED fundamentals may help make it significantly safer.

Key Messages

- *CPTED is both a prevention and mitigation strategy.*
- *Natural Surveillance, Access Control and Territoriality are the three key concepts of CPTED.*
- *CPTED can apply to both existing and new school facilities.*
- *A secure main entrance to the school is paramount.*
- *Effective physical security AND situational awareness are essential for school safety.*
- *Publicizing your school’s security enhancements is a deterrent to criminal activity.*

Three key components of CPTED:

- **Natural Surveillance:** People are less likely to commit crimes if they feel that they are being observed. Natural surveillance involves designing features to maximize the visibility of areas that should be observed.
- **Access Control:** Limiting and regulating entrances reduces opportunities for crime and allows for more efficient screening of persons entering a facility.
- **Territoriality:** The clear delineation of space creates a sense of ownership for legitimate users (e.g., staff and students) and creates an environment where intruders are more likely to stand out.

CPTED is much broader than these three basic concepts, but they serve as a strong basis for creating more secure entrances. Some best practice guidelines and practical tips for employing the three components of CPTED listed above are:

Natural Surveillance

Natural surveillance is the physical ability to see what's going on in and around a school. Solid walls, tall shrubs, parked cars, outbuildings, sculptures, large signs and other obstacles can block natural surveillance. If there are locations on a campus where problems often occur, are they hidden from view? If so, look for ways to increase visibility. Some common approaches include:

- Installing openings or windows in solid walls, to increase visual exposure (see the *Eleven Components of Secure School Entrances* below);
- Replacing solid walls with wrought iron fencing;
- Blocking access to the hidden area entirely; and/or
- Removing any welcoming features, such as benches, that draw people into the hidden area.

If these relatively "natural" arrangements don't do the job, install convex mirrors to provide visibility around corners, consider electronic surveillance equipment, or increase patrols. Room and furniture layouts within the school itself present especially good opportunities for improving safety. For example, the school receptionist is in a key position to conduct natural surveillance. Try sitting at the reception desk. What can one see and what is hidden? Is the receptionist's back to the door? Is there a high counter, a computer monitor, a vase, a poster, or a solid wall blocking the view of people approaching the school? Does a security monitor display images from throughout the site? Look for ways to remove obstacles and expand visibility from that vantage point.

If students can enter the school grounds through secondary entry points, consider relocating the librarian's station, the security post, or even a snack shop to provide live, natural surveillance where none existed before. Posters on windows or even closed blinds can provide obstacles to natural surveillance. If teachers close blinds against glare, consider tinting windows or installing overhanging eaves to create shade. This reduces the need to close blinds and increases the ability of teachers to see what's going on outside.

Access Control

Access control is the ability to decide who gets in and out of a school. Some schools have so many buildings, breezeways, unlocked doors and open windows that access is essentially unrestricted, despite any rules to the contrary. If signs are posted at a school suggesting that all visitors report to the office, does anything compel them to do so? If this is a problem at your school, some best practice options include:

- Re-configuring as many excess entry doors as possible so that they automatically lock when closed and

- only serve as emergency exits.
- Replacing or re-configuring windows so that they can't be used as entry points for people or contraband.
- In some cases, repairing the HVAC system is an essential step—if people are too hot, they'll open the windows and no policy to the contrary is likely to stop them. Small windows or windows covered with grates are other possible solutions if they don't need to serve as emergency exits.

The fewer the entry points, the less pressure the school is under to try to staff them. Be mindful, however, that every occupied space should have at least two means of egress. If a threat enters at point A (this can be anything from a swarm of bees to a fire or armed intruder), students should be able to flee through point B. The school receptionist should also have the ability to institute a lockdown with the touch of a button. If nothing else, it may be prudent to provide the receptionist with the ability to remotely lock the main entry if necessary.

Territoriality

Territoriality and maintenance go hand-in-hand and although they are sometimes considered as distinct factors, should actually be intertwined. Territoriality refers to measures that reinforce a message of ownership over the school. Some examples of territoriality are: signs restricting access, directing visitors to the office or posting campus closing times. Defining clear borders is another step that reinforces territoriality. A low fence or hedge around the edge of the school property may not physically stop a trespasser, but it helps identify where public space ends and school space begins.

Maintenance further reinforces territoriality; any unkempt part of the campus sends a message that no one is particularly concerned about or possessive of that part of the school. If there is an area that is used for dumping broken furniture, people will consider that area fair game for discarding just about anything else. If the area is generally neglected, it may also attract misbehavior.

The above information on natural surveillance, access control and territoriality is adapted from [CPTED 101: Crime Prevention through Environmental Design—The Fundamentals for Schools](#), National Clearinghouse for Educational Facilities.

Eleven Components of Secure School Entrances

Below are eleven best practices of more secure school entrances, nine of which are based upon the tenants of CPTED. Utilizing these concepts does not guarantee the prevention of forced entry, but employing as many as possible at a school will create a more secure main entrance. Just as there are other elements of CPTED and physical security, there are other considerations beyond active shooters that schools must consider when developing security plans and all-hazards emergency plans. Please note that the best practice recommendations below do not include the assignment of personnel, such as law enforcement or security staff.

A full site security assessment or safety audit is the most effective way to identify security related strengths and weaknesses at a campus. This assessment should serve as the basis for short- and long-term enhancements. School districts and/or large campuses should implement a standardized assessment process for all facilities in order to prioritize recommendations based on vulnerabilities. See Section IV for more information on performing a facility site assessment.

Also consider the unintended consequences and coordinate all security and emergency planning efforts with local public safety agencies. For example, implementing a new access control system might help to keep intruders out, but it can also make it more difficult for law enforcement or fire personnel to gain rapid entry. The benefits of better access control may outweigh the highly manageable risk of delaying law enforcement or fire personnel, but pre-planning and working with local emergency response personnel is important. If a school utilizes a Knox[®] Box, or similar type of

system to provide a secure key safe that mounts on the wall on the exterior of the building, make sure that the local fire department has a key that works for your box.

1. **Perimeter fencing to deter trespass and limit access to non-primary entrances**
CPTED Elements: Natural Surveillance, Access Control and Territoriality

Fencing should encourage entry via highly visible and well-monitored areas, preferably those that are under video surveillance. While fencing does not prevent unauthorized access, it does make persons approaching the facility from undesired areas more obvious.

2. **Single point of entry**
CPTED Elements: Natural Surveillance, Access Control and Territoriality

Effective access control requires that entry to and from a facility be regulated. A single point of entry is the best way to allow for such monitoring. Efforts to mitigate forced entry via the primary entrance, however, are marginalized if secondary points of entry are unsecure or easily defeated. It is understood that some buildings require multiple points of entry; however, all points of entry must be regulated and monitored for effective access control. For a point of entry to be regulated, no unauthorized person should pass through without drawing the attention of those responsible for the safety of the building.

3. **Staff monitoring of arrival and dismissal times**
CPTED Elements: Natural Surveillance and Territoriality

Arrival and dismissal times require a lower security posture due to the volume of student and staff movement. Properly trained and equipped staff should be assigned to monitor activities during these periods. This requires training on intruder response, reverse evacuation and how to assist in the arrival of public safety vehicles. Staff should be equipped with a radio to communicate with building/office staff and a phone for dialing 911.

4. **Strong visitor management program**
CPTED Elements: Natural Surveillance, Access Control and Territoriality

Regulating access to a school requires sound visitor management procedures. At a minimum, visitors should not be able to enter the school without checking in at the main office. This should require: proof of identification; the issuance of a visitor badge; and an escort to the visitor's destination. Visitor management programs should include prominent signage on all building entrances, visitor parking areas and even parking lot entrances. Let visitors know expectations. See the Identification and Badging Assurance Form in Appendix A, which must be completed by school staff, for additional information.

5. **Use of a vestibule/double entry system**
CPTED Elements: Access Control and Territoriality

An intercom/video call box is located outside the school, and the main office screens a guest via this system while the guest is still outside. Ideally, visitors granted access through the primary entrance are required to pass through the main office. The office would allow visitors to enter the first entrance, but the secondary entrance would remain locked. If you cannot create this type of system due to the facility's layout, there are options for retrofitting entryways available at: [Designing Safe Schools: Planning and Retrofitting for Safety in Education](#), one-hour webinar hosted by the USDE's REMS Office.

6. **Minimal glass**
CPTED Elements: Access Control and Territoriality

Large windows and vision panels, while visually attractive, are easily penetrated. Minimizing glass presents a more secure image and makes forced entry more difficult.

7. Electronic access control

CPTED Elements: Access Control and Territoriality

In its simplest form, an electronic access control system consists of an electronic door lock and some form of electronic verification device. The verification device can be an entry pad, card reader, biometric scanner or even a video camera. Once a pre-defined criterion is met (e.g., a code is entered or a secretary looks at the screen and recognizes the person requesting entry), the verification device communicates with the electronic door lock to allow entry. The use of electronic access control will allow desired users, such as staff with proper access rights, to utilize the entrance without authorization from the main office. Schools must coordinate with local public safety organizations to ensure that they have access to the systems when necessary.

8. Video intercoms for visitor screening

CPTED Elements: Access Control and Territoriality

Also mentioned above in electronic access control systems, a video intercom system allows staff to see and talk with visitors before admitting them into the secured school. By determining a visitor's identity before unlocking the door, staff can avoid face-to-face confrontations with a possibly dangerous individual. Staff responsible for preliminary security screening should have a protocol that they are expected to follow that requires asking a set of questions and having the authority to delay or deny access to the visitor if they are not 100% certain that the person does not pose a risk to anyone at the school.

9. Door hardware

CPTED Elements: Access Control and Territoriality

A sturdy center mullion (the vertical element between double doors) is vital to the integrity of locked doors. Door handles and push bars should be flush with the door to prevent them from being tied together to delay law enforcement or prevent emergency egress. Door hardware should also be regularly inspected to ensure locks are not tampered with so that when a lockdown is activated, all doors can be automatically locked immediately (either automatically from a main system or manually by staff).

10. Panic button in office

Although panic buttons are reactionary and not an element of CPTED, they make it easier for school staff to notify law enforcement than to dial 911. This also allows for more communication efforts to be directed towards safeguarding students. If your school is totally dependent on front office staff to provide notification of an intruder situation, consider expanding the panic button system to a full intruder alarm that broadcasts a unique warning to the entire school. In most cases, panic buttons communicate directly with 911 or an alarm company, while an intruder alarm communicates with 911 or an alarm company AND the rest of the school.

11. Situational awareness

Not all elements of security rely on CPTED or hardware. Situational awareness is the ability to identify, process and comprehend the critical elements of information about what is happening around you. This generally provides greater opportunities to prevent, or at least mitigate, the threat.

Situational awareness is an attitude, not a hard skill. Because your "every day" is different than your neighbor's—filled with the moments that make it uniquely yours, when you see something you know shouldn't

be there—or someone's behavior that doesn't seem quite right—say something. ["If You See Something, Say Something™"](#) engages the public in protecting our homeland through awareness–building, partnerships and other outreach and can be utilized by everyone, every day.

Publicize Your Efforts

As security enhancements are implemented, do not be afraid to get the word out. Sharing general aspects of security upgrades (not necessarily the details of such) can increase stakeholders' confidence in safety while possibly discouraging potential attacks. Let students, parents and the public know that efforts are being made to make your campus safer.

The above ["Eleven Components"](#) are adapted from Brad Spicer's *Emergency Response Information Portal (ERIP™)* at *SafePlans*.

3.2 Facility Safety

Safe schools not only have proactive prevention, mitigation and response plans, well-organized and trained crisis teams, and clear lines of communication, they also provide physically safe havens for students and staff. Important components of physical school safety include traffic safety, playing fields/playground safety and building/campus/facilities safety. These elements are discussed below, with checklists for each that schools are encouraged to use links and templates in Appendix C.

Facility Safety (Assessment)-Required

A Facility Safety Assessment is required for SSP approval and examines the safety, accessibility and emergency preparedness of a school's buildings and grounds. A site assessment will:

- Provide an increased understanding of potential impact of threats/hazards on the school buildings and grounds;
- Identify risks and vulnerabilities of the school buildings and grounds; and
- Identify which facilities are physically accessible to individuals with access and functional needs.

The [National Clearinghouse for Educational Facilities \(NCEF\) Safe School Facility Checklist](#) is commonly used by schools in many states and incorporates a multitude of elements involved in school safety. It is lengthy, but comprehensive, and is recommended for use by schools in New Mexico. If the NCEF Checklist seems too cumbersome due to the size or staffing capacity of your school, please utilize, the NM Department of Public Safety's [Facility Safety Checklist](#), in Appendix C as a useful tool to conduct a Facility Safety Assessment.

In addition, a Security (Vulnerability) Assessment is recommended to be conducted. The vulnerability assessment is an integral factor in the prevention/mitigation phase of a school facilities emergency management plan; identifying potential security threats/hazards that could impact a campus. The [American Clearinghouse on Educational Facilities Assessment Tool](#) is an excellent resources, in addition to, consulting with [POMS and Associates](#) (at no cost) to assist with a Security Assessment. To be eligible for PSFA funds for school security upgrades, schools must conduct and have an updated assessment.

Traffic Safety Assessment-Recommended

Parents/guardians should be informed of traffic safety on and around the campus, including student pick-up and drop-off times and procedures. The *Traffic Safety Checklist* in Appendix C can be used and modified by each school to provide guidelines and helpful tips for parents/guardians.

Playing Fields/Playground Safety Assessment- Recommended

The entire area of the play/sports grounds/fields should be inspected regularly. This includes the surfaces, perimeter and all equipment. The *Playing Fields/Playgrounds Checklist* found in Appendix C can be used, and modified as necessary for each site, as a guide.

3.3 Bicycle Safety- Recommended

A bicycle is not a toy; it is a vehicle. As with any vehicle, operators must be trained and capable of complying with laws and engaging in safe riding practices to avoid accidents and prevent injury. Traumatic brain injury is the most common cause of death among bicyclists and more than half occur among school age youth (ages 5-17). Many bicycle-related

crashes are associated with behavior, such as not wearing a helmet, riding into a street without stopping or looking both ways, swerving into traffic without signaling, disregarding stop signs and traffic lights, and riding the wrong way in traffic. New Mexico law requires that anyone under the age of 18 who rides a bicycle, skateboard, scooter, skates or tricycle as an operator or passenger, must wear a protective bicycle helmet (NMSA 66-3-701 to 707). Another resource for a summary of New Mexico's helmet laws can also be found at the National Center for Injury Prevention and Control's website.

Schools should emphasize bicycle safety tips for students and parents/guardians of students, so that those who ride to/from school are aware of the potential risks and dangers. Schools should also provide a safe and secure bicycle parking area for those who ride to school.

Guidelines for students and parents/guardians should include the best practices, from the National Highway Traffic Safety Administration's (NHTSA) [Kids and Bicycle Safety Website](#), which provides this information in a printable version.

- **Wear an Approved and Properly Fitted Bicycle Helmet.** Protect your brain, save your life. Helmets that are approved have a sticker inside, certifying that the helmet meets the standards of the [Snell Memorial Foundation](#) and/or the American National Standards Institute.
- **Be sure that the chin strap is fastened.** One third of children and youth who wear bicycle helmets fail to fasten the chin straps, which renders the helmet useless in the likely case that it will fall off prior to the impact of the fall.
- **Adjust Your Bicycle to Fit.** Stand over your bicycle. There should be 1 to 2 inches between you and the top tube (bar) if using a road bike and 3 to 4 inches if a mountain bicycle. The seat should be level front to back. The seat height should be adjusted to allow a slight bend at the knee when the leg is fully extended. The handlebar height should be at the same level with the seat.
- **Check Your Equipment.** Before riding, inflate tires properly and check that your brakes work.
- **See and Be Seen.** Whether daytime, dawn, dusk, foul weather, or at night, you need to be seen by others. Wearing white has not been shown to make you more visible. Rather, always wear neon, fluorescent, or other

bright colors when riding, day or night. Also wear something that reflects light, such as reflective tape or markings, or use flashing lights. Remember, just because you can see a driver doesn't mean the driver can see you.

- **Control Your Bicycle.** Always ride with at least one hand on the handlebars. Carry books and other items in a bicycle carrier or backpack.
- **Watch for and Avoid Road Hazards.** Be on the lookout for hazards such as potholes, broken glass, gravel, puddles, leaves, and dogs. All these hazards can cause a crash. If you are riding with friends and you are in the lead, yell out and point to the hazard to alert the riders behind you.
- **Avoid Riding at Night.** It is far more dangerous to ride at night than during the day because it is harder for others to see you. To be seen by others, you should:
 - wear something that makes you more easily seen;
 - make sure you have reflectors on the front and rear of your bicycle; and put reflectors on your tires.
- **Learn the Rules of the Road.** Bicycles are considered vehicles, and cyclists have the same rights and responsibilities to follow the rules of the road as motorists.

3.4 Internet Safety- Required

Today's students will likely be the first generation to use the Internet for their entire lives. This unprecedented access to resources will enhance their learning, research, communications, explorations for new ideas, and expressions of creativity. Unfortunately, this remarkable resource also has a dark side that poses a variety of dangers due to misuse and abuse that often targets youth. Viruses that could harm your computer, child molesters that are trying to meet your child, and disclosure of personal information that could lead to identity theft are all risks inherent in using the Internet. Every parent must recognize these dangers in order to help their children learn to protect themselves online. The NM PED encourages parental and family involvement in children's education, including increased and appropriate supervision of children using the Internet. Below are some recommendations and tips for parents for safe Internet use by children.

Safety Tips:

- Since you may not always be able to watch everything your child does on the computer, most experts recommend installing monitoring software to ensure that you know exactly what your children are doing online.
- Place the computer in a common area. It is suggested that your child not have computer in his or her room, or at least no Internet access.
- Learn to use the Internet yourself. 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 or from 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

Key Messages

- *Spend time with your child on the Internet to demonstrate to him/her proper use.*
- *Monitor your child's computer use and Internet "History."*
- *Establish rules for your child's Internet use.*
- *Never give personal information to someone you do not know.*
- *Report any suspected cyber child sexual exploitation to the NCMEC CyberTipline.*
- *Be careful of any information you post online, including photos, which will be available for anyone to view, forever.*
- *Beware of cyber predators!*

or favorite activities.

- Do not fill out a profile without parental review and approval.
- Never give out your real name, telephone or cell phone number(s), mailing address, or passwords.
- Do not enter chat rooms.
- Do not post photographs on publicly accessible sites.
- The settings for ANY social networking profiles* should be PRIVATE and new friends accepted only if they are known to the child AND parent.

* Social networking sites include: Facebook, Twitter, Tumblr, SnapChat, InstaGram, etc.

Talk to your child about online dangers. Your child should know that:

- Accepting or opening files or downloads from unknown sources can introduce 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 that s/he can come to you if s/he encounters frightening communications or images without fear of losing Internet privileges.

Middle School

If you have a profile on a social networking site:

- Set all online profiles of yourself to PRIVATE or FRIENDS ONLY – otherwise you are giving cyber predators permission to view them.
- Only add people to your “friend lists” that you already know in real life/person.
- 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 in order 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/or 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/her 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 photo on a public site, think about the following:

- 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 photos to be altered and put back on the Internet or traded among child pornographers.
- Be anonymous: Don’t provide 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).

High School

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

- Remember that anyone can pretend to be someone else 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 cannot come into contact with a predator, think again. Predators go anywhere you go on the Internet; Snapchat, Instagram, Facebook, etc.

Sharing too much information about yourself?

- Providing 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 groups (e.g., athletic teams, school clubs, etc.) 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 of which you need to be aware—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 reconcile. Providing personal information is your decision, but just because an interesting website asks for your personal information doesn't mean you should provide it.
- Be careful about posting photos of yourself on the web. Photos placed on public sites can be manipulated and placed back onto 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 property?

- Do you know that copyright law protects intellectual property?
- Using another person's intellectual property without permission is illegal.
- Many owners of intellectual property 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.

Examples of intellectual property include: music recordings, videos, photographs, drawings, magazines, articles, computer games, software, and books. Plagiarizing can seriously damage your academic record, which could adversely affect your college admission or ability to get a job.

Tips for Parents of All Children:

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.

Reporting Child Sexual Exploitation: If an incident occurs in which you feel your child is a victim of online solicitation for sexual acts, sextortion, or child pornography, PLEASE report the incident to the National Center for Missing &

Exploited Children[®] (NCMEC). Their website is www.missingkids.org.

The NCMEC's CyberTipline is operated in partnership with the FBI, Immigration and Customs Enforcement, U.S. Postal Inspection Service, U.S. Secret Service, military criminal investigative organizations, U.S. Department of Justice, Internet Crimes Against Children Task Force program, as well as other state and local law enforcement agencies. Reports to the CyberTipline are made by the public and Electronic Service Providers (ESP). ESPs are required by law to report apparent child pornography to law enforcement via the CyberTipline (18 U.S.C. § 2258A).

Reports are continuously triaged to help ensure that children in imminent danger get first priority. Analysts review reports and:

- Examine and evaluate the content.
- Add related information that may be useful to law enforcement.
- Use publicly available search tools to determine the geographic location of the apparent criminal act.
- Provide all information to the appropriate law enforcement agency for potential investigation.

The CyberTipline reporting mechanism assists law enforcement and prosecutors in their detection, investigation and prosecution of child sexual exploitation crimes. The CyberTipline helps make law enforcement's efforts more efficient and maximizes the limited resources available in the fight against child sexual exploitation. The value of the

CyberTipline as a source of leads for law enforcement has been greatly enhanced by collaboration with ESPs.

In addition to referring CyberTipline reports to law enforcement for potential investigation, the NCMEC engages with the Internet industry on voluntary initiatives to reduce child sexual exploitation online.

3.5 School Security Staff

A number of schools and districts in New Mexico utilize school resource officers (SROs), school security personnel (SSP), or security guards (SGs). When school security staff are integrated into a school system, the benefits go beyond reduced violence in schools; school security staff build relationships with students while serving as a resource to students, teachers and administrators to help solve problems. (**SSP referring to school security personnel is used in this section only.*)

SROs are commissioned law enforcement officers who are specifically assigned to teach, counsel, protect and serve the school community. As such, SROs carry a firearm, as approved by the governing body of the school or district, and are dressed in uniform while assigned to a school. SRO programs are collaborative efforts by police agencies, individual law enforcement officers, educators, students, parents/guardians and communities.

SSPs are formerly certified and commissioned law enforcement officers employed by a school district or governing body of a charter school and authorized by department rules and local school board or governing body policy to carry a firearm on school premises or other school property to mitigate loss of life during an emergency and until local law enforcement arrives. Districts who hire SSPs must follow the training and hiring requirements outlined in [NMAC 6.12.12](#) before SSPs are placed in schools.

SGs are individuals assigned for routine safety and security duties and are not authorized to carry firearm on school premises. Districts may choose to contract with an independent contractor or third-party vendors to provide school security guard services.

If your school or district is considering hiring School Security Staff, some of the duties may include the following:

- Create and maintain a safe, secure and orderly learning environment for students, teachers and staff.
- Establish a trusting channel of communication with the students, parents/guardians, and teachers.
- Serve as positive role models to instill in students good moral standards, sound judgment and discretion, respect for other students and compassion for the school community.
- Help to develop strategies to resolve problems affecting youth with the objective of protecting every child, so that they can reach their fullest potential.
- Patrol the school campus and areas around the school including unsupervised areas.
- Intervene in activities that may result in injury and encourage students to not participate in such conduct.
- Help supervise arrival and dismissal of students as well as breakfast and lunch periods.
- Help students to get to class on-time and ensure a smooth flow of traffic through the hallways.
- Intercept visitors and check for proper identification and escort to exits if not authorized.
- Notify police and emergency personnel when there is an emergency or unusual situation.
- Notify the correct personnel when there is evidence of substance abuse, severe medical conditions, child abuse, potential suicide, alcohol abuse, etc.
- Assist police, fire personnel, and other emergency crews when necessary.
- Meeting with principals each day to exchange information gathered from parents, community members and social media to provide early detection of potential threats, drug activity and other adverse behavior that may affect the campus.
- Meeting with campus and community social workers to understand when and how at-home issues may be motivating a student's disruptive behavior in order to work with school staff to ensure effective and supportive responses.
- Listening to students' concerns about bullying by other students and taking those problems to school administrators to help develop solutions.
- Coordinating additional law enforcement resources to assist with large public events on school campuses such as athletic events, dances, graduations and community functions.
- Working with school administrators to keep the school EOP updated.
- Scheduling emergency drills in conjunction with other local response agencies.
- Instructing students on technology awareness, the dangers of drugs, domestic violence, traffic-stop education and bullying.
- Helping schools to develop intervention, skills-development and healthy-lifestyle programs for elementary and middle-school students, so that they are prepared to succeed in high school.
- Conducting home visits to meet with parents of at-risk students.
- Helping students with their homework, playing basketball and sharing dinner during extended school-day programs.
- Creating and conducting a distracted driving awareness/prevention course for students.
- Conducting intervention programs for the purpose of counseling victims and friends of victims of campus violence.

**Districts will outline roles and responsibilities of School Security Staff appropriate to certification, training, and needs.*

Keeping our young people safe and healthy is a prime motivator for everyone. Properly trained School Security Staff can play an important role in creating a safe school community where young people thrive and are prepared to meet the challenges of the 21st Century. If your school does not yet have a School Security Staff, you may want to consider the positive impact it can make. Local school boards and districts in New Mexico have different policies on School Security Staff, so check local district or charter-school policies for more information on regulations in your school.

Schools will document school security staff and framework in their SSP that support campus safety, if applicable.

3.6 Resources

[*Designing Safe Schools: Planning and Retrofitting for Safety in Education*](#), one-hour REMS webinar

[Youth Violence: Using Environmental Design to Prevent School Violence Web Page](#), U.S. Centers for Disease Control and Prevention (CDC)

[*CPTED 101: Crime Prevention through Environmental Design—The Fundamentals for Schools*](#), National Clearinghouse for Educational Facilities

[*Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds*](#), U.S. Department of Homeland Security

[*Safe Rooms for Tornadoes and Hurricanes: Guidance for Community and Residential Safe Rooms*](#), U.S. Department of Homeland Security

[*Safe Rooms and Shelters: Protecting People Against Terrorist Attacks*](#), U.S. Department of Homeland Security

[*Wildfire Hazard Mitigation Handbook for Public Facilities*](#), U.S. Department of Homeland Security

[Safety and Security Assessment Resource List](#), National Clearinghouse for Educational Facilities

[National Center for Safe Routes to School](#)

[National Highway Traffic Safety Administration](#)

[Snell Memorial Foundation](#)

[Safe Kids Worldwide](#)

[Kids Health](#)

[Centers for Disease Control and Prevention](#)

To schedule a free presentation at your school on Internet safety and cybercrime, contact the Office of the NM Attorney General, Internet Crimes Against Children Task Force at 505.222.9000.

[National Center for Missing & Exploited Children](#)

[NCMEC CyberTipline](#)

[On Guard Online](#): Federal Trade Commission tips for kids and online socializing

[StaySafeOnline.org](#): The National Cyber Security Alliance

[ProtectKids.com](#): A program of [Enough.org](#)

[National Association of School Resource Officers](#)

Safe School-based Enforcement through Collaboration, Understanding, and Respect (SECURE), [State and Local](#)

[Policy Rubric](#), U.S. Departments of Justice and Education (2016)

Safe School-based Enforcement through Collaboration, Understanding, and Respect (SECURE), [Local Implementation Rubric](#), U.S. Departments of Justice and Education (2016)

[National Association of School Resource Officers \(School Security\)](#)

[Eddie Eagle Gun Safety Program](#)

[NetSmartz Kids Online Program](#).

[School Safety Checklist](#), New Mexico Department of Public Safety

Introduction

Mitigation is defined as having the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. For schools, mitigation also entails reducing the probability that threats and hazards will occur so as to lessen the impact of a future disaster. This Section provides guidance on identifying and prioritizing risks, threats and hazards (Chapter 4.1) and the importance of drill and exercise planning (Chapter 4.2).

A critical element of safe school planning over all five mission areas—*Prevention, Protection, Mitigation, Response and Recovery*—is the importance of working with local first responders and emergency managers. Schools are not expected to be experts in all the components of safe schools planning under the five mission areas; they are expected, however, to collaborate with the experts, often law enforcement, fire/EMS and emergency managers. For mitigation activities, this includes working with local emergency managers and first responders on threat and hazard identification, an area in which both may be subject matter experts (SME). Performing assessments to ascertain a school's vulnerabilities to various threats and hazards is also an area where local first responders and other SMEs can assist schools. A number of assessments are required in Chapter 4.1, including: Threats and Hazards Assessment, Climate/Culture Assessment, Behavioral Threat Assessment and Capacity Assessment. Each of these types of assessments requires different levels of expertise, some of which school personnel will not possess on their own.

Chapter 4.2 discusses the necessity of drills and exercises and the importance of involving local first responders in these activities. New Mexico's long-standing statutory mandate for fire drills has resulted in schools being typically quite good at fire drills. There are, however, a number of other important drills and exercises that schools should practice, so that they become as proficient with them as they are with fire drills. Best practices for drills and exercises include conducting drills with local first responders and school security staff (where applicable). In addition, exercising with these same partners is one of the most effective and efficient ways to ensure that everyone knows not only his or her role, but also the roles of others who will arrive at the scene during an emergency. Effective exercises should also include walk-throughs of school buildings to allow first responders to familiarize themselves with the site.

Attention to developmental appropriateness and the mental and physical health-related status of students and staff warrant consideration when developing a training and exercise plan for a school. This is of particular importance when addressing topics that can generate strong emotional responses, such as in an active shooter exercise. Use of a multi-disciplinary team for development of a school exercise program will produce the best outcomes and ensure both the physical and psychological safety of students and staff.

When developing and exercising a school program, considerations for those with disabilities and AFN should include:

- Physical disabilities that might impede mobility;
- Physical disabilities that might impede access to instructions, e.g., hearing or sight impairment;
- Sensory disabilities that might heighten a distress reaction and/or impede response to instruction; and
- Cognitive disabilities that might impede understanding a situation and/or instructions.

LEP considerations of staff, students and parents/guardians may also require the implementation of alternative methods for communicating information and instructions. Assessment of each school's unique demographics will help to guide the accommodations that will need to be made.

It is imperative that reviews of and revisions to SSPs are performed on a continual basis, even after the plan is promulgated. SSPs are "living documents" and should evolve as the school and the School Safety Committee learn lessons, obtain new information/insights and update priorities. An annual review of SSPs is recommended, however, schools should also consider reviewing and updating plans, if necessary, after:

- actual emergencies;

- changes have been made in policy, personnel, organizational structure, facilities or equipment;
- formal updates of planning guidance or standards have been changed;
- formal exercises have taken place;
- changes in school and surrounding community have occurred;
- threats or hazards change or new ones emerge; and/or
- ongoing assessments generate new information.

Schools should also be careful to protect the SSP from those who are not authorized to have it and should consider how they will secure documents that are shared electronically. Law enforcement agencies and first responders often have a secured, web-accessible site available to house copies of plans, building schematics, phone contact sheets, etc., so working with local emergency responders in securing your SSP is recommended. Schools must comply with state and local open records laws in storing and protecting the plan (see Chapter 1.5 on *Disclaimers* for exceptions). Sharing relevant highlights of the plan with parents is recommended, so that they and their children can be better prepared for an emergency. **However, if your SSP is posted on your school website, it is not considered secure!**

The School Safety Committee should ensure that all community partners (e.g. first responders, local emergency management and other stakeholders) have the most current version of the SSP. Other stakeholders may include relevant local businesses, faith-based organizations, local health and/or mental health organizations and other local, regional or state agencies with whom the school coordinates in an emergency. The SSP should also be shared with organizations that may use the school building(s), in particular for before and after school programs.

The School Safety Committee should maintain a record of all individuals and organizations that receive the SSP.

Requirements

SSPs must contain and will be reviewed against the following criteria for approval of Section IV. **All items marked with an asterisk (*) must be “met” before the SSP can be approved by the NM PED.**

Section IV: MITIGATION	Met	Not Met	N/A	Comments/Recommendations
4.1 Understanding Risks, Threats and Hazards				
Identified Threats and Hazards (T/H)				
* Identified and prioritized threats/hazards unique to school (see Appendix B for sample one-pager to help identify threats/hazards)				
*Identified local emergency manager and/or first responders by name and title involved in the threat/hazard identification and prioritization process.				
Conduct Assessments				
* Identified Behavioral Threat Assessment Team by name (see Appendix B for sample BTA roster template) and provide a narrative of protocol.				
*Provided brief summary of climate/culture assessment conducted.				
*Provided brief summary of capacity assessment conducted (see Staff Skills Inventory in Appendix B)				
4.2 Drill and Exercise Planning				
*Provided site-specific plan on considerations for AFN and LEP students, including staff and parents/guardians in developing the plan for safety drills to meet students’ needs.				

*Emergency Drills-Identified local emergency manager and/or first responders by name and title involved in drill and exercise planning process.				
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4.1 Identifying Risks, Threats and Hazards

Every school should understand the risks it faces. By first understanding its risks, a school can then make smart decisions about how to manage those risks, including developing needed capabilities. **Risk is the potential for an unwanted outcome** resulting from an incident, event or occurrence, as determined by its likelihood and the associated consequences. By considering changes to these elements, a school can understand how to best manage and plan for its greatest risks across the full-range of the threats and hazards it faces. The School Safety Committee needs to understand the threats and hazards faced by the school and the surrounding community. Threats and hazards are typically grouped into three categories: natural, technological and human-caused.

Threat and Hazard Identification and Risk Assessment (THIRA) is the process that FEMA utilizes and requires states that receive FEMA funds to also utilize to determine threats and hazards in order to assess risk. In the State of New Mexico, county emergency managers typically complete a THIRA for each county. A THIRA is an all-encompassing risk assessment process that helps the whole community—including individuals, businesses, faith-based organizations, nonprofit groups, schools and academia and all levels of government—understand its risks and estimate capability requirements. As the foundation of the [National Preparedness System](#), the THIRA process helps communities map their unique risks. THIRA standardizes the risk analysis process that emergency managers and homeland security professionals employ every day and informs a variety of emergency management efforts, including: emergency operations planning, mutual aid agreements and hazard mitigation planning. A process similar to the THIRA—but streamlined, simplified and customized—can, and should, be used by schools to assess threat and hazards.

Key Messages

- Assess your school’s threats/hazards in conjunction with your local emergency manager.
- Safety, Behavioral Threat (as needed), Culture/Climate and Capacity Assessments should be conducted.
- Include students, staff and parents in the assessment process, as appropriate.
- None of these assessments has to be complicated or should impose an undue burden on school administration. The prevention benefits you will realize will be well worth the time and effort!

Because each of New Mexico’s county emergency managers typically complete a THIRA that already accounts for many of the threats/hazards at schools in each county, schools should work with their county emergency managers to identify the school’s threats/hazards. There is no reason to reinvent the wheel, when each county has at least one expert to whom schools can reach out for assistance. A list of county/municipal emergency managers in New Mexico is provided in Appendix D. The NM PED has been working closely with the New Mexico Emergency Management Association to collaborate on safe schools guidance, so county emergency managers should be ready and willing to assist schools.

Step 1: Identify Threats and Hazards

Step one is to identify the school’s threats and hazards. Appendix B contains two *School Threat and Hazard*

Vulnerability Analysis Worksheets that can be used to assess a school’s unique threats and hazards. Once an initial set of threats and hazards has been identified, the school safety team should conduct applicable assessments to evaluate the risks associated with the identified threats and hazards. *Sec. 4.1 of the rubric requires that each school*

conduct a TH Assessment.

Step 2: Conduct Assessments

Step two is to conduct assessments. There are numerous assessments that the school safety committee may use. The following four are recommended by the U.S. Department of Education, Office of Safe and Healthy Students, [Readiness and Emergency Management for Schools \(REMS\) Technical Assistance \(TA\) Center](#): site assessments, culture/climate assessments, behavioral threat assessments, and capacity assessments. These assessments will help your school's planning team to not only determine risks, but also identify available resources and issues that the EOP may need to address. Through the assessment process, the planning team may also identify additional threats and hazards.

The most successful assessments are conducted by a multi-disciplinary team made up of a broad array of individuals, including school support staff and local emergency responders. Students and parents, including those with disabilities, and others with access and functional needs, should be included, or at least considered, to the maximum extent appropriate. The assessment also has to be strategic. For example, if a school is in an isolated region and the response time for emergency personnel is lengthy, that may alter the calculus of the assessment, necessitating that other security measures may need to be enacted by the school to compensate for the time factor.

Assessments will be used not only to develop the initial plan, but also to inform updates and revisions to the plan on an ongoing basis. Assessments are an important part of *prevention*, as they collectively help to assess and plan for events before they occur. The time spent on the recommended assessments below will more than compensate for the preventive measures undertaken at school as a result of the assessment findings. The *Assessment Matrix* at the end of this chapter provides a summary of four of the essential assessments that the planning team should undertake to properly assess a school's risks and vulnerabilities.

The following three assessments are required;

Climate/Culture Assessment

The first step in building safe and supportive schools, conducive to academic excellence and student success, is to create a positive school climate/culture (these terms are often used interchangeably). A positive school climate can prevent problem behaviors before they occur and reduce the need for disciplinary interventions that can inhibit student learning. The term "school climate" describes a range of campus conditions, including: safety, relationships and social engagement, and the physical and emotional environment that may influence student learning and well-being. A climate/culture assessment evaluates student and staff connectedness to the school and highlights problem behaviors. A climate or culture assessment will:

- Provide knowledge of student and staff perceptions of their safety;
- Provide knowledge of student and staff connectedness to the school; and
- Provide knowledge of problem behaviors that need to be addressed to improve school climate.

A recommended climate and culture assessment tool released in is the [U.S. Department of Education's \(ED\) School Climate Survey \(EDSCLS\)](#), which is a web-based administration platform that provides a suite of school climate surveys for middle and high school students, instructional staff, non-instructional staff, administration and parents/guardians. The platform processes a school's data and provides user-friendly reports in real-time to users. Education agencies administering the survey can store the data locally on their own data system. Data from these surveys can provide schools valuable information about school climate and culture that can help to guide training plans and policy development.

Schools should provide all school-based personnel who interact with students with effective professional development and ongoing support, as well as match professional learning opportunities with the needs of various

school personnel, including: teachers, principals and specialized support personnel, such as social workers and school security staff. All school staff should have regular training on their roles and responsibilities in maintaining a positive school climate/culture. A number of best practice training programs and tools are listed below in the *Resources* section of this chapter.

Behavioral Threat Assessment

A behavioral threat assessment (also often referred to as a “threat assessment”) analyzes communication and behaviors to determine whether or not a student, staff, or other person may pose a threat. The primary purpose of a behavioral threat assessment is to prevent targeted violence. A behavioral threat assessment is designed to:

- Gather information about students, staff or other persons who may potentially pose a threat before that threat develops into an incident;
- Evaluate facts from the information gathered to help inform judgment about whether the person of concern is moving along a path toward attack on a target; and
- Determine whether a person poses a threat based upon the facts.

Based upon the REMS model, below are the six guiding principles of a school-based behavioral threat assessment:

1. Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
2. Targeted violence stems from an interaction between the individual, the situation, the setting and the target.
3. An investigative, skeptical, inquisitive mindset is critical to a successful threat assessment.
4. Effective threat assessment is based upon facts, rather than characteristics or traits.
5. Threat assessment is guided by an “integrated systems approach.”
6. The central question in a threat assessment inquiry is whether a student *poses* a threat, not whether the student *made* a threat.

A publication by the Department of Education that examines the problem of targeted school violence, [Enhancing School Safety Using a Threat Assessment Model](#), best summarizes the problem of targeted school violence and why it is important for schools to implement a behavioral threat assessment process to help prevent it:

“Developing a strategy to prevent and respond to potential incidents of targeted school violence is a challenging and complex task. There is no single, universal prescription that will be effective in dealing with every situation or crisis that will confront school administrators, law enforcement officials, parents, and other individuals and organizations in the community.

When a student’s behavior raises the specter of potential violence, responsible adults will be forced to make judgments about the risk associated with that student’s actions and how to respond to that threatening situation. The threat assessment process outlined in this *guide* will not eliminate the need to make difficult judgments when the actions of an individual suggest that the safety and security of a school is at risk. Instead, the guidance provided herein is intended to assist officials in implementing a process that will inform these judgments and increase the likelihood that actions based upon these judgments will prevent incidents of targeted violence from occurring in schools.

The threat assessment process is rooted in the proposition that each situation of concern should be viewed and assessed individually and that targeted violence is the end result of a discernible process. No two cases involving the potential for targeted school violence are likely to be similar in all aspects.

Application of that process is guided by the facts of that situation and carried out through the analysis of information about behaviors and situational references. Instead of basing judgments of risk on student traits or whether that student made specific threatening statements, the threat assessment process focuses upon evaluating that student's *behaviors* and communications and determining whether those behaviors and communications suggest that the student has the *intent and capacity* to carry out a school attack."

One of the most useful tools that a school can develop to identify, evaluate and address troubling behavioral signs is a multi-disciplinary school threat assessment team (TAT). A TAT with diverse representation will often operate more efficiently and effectively, as well as provide diverse professional input and minimize the risk of observer bias. TAT members should include school principals, counselors, staff, medical and mental health professionals, law enforcement personnel and school security staff, where applicable and available. A TAT is required for SSP approval.

The TAT serves as a central convening body, so that warning signs that may be observed by multiple individuals are not considered isolated incidents that slip through the cracks, when they actually may represent escalating behavior that is a serious concern. School districts should keep in mind, however, the importance of relying on factual information (including observed behavior) and avoid the labeling or stereotyping of students, to remain in compliance with civil rights and other applicable federal and state laws (see Appendix E for more information on federal laws governing civil rights). For the purposes of consistency and efficiency, a school TAT should be developed and implemented in coordination with school district policy and practice. In addition, staff already working to identify student needs can be a critical source of information about troubling student behavior for a TAT.

The purpose of the TAT is to: address concerns regarding a person who may be a threat (to others or him/herself), make an informed decision on how to manage the threat, and address the safety of all students and staff. The make-up of the TAT is not static, as it is dependent upon the student being assessed and the urgency of the situation.

Best practices for membership of a trained multi-disciplinary TAT include having no fewer than three members, with at least two being on-site, include:

- A senior, respected, and trained member of the administration who chairs the team, or designee who is trained and chairs the team;
- School disciplinary or safety personnel assigned to school (or faculty member with training);
- A mental health professional, such as a school psychologist, social worker, or counselor with training in threat assessment (this individual may also facilitate the team);
- A local law enforcement contact (if there is not an SRO at your school); and
- Others who may be able to contribute to the process, such as: guidance counselor; teacher or coach who know the student well; nurse; transportation bus driver; representative from IEP team, if applicable; and community members with information, such as: probation officer, social service worker, or others providing service to or having knowledge of the student.

In essence, the TAT reviews troubling or threatening behavior of current or former students, parents, school employees or other persons brought to its attention. The TAT provides a holistic assessment and management strategy that considers the many aspects of the person's life—academic, residential, work and social. More than focusing on warning signs or threats alone, the TAT assessment involves a unique overall analysis of changing and relevant behaviors. The TAT takes into consideration, as appropriate, information about classroom behaviors, various kinds of communications, not-yet substantiated information, threats made, security concerns, parenting issues and/or relationship problems that might involve a troubled individual. The TAT may also identify any potential victims with whom the individual may interact. Once the TAT identifies an individual that may pose a threat, the team will identify a course of action for addressing the situation. The appropriate course of action—

whether law enforcement intervention, counseling or another action—will depend on the specifics of the situation.

In smaller schools or districts where a designated TAT is a new undertaking, local law enforcement officials can help schools to assess reported threats or troubling behavior, and reach out to available federal resources. The FBI's behavioral experts in its National Center for the Analysis of Violent Crime (NCAVC) at Quantico, VA, are available on a 24/7 basis to join in any threat assessment analysis and develop threat mitigation strategies for persons of concern, including students. The law enforcement member of the school TAT can contact the local FBI office for this type of behavioral analysis assistance. See Appendix B for a *Threat Assessment Team Roster* template that should be used by each school with the above guidance in mind.

The *Enhancing School Safety Guide* also presents best practices for schools in the following areas as they relate to behavioral threat assessments, including:

- **Implementing a school threat assessment process**
 - o Explains the principles underlying the threat assessment approach to prevent targeted violence and outlines the central elements of the threat assessment process.
- **Conducting a school threat assessment**
 - o Provides a framework for identifying students whose behavior may suggest the potential for targeted school violence, and discusses the steps involved in carrying out a threat assessment inquiry or investigation.
- **Managing a threatening situation**
 - o Describes the steps necessary to develop an individual management/monitoring plan for any student who is identified in a threat assessment inquiry or investigation as posing a threat of targeted school violence.
- **Creating an action plan for school leaders**
 - o Presents the elements of creating an action plan for safe school culture and climate and an action plan to help school leaders implement a threat assessment program.

It is recommended that schools and/or districts utilize the *Enhancing School Safety Guide* to develop a threat assessment process that school administrators, law enforcement officials and others can use to make critical decisions about responding to situations involving the threat of targeted school violence. In the *Enhancing School Safety Guide*, there are eleven key recommended questions to consider during a school threat assessment, which are:

1. What are the student's motive and goals?
2. Have there been any communications suggesting ideas or plans to attack?
3. Has the subject shown inappropriate interest in any of the following?
 - o School attacks or attackers
 - o Weapons
 - o Incidents of mass violence
4. Has the student engaged in attack related behaviors? These might include:
 - o Developing an attack idea or plan;
 - o Making efforts to acquire or practice with weapons ;
 - o Casing or checking out, possible sites and areas for attack; or
 - o Rehearsing attacks or ambushes.
5. Does the student have the capacity to carry out an act of targeted violence? (e.g., access to weapons)
6. Is the student experiencing hopelessness, desperation or despair?
7. Does the student have a trusting relationship with at least one responsible adult?

8. Does the student see violence as acceptable, or desirable, or the only way to solve problems?
9. Is the student's conversation and "story" consistent with his or her actions? (The FBI model referenced in the *Guide* recommends investigating personal, community, school and family dynamics.)
10. Are other people concerned about the student's potential for violence?
11. What circumstances might affect the likelihood of an attack?

Capacity Assessment-Staff Skills Inventory

During a crisis situation, it is important to be able to draw from all available resources. The special skills, training and capabilities of the staff will play a vital role in coping with the effects of any disaster incident. A capacity assessment examines the capabilities of students and staff, as well as the services and material resources of community partners. A capacity assessment will:

- Provide an increased understanding of the resources available to/at a school; and
- Provide information about staff capabilities, equipment and special skills that will help planners assign roles and responsibilities in the plan.

Work with your county and/or city emergency manager to help with identifying community resources that might be available. A *Staff Skills Inventory* template, (see Appendix B) that can be used as tool for schools to quickly and easily assess staff skills, and should be completed by all school staff at the beginning of each school year.

Each of the four above-described types of assessments provides one component towards achieving an all-inclusive school safety and violence prevention strategy and should be utilized by each school to help assess their unique threats, hazards and risks in an effort to prevent crises.

4.2 Drill and Exercise Planning

Drills and exercises are a key component of national preparedness—they provide schools, districts, and stakeholders from across the whole community with the opportunity to shape planning, assess and validate capabilities and address areas for improvement. These priorities guide the overall direction of a progressive exercise program, where individual exercises are anchored to a common set of priorities or objectives and build toward an increasing level of complexity over time. Through improvement planning, schools take the corrective actions needed to improve plans, build and sustain capabilities, and maintain readiness.

This section is based upon national best practices and lessons learned and can be used as an aide for districts and schools when developing and conducting drills and exercises. A formal drill/exercise plan and schedule should be developed by schools each year, based upon the needs from the school threat/hazard assessment process. The importance of training and exercise in support of the SSP cannot be overlooked. Repeated drilling and exercising will help to ensure that staff, students, parents, community representatives understand their roles, responsibilities and expectations.

The information provided in Section V on National Incident Management Systems (NIMS) is an integral part of drill and exercise planning. As schools plan for and execute preparedness, response and recovery activities, concepts and principles of the NIMS provides a standardized approach for incident management, regardless of the cause, size, location, or complexity of the incident. The integration of NIMS into school emergency management training programs and exercises will allow schools and response agencies to collectively operate using ICS.

Key Messages

- A drill/exercise plan should be developed by each school every year.
- Drilling/exercising with staff and students on a regular basis is the best way to maintain readiness and prepare for an actual incident.
- 6.29.1.9-O NMAC sets forth the requirements for school emergency drills and practice evacuations.
- The evaluation and improvement process are necessary steps in any exercise plan.

Schools are required to conduct emergency drills and practice evacuations as follows:

Emergency drills shall be conducted in each public and private school in the state, as follows:

- **During the first four weeks of school, schools shall conduct:**
 - two fire drills;
 - one evacuation drill (*secondary location*); and
 - one active shooter/shelter in place drill.
- **During the remainder of the school year, schools shall conduct at least four additional emergency drills, at least two of which shall be fire drills.**
- **In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance for the purpose of giving instruction and constructive criticism.**

** Any drill conducted for the purpose of active shooter preparation/response should include parent/guardian notification.*

NOTE: Failure or refusal to comply with the requirements in 6.29.1.9-O NMAC for holding emergency drills shall constitute grounds to suspend or revoke the license of the person responsible for compliance. The due process procedures under the Uniform Licensing Act (Sections 61-1-1 through 61-1-31 NMSA 1978) shall apply. Schools are also required to submit the *Emergency Drill Compliance Assurance Form* in Appendix A identifying the first responders who have been invited/participated in the drills for SSP approval.

Role of Exercises

An exercise is an instrument to train for, assess, practice, and improve performance in a consequence- and risk-free environment. A well-designed exercise provides a safe environment to test capabilities, familiarize personnel with roles and responsibilities and foster meaningful interaction and communication—both internally and outside of the school. Exercises bring together and strengthen the whole community in its efforts to prevent, protect against, mitigate, respond to and recover from all hazards. Overall, exercises are cost-effective and useful tools that can help schools to practice and refine their collective capacity to respond to emergencies.

Exercise Planning Process

The exercise process is ongoing and includes the following elements: design and development, conduct, evaluation and improvement planning. The Homeland Security Exercise and Evaluation Program (HSEEP) is the foundation of our local, state, tribal and nation's preparedness programs, and schools are encouraged to review HSEEP materials at www.fema.gov, for useful information. HSEEP addresses the exercise development process and provides a comprehensive set of guiding principles for exercise programs, as well as a common approach to exercise program management, design and development, conduct, evaluation, and improvement planning.

Exercise Planning Team

Use of a multi-disciplinary team for exercise planning will produce the best results and ensure both the physical and psychological safety of students and staff. Recommended members of an exercise planning team include:

- Administrator
- School mental health personnel
- School nurse
- Security personnel
- Teacher(s)
- Special education teacher(s)
- Parents (as appropriate)
- School Resource Officer

- Community representation or coordination as appropriate, e.g., law enforcement, fire, public health, emergency management, subject-matter experts such as utilities, private industry, hospitals, and others, depending upon the exercise being planned.

Exercise program management is the process of overseeing and integrating a variety of exercises over time. Effective exercise program management promotes a multi-year approach that:

- Engages district and school leadership;
- Establishes multi-year exercise program priorities;
- Develops a multi-year training and exercise program;
- Maintains a rolling summary of exercise outcomes; and
- Manages exercise program resources.

A school's exercise program manager should be someone who has the ability to engage the various components necessary to accomplish these goals. The exercise program manager should enlist the support of the local emergency manager, who can provide subject-matter expertise in exercise planning and implementation. A list of NM's Emergency Managers can be found in Appendix D.

Exercise Design and Development

In designing and developing individual exercises, exercise planning team members should: schedule planning meetings, identify and develop exercise objectives, design the scenario, create documentation, plan exercise conduct and evaluation, and coordinate logistics. At key points in this process, the exercise planning team engages school leadership to ensure their intent is captured and that they are prepared to support the exercise as necessary.

Exercise Conduct

After design and development activities are complete, the exercise is ready to occur. Activities essential to conducting individual exercises include: preparing for the exercise, managing the exercise, and conducting immediate exercise wrap-up activities.

Exercise Evaluation

Evaluation is the cornerstone of an exercise and must be considered throughout all phases of the exercise planning cycle, beginning when the exercise planning team meets to establish objectives and initiate exercise design. Effective evaluation assesses performance against exercise objectives and identifies and documents strengths and areas for improvement relative to capabilities.

Exercise Improvement Planning (IP)

During improvement planning, the corrective actions identified during individual exercises are tracked to completion, ensuring that exercises yield tangible preparedness improvements. An effective corrective action program develops improvement plans that are dynamic documents, which are continually monitored and implemented as part of the larger system of improving preparedness.

Types of Exercises

A progressive, multi-year exercise program enables schools to participate in a series of increasingly complex exercises, with each successive exercise building upon the previous one until mastery is achieved. Regardless of exercise type, each exercise within the progressive series is linked to a set of common program priorities and designed to test associated capabilities. Further, by defining training requirements in the planning process, a school can address known shortfalls prior to exercising capabilities. This progressive approach, with exercises that build upon each other and are

supported at each step with training, will ensure that organizations do not rush into a full-scale exercise too quickly. The different types of exercises that may be included in the multi-year plan are:

Discussion-based Exercises

Discussion-based exercises include seminars, workshops, tabletop exercises (TTXs), and games. These types of exercises can be used to familiarize players with, or develop new, plans, policies, agreements and procedures. Discussion-based exercises focus on strategic, policy-oriented issues. Facilitators and/or presenters usually lead the discussion, keeping participants on track towards meeting exercise objectives.

Operations-based Exercises

Operations-based exercises include drills, functional exercises (FEs), and full-scale exercises (FSEs). These exercises may be used to validate plans, policies, agreements, and procedures; clarify roles and responsibilities; and identify resource gaps. Operations-based exercises are characterized by actual reactions to an exercise scenario, such as initiating communications or mobilizing personnel and resources.

- **Drills**

A drill is a coordinated, supervised activity usually employed to validate a specific function or capability in a single agency or organization (e.g., a fire drill).

- **Functional Exercises (FE)**

FEs are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions (e.g., testing of a school family reunification plan or messaging system).

- **Full-Scale Exercises (FSE)**

FSEs are typically the most complex and resource-intensive type of exercise. They involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness. FSEs often include many players operating under cooperative systems such as ICS and cannot be undertaken without the cooperation of local first responder agencies. FSEs will take 6-12 months to properly plan and execute and are not often undertaken by schools, but rather by local first responders working in conjunction with a school.

Evaluation Process and Improvement Planning

The evaluation process and improvement planning are necessary steps in an exercise plan. Without evaluating the results of a drill/exercise and working toward improving the deficiencies identified, there is no reason to do the drill/exercise at all. Some common post-drill/exercise processes include:

Debrief

Immediately following the exercise, a short debriefing should be conducted with exercise planning team members to ascertain their level of satisfaction with the exercise, discuss any issues or concerns and propose improvements. Planners should collect exercise attendance lists, provide copies to the exercise planning team leader, develop and collect participant feedback forms, and develop debriefing notes.

Hot Wash

A hot wash provides an opportunity for exercise participants to discuss exercise strengths and areas for

improvement immediately following the conduct of an exercise. An experienced facilitator who can ensure that the discussion remains brief and constructive should lead the hot wash. The information gathered during a hot wash is used during the after action/IP process, and exercise suggestions can be used to improve future exercises.

After Action Report (AAR)

The AAR is the document that summarizes key information related to evaluation. The length, format, and development timeframe of the AAR depend on the exercise type and scope. These parameters should be determined by the exercise planning team leadership as they develop the evaluation requirements in the design and development process. The focus of the AAR is the analysis of capabilities. Generally, AARs also include basic exercise information, such as the exercise name, type of exercise, dates, location, participating organizations, mission area(s), specific threat or hazard, a brief scenario description, and the name of the exercise sponsor and point of contact. A template for a school exercise AAR can be found in Appendix B.

Improvement Planning (IP)

Exercises afford organizations the opportunity to evaluate capabilities and assess progress in meeting objectives. After the evaluation phase concludes, organizations should reach consensus on identified strengths and areas for improvement and develop a set of improvements that directly addresses the gaps that were identified. This information is then recorded in the AAR/IP and resolved through the implementation of concrete corrective actions, which are prioritized and tracked as part of a corrective action program. This process constitutes the improvement planning phase and is a necessary final step in conducting an exercise. Improvement planning ultimately supports the program management cycle, by continually examining the implementation of corrective actions. Improvement-planning activities can help shape an organization's exercise program priorities and support continuous improvement in the building and sustaining of capabilities.

Addressing Access Functional Needs (AFN) and Limited English Proficiency (LEP) (i.e. people with disabilities, limited English proficiency, and transportation disadvantaged).

Attention to developmental appropriateness and the mental and physical health-related status of students and staff warrant consideration when developing training and exercises for the school. This is of particular importance when addressing topics that can generate strong emotional responses, such as in an active shooter exercise. Use of a multi-disciplinary team for development of a school exercise plan will produce the best outcomes and ensure both the physical and psychological safety of students and staff. **Document the process in your SSP and how information is shared with first responders. (Please use data and not student names.)**

When developing and exercising a school plan, considerations for those with AFN should include:

- Physical disabilities that might impede mobility;
- Physical disabilities that might impede access to instructions, e.g., hearing or sight impairment;
- Sensory disabilities that might heighten a distress reaction and/or impede response to instruction; and/or
- Cognitive disabilities that might impede understanding a situation and/or instructions.

LEP considerations of staff, students and parents may also require the implementation of alternative methods for communicating information and instructions. Each school's unique demographics will help to guide the accommodations that will need to be made.

4.3 Resources

[Homeland Security Exercise and Evaluation Program \(HSEEP\)](#), FEMA

[School Safety Checklist](#), NM Department of Public Safety

[School Climate Survey \(EDSCLS\)](#),

U.S. Department of Education [U.S. Secret Service National Threat](#)

[Assessment Center](#)

[Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates](#),
U.S. Secret Service and U.S. Department of Education

[School Climate and Emergencies](#), REMS TA Center

[Active Shooter Situations: Threat Assessment Teams](#), REMS TA Center

[Positive School Climates](#), Colorado School Safety Resource Center

[Guiding Principles: A Resource Guide for Improving School Climate and Discipline](#), U.S. Department of Education

[Essentials of School Threat Assessment: Preventing Targeted School Violence](#), Colorado School Safety Resource
Center

[National School Climate Center](#)

[School-wide Positive Behavioral Interventions and Supports \(SWPBIS\) for Beginners](#), Colorado School Safety
Resource Center

[What Makes Schools Safe](#), New Jersey School Boards Association

[Virginia Student Threat Assessment Guidelines](#), University of Virginia

[School and Campus Health](#), Substance Abuse and Mental Health Services Administration

[The Toolkits: Assess, Act and Audit](#), Safe and Sound Schools Foundation

[Implementing Behavioral Threat Assessment on Campus](#), Virginia Tech

[Comprehensive School Safety Initiative](#), National Institute of Justice

Introduction

Response is defined as the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way. Appropriate response means to establish a safe and secure environment, save lives and property, and facilitate the transition to recovery. While some see **Response** as the chief mission area for which they must plan and prepare (perhaps because it is what happens **during** an incident), an effective EOP cannot overlook the efforts required in all the mission areas—**Prevention, Protection, Mitigation, Response and Recovery**. Schools must have SSPs that address the totality of these areas, all of which are equally important and rely upon each other’s success for effective execution. Remember that preparedness is cyclical in nature, as illustrated in the graphic below.



As schools plan for and execute Response activities (Section V) and Recovery operations (Section VI) through the EOP, they should use the concepts and principles of NIMS. One component of NIMS is ICS, which provides a standardized approach for incident management, regardless of incident cause, size, location or complexity. By using ICS during an incident, schools will be able to more effectively work with the responders in their communities. Both ICS and NIMS are discussed in detail in Chapter 5.1.

Response entails understanding and practicing some basic protective actions, or functional annexes, that are to be used when an emergency ensues. These actions should be communicated in common language and plain text (i.e., **do not** use color codes or code words). Although every school's needs and circumstances are different, based upon the layout, location, and population, there are three basic protective actions, as discussed in Chapter 5.2, that will apply to almost any emergency situation: lockdown, shelter-in-place or evacuation. Remember that schools are also responsible for the safety of staff and students during before and after school programs, which should be taken into account in emergency planning.

Schools have to be prepared to respond to all hazards, or at least those threats and hazards identified by their threat/hazard analysis (see Section IV) by activating one or a combination of the three protective actions above. In addition, schools must know what protective actions to activate to respond to various threats/hazards, which are detailed in Chapters 5.4-5.20.

Two other important components of a quality school response protocol include: (1) having an effective notification and messaging system and plan for engagement of that system (Chapter 5.21) and (2) a pre-determined media relations plan (Chapter 5.22). Planning in advance for both of these elements is important, so that during an emergency the plans can be activated by school/district staff who have been trained to manage them and not developed on-the-fly during a crisis.

Requirements

SSPs must contain and will be reviewed against the following criteria for approval of Section V. *All items marked with an asterisk (*) must be "met" before the SSP can be approved by the NM PED.*

Section V: RESPONSE	Met	Not Met	N/A	Comments/Recommendations
5.1 Incident Command System				
* Provided <u>school</u> incident command team roster (see Appendix B)				
* Provided <u>district</u> incident command team roster (see Appendix B)				
*ICS Training (FEMA IS-100 SCa) - Provided date that the Incident Commander(s) at the school and district level participated in training(s). (Document other team members' training, if applicable.)				
5.2 Protective Actions/Functional Annexes				
* Provided <u>site-specific</u> written protocol for off-site evacuation				
* Provided <u>site-specific</u> written protocol for shelter-in-place				
* Provided <u>site-specific</u> written protocol for lockdown				
*Provided <u>site-specific</u> protocol for active shooter <ul style="list-style-type: none"> • Included Staff Training Info. (must provide trainer name, training title/type, and frequency of training.) • Included all school staff is empowered to call for a lockdown at first notice of an emergency. 				
5.3 Closing of School/Early Dismissal				
* Provided <u>site-specific</u> written protocol for closing of school/early dismissal (see Appendix C for sample school closure checklist)				
5.4 Act of Violence				
*Provided <u>recommended protective action and additional steps</u> needed to respond effectively.				
5.6 Animal on Campus				
*Provided <u>recommended protective action and additional steps</u> needed to respond effectively for potentially dangerous animal on campus.				
5.7 Bomb Threat				
*Provided <u>recommended protective action and additional steps</u> needed to respond effectively.				
*Includes use of a Bomb Threat Checklist (see Appendix C for sample checklist and include in SSP)				
5.8 Civil Disturbance				
*Provided <u>recommended protective action and additional steps</u> needed to respond effectively.				
5.9 Cyber Security Breach				
Provided protocol for cyber security breach (include IT software, oversight, etc.)				
5.10 Explosion				
*Provided <u>recommended protective action and additional steps</u> needed to respond effectively.				
5.12 Fire				
*Provided <u>recommended protective action and additional steps</u> needed to respond effectively.				
5.13 HAZMAT				

* Provided recommended protective action and additional steps needed to respond effectively.				
5.14 Loss of Power or Water				
* Provided written protocol for loss of power or water				
5.15 Medical Emergency				
* Provided site-specific written protocol for medical emergency, including recommended protective action(s)				
Provided Emergency Phone Number List Form (see Appendix B)				
5.16 Missing Child				
* Provided protocol for missing child, including required AMBER Alert™ reporting to law enforcement				
5.17 Natural Hazards/Severe Weather				
* Provided protocol(s) for natural hazards/severe weather identified in T/H assessment from Sec. 4.1, including recommended protective action(s) for each identified site-specific threat/hazard				
5.18 Special Events				
* Provided protocol for on-campus special events				
Provided written protocol for off-campus special events				
5.20 Transportation Emergency				
* Provided protocol for transportation emergency, including recommended protective actions(s)				
5.21 Notification and Messaging				
* Provided written plan for parent/guardian notification of emergency protocols and procedures.				
Provided copy of site-specific parent/guardian notification letter (see Appendix B for sample letter), including how info. was disseminated.				
5.22 Media Relations				
* Identified school and/or district PIO by name				
Provided written media relations protocol that includes collaboration with local first responder's PIO				

5.1 Incident Command System (ICS)

The ICS is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure;
- Enables a coordinated response among various jurisdictions and functional agencies;
- Establishes common processes for planning and managing resources. ICS is flexible and scalable (depending upon incident size and duration, as well as the availability of personnel) and can be used for incidents of any type, scope, and complexity; and
- Allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents.

ICS is used by all levels of government—Federal, State, tribal, and local—as well as by many nongovernmental

organizations and the private sector. The ICS is also applicable across disciplines—fire, law enforcement, emergency medical services. It is typically structured to facilitate activities in five major functional areas: Command, Operations, Planning, Logistics, and Finance/Administration. **All of these functional areas may or may not be used based on the incident needs.** For most school-based emergencies, it is unlikely that all of the major functional areas will be operationalized, as much of the response will be managed by first responders.

Regardless if a school ever fully operationalizes ICS, as a system, ICS is extremely useful; not only does it provide an organizational structure for incident management, but it also guides the process for planning, building and adapting that structure. Therefore, using at least the basic concepts of ICS for every incident (including not only during emergencies, but also for training or for planned events) helps improve and maintain skills needed when a large-scale incident does occur.

Familiarity with ICS is highly recommended for all school personnel. IS-100.: Introduction to the Incident Command System is a self-paced, independent study course offered by FEMA that introduces basic emergency response principles in the context of school safety. The course takes about 90 minutes to and can be taken independently or in a group setting as part of staff training. [IS-0100.c: An Introduction to the Incident Command System, ICS](#) is **required** for all Incident Commanders, and is recommended for all other ICS roles.

A basic understanding of ICS is important for schools because first responder agencies all use “incident command” during a crisis. The ICS is a response method that determines the role of everyone responding to a crisis and defines a shared vocabulary and shared expectations of behavior. District and school safety teams need to be familiar with this shared vocabulary when interacting with first responders during a crisis. District and school safety teams must understand and use ICS. It is highly recommended that all school safety team members and incident command staff also take IS-362A: Multi-Hazard Emergency Planning for Schools. Staff will also learn that the use of “color codes” for difference emergency situations is discouraged. ICS supports the use of plain text and common language for ease of understanding..

Additional Considerations in an Emergency

1. Whose emergency is it? Often, “school emergencies” become larger “community emergencies” that necessitate first responder involvement. For school emergencies, schools should utilize the *Incident Command Organization Chart*, below. For larger community emergencies, first responders will likely establish command and manage the incident. There is **always only one Incident Commander (IC) per incident** and if first responders are on the scene, as the experts, they are most likely the IC. If they are not in lockdown themselves, school personnel may work with the IC to assist with school layout, student flow, and provide other information relevant to the school (e.g., transportation options or reunification plan). A school or district Public Information Office (PIO) may also be necessary to provide accurate messaging to parents and the media. The PIO should work with the IC to insure accurate, timely and consistent messaging.
2. Once it has been established whose emergency it is, the decision of whether to set up a school Department Operations Center (DOC) or to have school IC staff support the first responders’ Emergency Operations Center (EOC) will need to be made. As there is only one IC for every incident, there is also generally only one EOC, which will be managed by the city, county, or state, for every incident. The EOC is a centralized management center for emergency operations, where decisions are made on managing the incident. It is stocked with communications equipment, reference materials, technical information, activity logs and all the tools necessary to respond quickly and appropriately to an emergency. The EOC should be located in an area not likely to be involved in an incident and will be different depending upon if the incident is a school- level, district-level or community-level incident. School personnel may or may not be asked to help staff the EOC; instead, they may fulfill a supporting role, depending upon their level of availability during an emergency (i.e., during a lockdown for an active shooter, school staff will have to remain in lockdown and will not be available

to support the EOC). School districts may decide, however, to staff a DOC, which can be done at the school or district level, during a large school emergency. Schools/districts should work with their local first responders on determining if a school or district DOC should be considered, again, before an emergency, as standing up a DOC requires pre-planning, stocking of supplies and resources, and staff training and cannot be done as an emergency is unfolding.

3. When it is a school emergency and ICS is being utilized, one consideration regarding using teachers as command staff is that teachers usually have classroom assignments and responsibilities that might prevent them from acting in a primary ICS role. Consequently, ICS is often better populated by administrative and non-teaching staff. Again, this depends upon the size of the school and availability of personnel and will need to be customized for each school.
4. Depending upon the size, scope and duration of the emergency, ICS will be customized to fit the needs of both the incident and the capacity of your school and/or district staff. Complete ICS assignments may not need to be assigned for every emergency.

Although not intended as an exhaustive list, some examples of *Levels of Emergencies* are below; note how the subsequent graphic illustrates how they are not necessarily stand-alone events, but how they can overlap with each other:

School-Level Emergencies

- Minor injuries, sickness, and allergic reactions that can be attended to by the school nurse
- Child abuse/neglect
- Utility failure
- Dangerous animal on campus
- Suicide threat (unless District Crisis Team and Mental Health Professionals are deployed)
- Trespasser on campus (unless there is suspected criminal intent)
- Bomb threat (unless bomb is real)

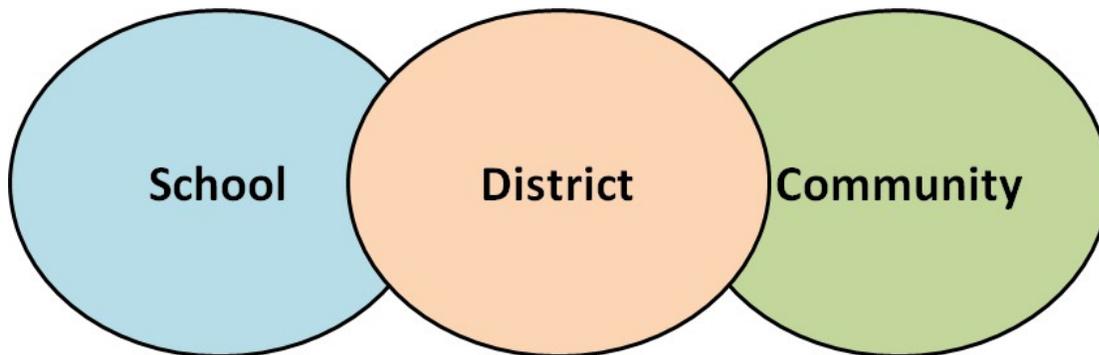
District-Level Emergencies

- Unexpected staff or student death, including suicide (unless staff/students from other schools within the district are affected)
- Suicide threat (if District Crisis Team and Mental Health Professionals are deployed)
- Mild weather emergencies

Community-Level Emergencies

- Tornado, flooding or major weather emergency
- Fire or explosion
- Chemical or other HAZMAT spill
- Death of multiple students or staff
- Active shooter
- Bomb threat (that is real)

Intersection of Levels of Emergencies



School Staff Roles/Responsibilities within ICS

Some of the roles and responsibilities that each school crisis team member may assume in the event of a crisis situation are listed below. Some personnel may assume more than one role or perform several tasks simultaneously. Required tasks may depend on the type and duration of the crisis a school is experiencing. Note the suggested staff members who might be assigned the roles denoted in parentheses next to each role, but training and personality characteristics should be taken into consideration when selecting specific staff members to fulfill each of these roles. Staff members must have an interest in being involved in the IC structure and must be trained for their role in order to successfully fulfill that role's responsibilities.

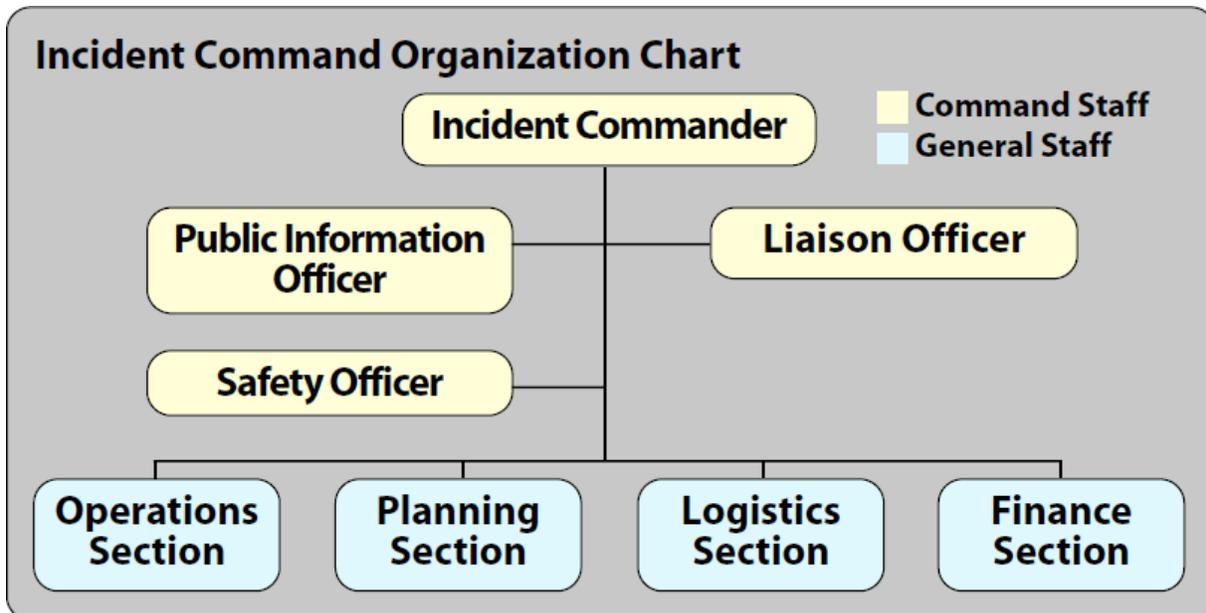


Chart source: FEMA

COMMAND STAFF**School Incident Commander (IC)***(Principal or Site Administrator)*

In a small school or during a small incident, the IC may assume some or all of the responsibilities of Command Staff. Larger and/or longer incidents may necessitate Command Staff assignments as follows:

- Assesses the situation and engages appropriate crisis response protocol;
- Communicates with higher level administrators;
- Monitors implementation of the response plan;
- Implements crisis team phone tree to assemble the team;
- Serves as liaison with public safety and response agencies to coordinate response efforts;
- Assigns duties, as necessary, to team according to ICS structure;
- Reviews and approves public information releases with District Public Information Officer;
- Coordinates with school security and safety officer for the safety of students and staff; and
- Reviews and approves communication with staff, parents and students.

Public Information Officer (PIO)*(may be District Personnel)*

- Works as the media contact for the district and/or school;
- Coordinates with the principal or site administrator for statements to the press;
- Briefs the media, if necessary;
- Reviews public information releases with the principal or site administrator; and
- Serves as link with the city/county/state and first responder agency PIOs.

School Safety Officer*(SRO or School Security Staff)*

- Assigns, supervises, and coordinates school security;
- Secures incident site and establishes perimeter;
- Maintains liaison with public safety agencies on operational issues;
- Briefs IC on security issues and investigations;
- Collaborates with local law enforcement;
- Supervises crowd and traffic control and access management;
- Supervises the safe and organized movement of students and staff, as needed; and
- Assembles students and staff for information sharing and/or safety briefings.

Liaison Officer*(Assistant Principal or Office Staff)*

- Serves as the primary contact for supporting outside agencies assisting at an incident;
- Represents the concerns and needs of all parties involved in a response;
- Works with the PIO and IC to coordinate media releases, as needed; and
- Coordinates parent messaging with PIO and/or site administrator.

GENERAL STAFF

Operations Section Chief

(Assistant Principal, Psychologist, Social Worker, or Counselor)

In a small school or during a small incident, the Operations Section Chief may assume some or all of the responsibilities of Operations Section. Larger and/or longer incidents may necessitate Operations Section member assignments as follows:

- Leads or provides the functions in the Operations Section;
- Assists Incident Commander, as necessary;
- Provides expertise in linking team to the appropriate crisis response protocols and guidelines;
- Leads the development of the response and intervention plan to include physical and psychological interventions;
- Coordinates with planning and logistics coordinator to assure resources are available;
- Communicates with district and/or community level team(s);
- Leads team in debriefing after a crisis occurs; and
- Documents activities.

In addition, schools may want to consider the following Operations Section functions. Although these functions are not necessarily standard under ICS, schools may benefit from having personnel assigned to some or all of these functions:

Emergency Medical Coordinator *(Nurse or other health professional)*

- Identifies and coordinates staff who have First Aid/CPR/EMT training;
- Coordinates the emergency contact card/emergency information procedure with the Principal/Site Administrator;
- Maintains trauma bags and supplies with beginning of year and mid-year checks;
- Works with special education staff, school mental health staff and counselors to identify and plan for individuals who may need evacuation assistance;
- Coordinates medical triage in the event of an emergency to provide direct medical care;
- Liaises with Emergency Medical Responders;
- Requests additional supplies, as needed;
- Knows and provides for student and staff medical needs;
- Documents medical and transport activities; and
- Evaluates for additional training needs.

Student and Staff Communications Coordinator *(Assistant Principal, Psychologist, Social Worker, or Counselor)*

- Implements crisis team and/or staff phone tree, as needed;
- Coordinates the communication content and dissemination to student and staff during a crisis event;
- Works with Principal/Site Administrator and Student Care and Recovery Coordinator to determine appropriate content and means of communication;
- Provides written statements to use for student, staff, and parent notification (works with district PIO as needed) (e.g., fact sheets, parent letters);
- Monitors communication dissemination plan;
- Considers information and responses needed by office personnel;
- Engages and monitors communication with victims and families; and
- Keeps records of communication requested and released.

Student Care and Recovery Coordinator *(School or community-based Mental Health Staff)*

- Determines the psychological impact on students and staff and the nature of care and recovery services needed;
- Contacts District Crisis Recovery Coordinator when incident occurs to discuss post-event care and recovery needs;
- Maintains a crisis resource notebook with readily available resources and handouts for students, staff and parents;
- Mobilizes mental health/counseling resource personnel in district and/or community;
- Establishes and coordinates best practices in classroom information meetings, caregiver trainings, group and individual psychological first aid throughout the event to reduce panic and lessen trauma;
- Identifies resources to manage grief and the healing process, as needed;
- Coordinates best practice psychological recovery plan and services, as needed;
- Prepares for memorial services and long-term support, as needed;
- Maintains records of referrals and services provided; and
- Assesses additional training needs of the school recovery team.

Student/Parent Reunification Coordinator *(Office staff or other staff)*

- Develops system for releasing students to parents;
 - Designates a reunification site;
 - Checks emergency cards for name of person/s authorized to pick up student;
 - Releases student to authorized person (checks and verifies ID with name listed on student emergency card); and
 - Maintains a student release log

Logistics Section Chief *(Assistant Principal or other staff)*

In a small school or during a small incident, the Logistics Section Chief may assume some or all of the responsibilities of Logistics Section. Larger and/or longer incidents may necessitate Logistics Section member assignments as follows:

- Leads or provides the functions of the Logistics Section;
- Works with building engineer for facility needs;
- Works with office personnel for supplies and equipment needs;
- Coordinates access with district personnel;
- Coordinates access to and distribution of supplies during an emergency; and
- Documents activities of Logistics section.

In addition, schools may want to consider the following Logistics Section functions. Although these functions are not necessarily standard under ICS, schools may benefit from having personnel assigned to some or all of these functions:

Facilities Coordinator *(Building Engineer or Facilities Manager)*

- Locks entrances/exits, helps secure building, shuts off HVAC, if necessary, etc.;
- Knows floor plan of building and locations of shut-off valves (e.g., gas, electrical, furnace, alarm system, cameras, etc.);
- Communicates with district maintenance staff; and

- Helps move objects if necessary to expedite response efforts.

Supplies and Equipment Coordinator *(may be Office Staff)*

- Coordinates requests for copying, documentation, parent letters, etc.;
- Locates identified support supplies to help implement crisis plan and response;
- Purchases necessary supplies; and
- Maintains the emergency response kits (e.g., "Go-Kits").

Transportation Coordinator *(may be Assistant Principal or Transportation Manager)*

- Coordinates the assembly and transport of students, including to off-site evacuation locations.

Food and Water Coordinator *(may be Office Staff or Cafeteria Staff)*

- Coordinates the acquisition, preparation and distribution of food and water during lengthy shelter-in-place and off-site evacuations.

Planning Section Chief

(Assistant Principal, Teacher, or filled by district personnel)

In a small emergency or at a small school, another Section Chief or district personnel may fulfill these duties; in a larger emergency or at a larger school this position may be assigned, as needed.

- Collects and evaluates information related to development of the crisis;
- Evaluates status of resources; and
- Helps to think ahead of current status and prepare for future changes to the situation.

Finance Section Chief

(Assistant Principal, Office Manager, Teacher, or filled by district personnel)

In a small emergency or at a small school, another Section Chief or district personnel may fulfill these duties; in a larger emergency or at a larger school this position may be assigned, as needed.

- Documents and tracks expenses related to crisis planning and development;
- Tracks and records expenses incurred when a crisis event occurs; and
- Completes paperwork to seek reimbursement, if available.

The above section on Staff Roles/Responsibilities was adapted from [Colorado School Safety Resource Center](#) documents.

5.2 Protective Actions

It is recommended that schools have protocols for three basic **protective actions** (also called **functional annexes** in some response protocols). These actions or functional annexes should be communicated in common language and plain text (i.e., do not use color codes, 10-codes or code words). Although every school's needs and circumstances are

Key Messages

- Develop emergency action procedures in consultation with community emergency responders.
- Use common language and plain text during emergencies. Use of color codes, 10-codes or code words is **not** advised.
- Customize protective actions/functional annexes as appropriate for each individual site.
- Develop plans for students and staff with AFN and LEP.
- Drilling/exercising these

different, based upon the layout, location, and population, there are three basic response actions for almost any emergency situation (see *Active Shooter* below for the exception). These three basic protective actions/functional annexes will be used to ensure the safety of all individuals at a K-12 school site in the event of an actual emergency or for most potential crisis situations. These actions, **lockdown, shelter-in-place and evacuation**—or a combination of these actions—are generic outlines for a school's response that should be: (1) standardized across each school district, and (2) customized for each school site. In addition, individualized plans will need to be developed for students and staff with AFN and LEP. Schools and districts are encouraged to plan for the use of these protective actions in a variety of potential emergency situations.

Preparing and practicing the drills in the school EOP before an emergency occurs can **save lives, prevent injuries, and minimize property damage**. It is suggested that all school and district employees be informed and reminded of these procedures at least annually, including drilling and practicing all four protective actions on a regular basis, so that when an emergency does occur, the response is more effective. It is important to exercise and practice these drills when staff and students are in varied locations throughout the school building, at different times of the school day (including during before and after school programs) and during all weather conditions; drills and exercises are a great way to help to identify vulnerabilities before an emergency occurs. Students should be informed of and trained on these actions as developmentally appropriate. Schools are encouraged to develop their protective action protocols with emergency managers and emergency responders in their community (i.e., fire and law enforcement) and to share emergency protocols with parents and other community members who might be affected by a school emergency (e.g., a local business or church that may be used as an off-campus evacuation site).

A superintendent (or designee) or a principal (or designee) who is acting as the school IC for a school site should have the authority to initiate site emergency actions as situations warrant, in order to provide for the safety of all those at the school. Make sure to designate at least one back-up IC who is authorized to initiate site emergency actions if the primary IC is away from campus or unavailable. In addition, school staff should be empowered to initiate life-saving removal of students from harm's way. Schools should also be prepared for a controlled release of students with a planned system for reunification with families after an incident (see Chapter 6.1 for more information on family reunification).

School Protective Actions/Functional Annexes

- Lockdown
- Shelter-in-Place
- Evacuation
- Active Shooter

Lockdown procedures are used to protect building occupants from potential dangers in the building or external threats that may enter the building. Lockdown is used in situations where an actual emergency or crisis that threatens the safety of building occupants is occurring, has occurred on a school campus or when the potential for such a situation is high. Regular classroom activities are halted and teachers should identify and move students quietly to a pre-designated safe zone in the classroom where they cannot be seen through any corridor windows. Lockdown is a **classroom-based** protocol that requires locking the classroom door, turning off the lights, silencing cell phones and placing students out of sight of any windows.

Variation on Lockdown:

- **Lockout:** Lockout procedures are used in a heightened state of security, to secure the building and protect building occupants where a higher than normal **threat is present near or in the**

vicinity of the campus. A lockout recovers all students from outside the building, secures the building perimeter and locks all outside doors. Lockout is a **school-based** protocol that is used as a preventative measure and response action when there is a threat of danger outside the school building, and may be in place for a few minutes or longer periods of time, until the threat to safety is resolved. Lockout requires locking the school's doors, but may not require locking individual classroom doors or turning out lights. During a lockout, regular classroom activities may usually continue.

Some examples of threats/hazards that might warrant Lockout:

- Dangerous animal on campus or a criminal at-large in the surrounding community.

Some examples of threats/hazards that might warrant Lockdown:

- Unauthorized visitor to the school who may do harm to school staff or students, active shooter, act of violence at or near school, criminal activity at or near campus.

Shelter-in-Place

Shelter-in-Place procedures are used when the building is seen as a place of safety but locking down the building is not necessary. A shelter-in-place often requires building occupants to remain in a school building for extended periods of time during an event. ***To Shelter-in-Place means to take shelter where you are and isolate the inside environment from the outside environment.*** Additional threat/hazard-specific directions may be needed, depending upon the emergency.

Variations on Shelter-in-Place:

- **Natural hazards:** May require moving away from windows or relocating to window-less rooms for tornados or high wind events, or "drop/cover/hold on" for earthquakes.
- **Chemical or other HAZMAT incident:** May require moving to designated rooms that can be sealed off to prevent outside air from entering the room; may require shutting off HVAC system.

Some examples of threats/hazards that might warrant Shelter-in-Place:

- Chemical or HAZMAT incident (as explained above), severe weather, wildfire, terrorist event in the community.

Evacuation

Evacuation procedures are used in a variety of school emergency situations when remaining in the building is unsafe. ***Evacuation means to move building occupants from the building(s) to a pre-designated safe area.*** An evacuation may be signaled by a fire alarm, direction from the school site administrator over the intercom or other emergency notification system, or by the instruction of emergency response personnel. Some evacuations may involve moving students and staff to an alternate or off-campus site. A partial evacuation of a section of the building may also occur. If evacuation is other than for a fire or fire drill, further instructions should be given.

Variations on Evacuation:

- **Fire Drill:** Fire drills should practice the quick and orderly evacuation of all students and school personnel to pre-designated areas on or near campus and should include a procedure for student and staff accountability, as well as an orderly re-entry procedure.
-

- **Under Escort:** During a lockdown, law enforcement will enter the school with the mission of stopping the threat. As more officers are deployed, there may be a need to evacuate individual classrooms or areas under escort. Best practice models are still being researched for this action, however, in most cases, students and staff will be asked to evacuate in a single file with hands empty and showing. Instructions from law enforcement will likely include these directives: do not take personal belongings with you; do not talk or use electronic devices; and follow all instructions of law enforcement officers.
- **To Off-Campus Site:** This may require longer distance walks or school-provides transportation to a pre-designated site due to the school campus being unsafe. An off-campus evacuation should include procedures for student and staff transportation, accountability and family reunification.
- **Reverse Evacuation:** Used to move staff and students who are outside the school buildings inside in a quick and orderly fashion when circumstances inside are safer than outside. A reverse evacuation order is often followed by a shelter-in-place, lockout, or lockdown order, depending upon the circumstances.

Some examples of threats/hazards that might warrant an Evacuation:

- Fire, explosion, bomb threat, mass casualty event.

Active Shooter Situations

A requirement in the 2020-2021 school year is that during the first four weeks of the school year, each school shall conduct one shelter in place drill that includes preparation to respond to an active shooter.

An active shooter is defined as an individual, actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are typically finished in 5 to 10 minutes, often before law enforcement arrives on the scene, school staff should be prepared, both mentally and physically, to address an active shooter situation. See Chapter 5.5 for details on the *Run, Hide, and Fight* protocol.

The majority of students will complete their schooling without ever being touched by peer violence. Nevertheless, school incidents of targeted violence carried out by students (or former students) have shaken the image of schools as reliably safe and secure environments in which the qualifications of teachers and the quality of the educational curricula are the most pressing concerns of educators, students and parents. Compared to the other types of violence and crime that children face both in and outside of school, school-based targeted attacks are rare, however their impact is immense. Being prepared to respond to an active shooter situation, as well as employing preventive measures can help to mitigate the potential damage in this situation (see *Understanding the Risks, Threats and Hazards* in Chapter 4.1 and *Suicide Prevention* in Chapter 2.5 for more information).

The good news is that rarely do individuals simply “snap”; there are often signs that staff and students can be trained to recognize to potentially prevent an attack (see *Behavioral Threat Assessments* in Chapter 4.1). Things to be aware of include suspicious people watching a facility or taking photographs, or strange calls or unusual behavior by students, staff, parents or visitors. Staff, students, or other citizens should never be shy or feel embarrassed when reporting suspicious activities to law enforcement. Staff and students often know best if a particular person is acting suspiciously (i.e., differently than he or she normally would), and reporting unusual behavior will help local law enforcement agencies to build a picture, which on the surface may look harmless, but when reports from various people are put together, could indicate a threat before it occurs. It is important to always report suspicious activity and any other concerns to local law enforcement or to school administration immediately.

5.3 Closing of School/Early Dismissal

The decision to close a school will typically be made by the superintendent, based upon advisement from staff and civil authorities (law enforcement, fire, emergency management, transportation officials, etc.) in respect to the danger to students and staff, damage assessments of facilities and capabilities of school to function (water, power, heat, sanitation, transportation, etc.).

Usually, the decision to close a school will be made as a result of winter storms or other disasters, such as an earthquake, fire, explosion, chemical spill, flood, severe winds or excessive heat. In these instances, the local and/or state EOC may already be activated, which means that experts will be closely monitoring the status of the disaster. Once a school has been closed, children are not to return until an official announcement is made by the district administration.

If the decision is made **to** dismiss school early, the following contingencies 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 their chances of injury, especially if the distance between school and home is substantial.
- Streets may be without crossing guards.

If the decision is made **not to** dismiss school early, the following should be considered:

- Conditions may worsen by regular dismissal time, posing increased risks for students being bussed or walking home.
- If conditions rapidly worsen, students may have to stay overnight at the school.

Informing students, staff, parents/guardians and the 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, staff and parents/guardians can be notified as expediently as possible. See *Notification and Messaging* in Chapter 5.21 for various methods of notification and messaging that schools can use to quickly and efficiently notify everyone of a school closure, early dismissal, or re-opening after a closure. Schools may also use the *School Closure/Unscheduled Early Dismissal Checklist* in Appendix C for guidance.

5.4 Act of Violence

It is possible that a shooting or other act of violence could occur at or near a school site. The immediate concern is the safety of all students and staff. 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. Staff should stay calm as a model to their students.

Immediately after the incident or shots have been reported fired, initiate **Lockdown** or **Shelter-in-Place** procedures, as appropriate (see Chapter 5.2 for *Lockdown and Shelter-in-Place* protocols).

Best practices for responding to acts of violence on/near school grounds include:

- If outside, find cover (may need to lie flat).
- Have students move safely and quickly to the nearest shelter (building) or cover.

- School security or site administrator will determine whether to call 911.
- Assess injuries, if applicable.
- Do not allow seriously injured person(s) to move. If the injured are ambulatory, assist them to shelter.
- Stay with the injured person(s) until emergency services arrive.
- Assist the police by providing as much detail on the incident as possible.
- Schools may wish to notify to parents that the school is in lockdown (see Chapter 5.21 for information on *Notification and Messaging*).
- Resume normal operations only after verifying with law enforcement that the danger to the school is no longer present

Potential Acts of Violence may include, but are not limited to the following:

- **Active Shooter(s)**
A person who is actively engaging students and/or staff with a firearm.
- **Armed Person On or Near School Grounds**
An individual displaying or wielding a deadly weapon.
- **Drive-by Shooter**
A person that is shooting from an occupied/moving vehicle into a target area.
- **Hostage Situation**
Detaining of students and/or staff against their will by force or threatened use of force.
- **Shots Fired from On/Off-School Grounds**
Gunfire coming from an undetermined source.
- **Show-by Shooter**
Individual driving by with the intent of a show of force, i.e. showing a gun out of the car window, but not firing it.
- **Suicide Attempt or Threat of Suicide**
The act of taking one's own life or threatening to do so (see *Suicide Prevention* protocol in Chapter 2.5 for more information).

5.5 Active Shooter

Run, Hide, Fight: Survival Responses for an Active Shooter Situation

While the lockdown protective action is often used during an active shooter situation, if you are alone or have no other alternative, you should be aware of the other options of evacuating yourself and students to safety or, as a *very last resort*, fighting to protect them and yourself. ***Run, Hide, Fight are three tactics that have been recognized nationally as effective survival responses to active shooter situations*** in schools, universities, movie theatres, shopping malls and work places.

What *Run, Hide, Fight* is not:

- It is not a NM PED-mandated protocol for all schools and districts.
- It does not advocate teaching children to fight.
- It does not advocate teaching or requiring school staff or anyone else to fight.
- It is not absolute. Schools and districts must decide how much, if any, of the protocol is appropriate for each individual school (which is dependent upon the age of the students, the willingness of staff and other unique circumstances, such as student and staff characteristics).
- It is not the answer to all school gun incidents.
- It is not in conflict with the lockdown protocol.

What Run, Hide, Fight is:

- It is a starting point for discussions.
- It is designed to engage civilians in survival efforts.
- It is designed to help inform civilians of potential law enforcement response protocols during active shooter situations.
- It acknowledges the reality of what is occurring.
- It is a way to practice for the “unlikely but possible”—just as schools do for a fire.

Run

Typically, students and staff should only deviate from the practiced lockdown procedure when instructed by law enforcement officers or other first responders that it is safe to do so. However, in an extreme case when there is no other option and the threat is imminent and unavoidable, the situation may dictate that school personnel and students “run.” If this is an option, and if it is safe to do so, evacuate the premises (informing students which route to take and where they should go), and move well away from the school to a safe location.

School personnel should take the following actions:

- Have an escape route and plan in mind before moving. Ideally, this plan should be drilled ahead of time.
- Account for all students. Have a teacher’s aide or another responsible individual lead the students out, while checking for the last student out of the room or area.
- Leave all belongings behind and instruct students to do the same.
- Break windows to escape if located on the ground floor. Clear away glass and lay mats or clothing over the windowsill to prevent injury. An adult should climb out first to help students exit the window safely.
- Call 911 when conditions are safe to do so.
- Prevent individuals from entering an area where an active shooter may present a threat. Warn people to stay away without endangering yourself or others.
- Keep hands up, empty and visible if law enforcement is outside.
- Follow the instructions of all law enforcement.
- Listen for special instructions over the intercom or other designated means of communication.

Hide

“Hide” is essentially an extreme version of a routine lockdown procedure and the recommended action to take in a “no warning” incident, versus a lockdown that is announced over an intercom. If evacuating/running is not possible, school personnel and students should find a place to hide where the active shooter is less likely to find the hiding location. Whether school personnel and students are in the school building or on the sports field or a field trip, the hiding places should:

- Be out of the active shooter’s view;
- Provide protection if shots are fired in the direction of the hiding spot;
- Be away from doors and windows as bullets can easily pass through these; and
- Not trap or restrict options for escape, so that if running becomes possible, it is still an option.

To decrease the likelihood of an active shooter entering the hiding place:

- Lock the door;
- Blockade the door with heavy furniture; and
- Hide behind solid objects such as file cabinets for protective cover.

If the active shooter is nearby, take the following actions:

- Lock the door and shut off the lights;
- Silence cell phones or pagers;
- Turn off any source of noise, such as radios and televisions;
- Hide behind large items such as cabinets and desks; and
- Remain quiet and instruct others to do the same.

When reporting the threat to the police take the following steps:

- Remain calm; and
- Call 911, if possible, in order to alert police to the active shooter's location. If speaking on the phone is not an option, leave the line open and allow dispatch to listen to what is happening.

Fight

As a very last resort, and only when your life or the lives of those around you are in imminent danger, you may decide to attempt to disrupt or incapacitate the active shooter by attacking or by using a distraction.

Some options may include:

- Throwing items and improvising weapons such as a chair, phone, laptop, tablet, stapler, file, book or another easily accessible object;
- Yelling or shouting to distract or frighten the aggressor;
- Seeking control of the aggressor's hands in order to limit his/her ability to use a weapon; and
- Directing students to escape while you are attacking or distracting the active shooter.

Interacting with Law Enforcement or Other First Responders

When an emergency is such that law enforcement or other first responders arrive on-scene, particularly in an active shooter situation, it is important to respond in a manner that does not present a risk to yourself or the students. Law enforcement will proceed to the area where the last shots were heard in order to stop the shooter. Teachers or others with student responsibility should brief students, especially if they are older, on what to do when the police arrive.

In such incidents, it is important to:

- Remain calm and follow the officers' instructions;
- Avoid startling the officers or taking actions that might be misinterpreted as being hostile;
- Put down any items in your hands, instructing students to do the same;
- Immediately raise hands and spread fingers, instructing students to do the same;
- Keep hands visible at all times, as the police may not know who the active shooter is;
- Avoid making quick movements toward officers and do not attempt to hold onto them for safety;
- Avoid pointing, screaming or yelling; and
- Avoid stopping and asking law enforcement for help or directions when evacuating.

5.6 Animal on Campus

In New Mexico, there is often the possibility of a wild animal (or stray dog) entering a school campus. The response actions for animals on campus may include the following:

- Call 911, if necessary to report the situation and obtain assistance.

- Notify the IC, who will assemble the Crisis Team, as needed.
- Ensure the safety of students and staff by bringing everyone indoors (i.e. reverse evacuation).
- The IC notifies the superintendent and contacts parents of student(s) involved, if necessary.
- If needed, notify first aid-certified personnel or school nurse of medical emergencies.
- Seal off area if animal is still present and first responders or animal control has not yet arrived.

5.7 Bomb Threat

Bomb threats disrupt schools and create significant anxiety in a school-community, especially if they are reoccurring over a short period of time. School administrators, safety officials, crisis teams and staff should be trained and schools should have guidelines for handling bomb threats and suspicious devices on campus.

One issue facing schools and/or districts is whether to evacuate schools for every bomb threat. Historically, many school bomb threats have been made by students seeking to disrupt the school day and/or to get out of school. Still, all threats must be treated seriously, thoroughly investigated and managed.

Many schools across the nation follow a best practice model supported by federal explosives experts, which calls for having law enforcement assess threats—rather than automatically evacuating a school. Decisions and protocols on these issues should be determined by school officials and their public safety (police, fire, etc.) partners as a part of their emergency planning process—prior to an actual incident.

In general, the current best practice followed by most school and public safety officials is to evaluate each incident on a case-by-case basis and determine whether to evacuate accordingly. One concern of public safety is when schools pull the fire alarm to signal a bomb threat evacuation without the fire department knowing that such a procedure is being used for bomb threat evacuation rather than an actual fire. Schools should communicate with the local fire and police departments on how best to avoid any confusion in this regard.

Key Messages

- Regularly drill/exercise your bomb threat protocol with staff and students.
- For bomb threats received via phone, **use** the Bomb Threat Checklist.
- The type of response action warranted is determined by considering the totality of the circumstances.
- School staff should be empowered to initiate the life-saving removal of students from harm's way.
- Staff should always scan their room or workspace for unusual or suspicious items or persons when evacuating for a drill/exercise/incident.
- No bomb threat should be disregarded as being a prank!

* The above information is adapted from the [National School Security and Safety Services](#), *School Bomb Threats and School Security*.

Following are some best practice recommendations for the development of a school bomb threat protocol.

Assess the Threat Level

The first step in responding to a bomb threat is to assess the level of the threat. The risk level should then dictate the response action taken. See the *Bomb Threat Risk Level Graphic* below.

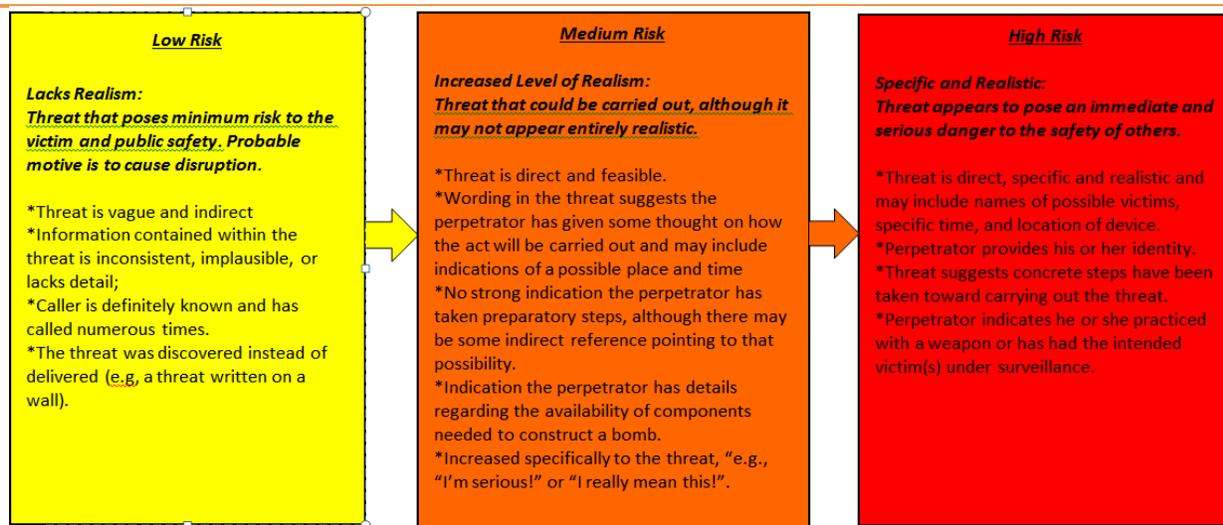


Chart source: FBI and DHS Office for Bombing Prevention, [Bomb Threat Guidance](#) (2016)

Threat Types

Bomb threats may be received by phone, mail or message. Below 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. If possible, 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 your site- specific process. It is very important that the person receiving the threat gets as much information as possible from the caller, e.g., where the bomb is located, what time it is scheduled to detonate, why he/she placed the bomb in the school, and what the bomb looks like. The recipient should note the following: gender of caller and approximate age - man, woman, boy, girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type), motors, traffic, etc.

Make sure staff members know how to use the [Bomb Threat Checklist](#), which 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.

School Response

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. Consequently, all school staff must be familiar with the established procedures, as it may not be possible to receive direction from the principal or designee when a threat is received.

Historically, schools have responded to bomb threats by evacuation only. Recent events suggest that active shooters may use bomb threats in order to lure students and staff out of the building where they have planned an actual attack. The level of the risk as determined by the threat assessment will dictate the response. The type of response warranted is determined by *considering the totality of the circumstances*.

Response Options

The final decision of emergency response action should be made by school staff based on the information, or lack of information, present and the totality of the circumstances. The following are examples of response actions based on the level of the threat but ***should not be construed as mandated actions***. See Chapter 5.2 for more information on emergency response actions.

Partial or Full Lockdown

This response action can be used for ***low- to medium-risk threats***. The location of a device and time of detonation may not be known. Teachers should be notified that a bomb threat has been received (this can be done through e-mail in order to prevent undue concern of the students) and instructed to perform a visual check of their rooms for suspicious items. Administration and auxiliary staff should perform a visual check of common areas for suspicious items.

Partial or Full Evacuation

This response action can be used for ***medium- to high-risk threats***. In the event of an evacuation in response to a bomb threat, school staff should perform a visual check of the designated evacuation areas prior to initiating the evacuation. If a suspicious item or person is located in the evacuation area, other options should be considered (e.g., relocating to a secondary evacuation site).

It is recommended that at least one bomb threat drill be conducted by each school annually. Because evacuation of students and/or staff to a pre-designated evacuation site is the response used for a bomb threat as well as a number of other disaster incidents, students and staff will probably not be aware that they are evacuating because of a bomb threat. Therefore, it would be good practice that whenever exiting their classroom/workspace for any kind of drill/exercise/incident, all school personnel quickly visually inspect their area for anything or anyone that might seem unusual, suspicious or out-of-place.

Recommended Actions

- Take every bomb threat seriously.
- Work with local law enforcement to determine protocols for evaluating bomb threats and procedures for evacuations that meets your school and community's unique history, needs and circumstances.
- Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.
- Students should not go to lockers and should evacuate immediately when told to do so. Remember that evacuations may be necessary during winter months, and students may not have coats. This situation must be considered in planning your evacuation site.
- A principal (or designee) who is acting as the school IC for a school site should have the authority to initiate site emergency actions as situations warrant, to provide for the safety of all those at the school. Make sure to

designate at least one secondary IC who is authorized to initiate site emergency actions as necessary if the primary IC is away from campus or unavailable.

- The IC or designee will determine if the school should shelter-in-place or evacuate. Refer to the classification of *Bomb Threat Risk Levels* (above) for assistance in this decision. If an evacuation is deemed necessary, the evacuation routes and outside assembly areas should be checked to ensure routes and final assembly areas are safe.
- Designate a primary, and at least one secondary, evacuation site. The primary evacuation area is usually an on-campus site, while the secondary site may be off campus. At least one site should be within walking distance, e.g., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center, nearby business, etc.
- Recognize that some bombers, terrorists, and related offenders who plant bombs also place secondary explosive devices to harm first responders and others after an initial bomb is located and/or exploded. This is a concern that should factor into evacuation considerations. Avoid evacuating students into school parking lot areas to reduce the risk of potentially exposing them to additional explosive devices placed in vehicles and/or easily hidden in parking areas. When evacuating, consult U.S. Department of Homeland Security's *Bomb*

Threat Stand-Off Card (below) for determining safe distances.

Threat Description	Explosives Capacity	Mandatory Evacuation Distance	Shelter-in-Place Zone	Preferred Evacuation Distance
Pipe Bomb	5 lbs	70 ft	71-1199 ft	+1200 ft
Suicide Bomber	20 lbs	110 ft	111-1699 ft	+1700 ft
Briefcase/Suitcase	50 lbs	150 ft	151-1849 ft	+1850 ft
Car	500 lbs	320 ft	321-1899 ft	+1900 ft
SUV/Van	1,000 lbs	400 ft	401-2399 ft	+2400 ft
Small Delivery Truck	4,000 lbs	640 ft	641-3799 ft	+3800 ft
Container/Water Truck	10,000 lbs	860 ft	861-5099 ft	+5100 ft
Semi-Trailer	60,000 lbs	1570 ft	1571-9299 ft	+9300 ft

5.8 Civil Disturbance

A civil disturbance is a disruption to 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. Some recommended response actions during a civil disturbance include:

If the disturbance occurs inside the school:

- Call school security staff or SRO to the scene, or 911 if law enforcement is required.
- Ensure the safety of students and staff.
- Contain the disturbance/seal off the area, if possible.
- Notify school IC.
- IC may issue a lockdown or partial lockdown of the affected area until the situation is resolved.
- Schools may wish to notify parents that the school is in lockdown (see Chapter 5.21 for information on notifications).
- Resume normal operations only after consulting with law enforcement that the threat to the school is no longer present.

If the disturbance occurs outside but near to the school:

- IC may issue a shelter-in-place or lockdown.
- Communicate with local law enforcement for status updates on potential danger to the school.
- Schools may wish to notify parents that the school is in lockdown or shelter-in-place (see Chapter 5.21 for information on notifications).
- Resume normal operations only after consulting with law enforcement that the threat to the school is no longer present.

5.9 Cyber Security Breach

The growing number of serious attacks on essential cyber networks is one of the most serious economic and national security threats across the nation. An important way to protect individuals and schools from cyber security incidents is to watch for and report them.

A cyber incident is the violation of an explicit or implied security policy. Types of activities that are commonly recognized as being in violation of a typical security policy include but are not limited to:

- attempts (either failed or successful) to gain unauthorized access to a system or its data;
- unwanted disruption or denial of service;
- the unauthorized use of a system for processing or storing data; and
- changes to system hardware, firmware or software characteristics without the owner's knowledge, instruction or consent.

Every computer and Internet user can play an important role in creating a safe, secure cyber environment.

Prevention/Mitigation

The [Cyber Security Evaluation Tool \(CSET®\)](#) is a free U.S. Department of Homeland Security (DHS) product that assists organizations, including schools and districts, in protecting their cyber assets. This tool provides users with a systematic and repeatable approach for assessing the security posture of their cyber systems and networks and includes both high-level and detailed questions related to all industrial control and IT systems. CSET is a desktop software tool that guides users through a step-by-step process to assess their control system and information technology network security practices against recognized industry standards. The output from CSET is a prioritized list of recommendations for improving the cybersecurity posture of the organization's enterprise and industrial control cyber systems. The tool derives the recommendations from a database of cybersecurity standards, guidelines, and practices. Each recommendation is linked to a set of actions that can be applied to enhance cybersecurity controls. CSET has

been designed for easy installation and use on a stand-alone laptop or workstation and provides a means to perform a self-assessment of the security posture of your school or district's control system environment. CSET can be downloaded for free [here](#) and comes with free support and technical assistance from DHS.

Immediate Actions to be Taken by School Staff in the Event of a Cyber Security Breach

- Notify school or district IT department immediately.
- The district may call 911, if the incident warrants.
- Inform staff that a breach has occurred and direct them to take specific actions to counter the breach.
- Follow any additional school or district cyber security policies.
- Document the incident by taking detailed notes and pass the documentation along to the school/district administrator IT department and law enforcement.

Cyber Security Reporting

A local, state and national system is in place to report cyber security incidents. Utilization of this reporting process is encouraged. DHS has a mission to protect the nation's cyber security and has organizations dedicated to collecting and reporting on cyber incidents, phishing, malware and other vulnerabilities.

To report an incident or learn more about cyber security, contact your local law enforcement agency, or DHS at cert@cert.org and soc@us-cert.gov. The United States Computer Emergency Readiness Team (US-CERT) Incident Reporting System provides a secure, web-enabled means of reporting computer security incidents to US-CERT. This system assists analysts in providing timely handling of cyber security incidents, as well as the ability to conduct improved analysis.

If you plan to report a computer security incident, you will be asked to provide the following information found on the [US-CERT website](#):

- First and Last Name
- Email Address
- Telephone number
- Are you reporting as part of an Information Sharing and Analysis Center (ISAC)?
- What type of organization is reporting this incident?
- What is the impact to the reporting organization?
- What type of follow-up action are you requesting at this time?
- Describe the status or resolution of this incident.
- From what time zone are you making this report?
- What is the approx. time the incident started? (local time)
- When was this incident detected? (local time)
- Provide a short description of the incident and impact.
- How many systems are impacted by this incident?
- How many sites are impacted by this incident?
- Is the data involved in this incident encrypted?
- Is the critical infrastructure impacted by this incident?
- What was the primary method used to identify the incident?
- If available, please include 5-10 lines of time-stamped logs, etc.

How to Report Phishing E-mail to US-CERT

- In Outlook Express, create a new message, then drag and drop the phishing e-mail into the new message.

- Address the message to phishing-report@us-cert.gov and send it.
- In Outlook Express you can also open the e-mail message* and select *File > Properties > Details*. The email headers will appear. You can copy these as you normally copy text and include it in a new message to phishing-report@us-cert.gov.
- If you cannot forward the e-mail message, at a minimum, please send the URL of the phishing website to the phishing-report@us-cert.gov.

*If the suspicious e-mail includes a file attachment, it is recommended to simply highlight the message and forward it. Some configurations, especially in Windows environments, may allow the execution of arbitrary code upon opening and viewing a malicious email message.

5.10 Explosion

All explosions, whether internal (at the school), external (near the school), accidental or intentional, pose a danger to both the school population and the facilities/structures. In fact, the danger from the blast effect of a conventional explosive device is similar to a nuclear device, but with a higher rate of survivability. As with any emergency, staff should stay calm as a model to their students of appropriate emotional response. The response actions for an explosion at or near a school may include:

If the threat of a blast or an actual blast is near the school:

- Move students and staff to specifically identified basement or lower level rooms. Interior hallways may be used as an alternative.
- Close all doors leading into hallways to minimize flying glass.
- All people must assume the duck, cover, and hold position on the ground.
- Shut down all utility systems to the building (gas and electricity are the priorities).
- Shelter-in-place to protect from fall-out if blast is far enough away.
- Keep students and staff inside buildings.
- Notify parents of students as to the status, including instructions on how/where/when to pick up children if they are evacuated.
- Permit parents to pick up their children only after cleared to do so by public safety authorities.
- Schools may wish to utilize the *School Closure/Early Release Notification Checklist* in Appendix C, which can be customized to meet each school's needs.

If the school is the target of the blast:

- Evacuate to pre-designated off-site location*.

* Make sure to have a pre-determined site for student relocation, as well as a family reunification procedure (see Chapter 6.1 for more information on *Relocation and Reunification*).

5.11 Fallen Aircraft

A fallen aircraft includes: airplane, hang glider, hot air balloon, helicopter, etc. that has fallen out of the sky and has crashed onto or near school property. Any aircraft that uses gas to power a motor or engine has a high risk of fire or explosion after a crash and can be extremely dangerous.

- In the event of a fallen aircraft on or near school grounds, teachers/staff should implement shelter-in-place

procedures.

- If a school building is involved in the crash, evacuation procedures should be implemented. Relocation procedures may also need to be enacted (see Chapter 6.1 for more information on *Relocation*).
- Do not attempt to assist at the crash site. The primary responsibility of school personnel is for the safety of staff and students.

5.12 Fire

A school fire is often more dangerous than it appears. Panic can greatly complicate evacuation in the event of a real fire. Most school fires are set by vandals. Never assume that the fire has a single source or is a minor emergency. Cafeterias, laboratories, shops, storage rooms and toilets are common areas for fires. To prepare, make sure school staff is familiar with the locations and operation of fire extinguishers, fire pull stations, hoses and evacuation routes.

If a fire or smoke from a fire has been detected:

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building, away from any potential exterior fire sites or dangers.
- Follow normal fire drill route; follow alternate route if normal route is dangerous.
- Teachers take class rosters.
- IC notifies law enforcement (call 911) and superintendent.
- Teachers take roll after safely reaching evacuation site.
- Do not attempt to extinguish the fire if it will put anyone in danger.
- No one should re-enter building(s) until entire building(s) is declared safe by fire or law enforcement personnel.
- IC notifies students and staff of termination of emergency.
- Schools may wish to notify parents that the school has evacuated, instructing them **not** to come to the school (see Chapter 5.21 for more information on *Notification and Messaging*).
- Resume normal operations only after verifying with law enforcement that the danger to the school is no longer present.
- If there is a fire external to the school (e.g., forest fire, brush fire), an evaluation will need to be made in consultation with fire officials. Fire and and/or law enforcement officials should be consulted prior to evacuation or another response action being taken.

5.13 Hazardous Material (HAZMAT) Release

A HAZMAT is any chemical compound or biological agent (solid, liquid or gas) that has adverse effects to health, safety and the environment. This includes natural gases, propane and like gases. A HAZMAT release at or near a school will likely require the initiation of emergency protocols.

General guidelines for the prevention of HAZMAT incents in schools include the following

- All containers on school grounds should 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 any chemical should be forwarded to the central office or risk management. MSDS are provided by all vendors and companies that supply chemicals to schools.

Proper chemical hazard signs should be displayed on the 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.

If the incident occurred at the school:

- Call 911.
- Notify school IC.
- IC notifies superintendent.
- Seal off area of leak/spill.
- Do not clean up or touch any HAZMAT spill.
- Seal off area until fire department personnel contain incident.
- Fire officer in charge will likely recommend *evacuation or partial evacuation* actions.
- Follow procedures for evacuation.
- Notify parents/guardians as to the status of the situation, informing them not come to the school and providing instructions on how/where/when to pick up children once evacuated.
- Resume normal operations only after consulting with fire officials.

If the incident occurred outside but near the school:

- Fire or law enforcement should notify the superintendent.
- Fire officer in charge of scene will likely recommend *shelter-in-place*.
- Follow procedures for sheltering-in-place.
- Notify parents/guardians as to the status of the situation, informing them not to come to the school.
- Resume normal operations only after consulting with fire officials.

5.14 Loss of Power or Water

In the event of a loss of power or water, the principal (or another authorized person) will contact the school/district facilities/maintenance department. If it is determined that the loss of power or water will not be remedied in the short-term, the principal should contact the superintendent to determine if a school closure or early dismissal is required. If the outage occurs outside of school hours, the local utility company may need to be contacted if facilities/maintenance is not available. If the utility company cannot be reached, local law enforcement should be contacted, as they will often have emergency utility company contacts located in their jurisdiction.

All classrooms and other rooms should have emergency kits containing flashlights and batteries. The main office, multi-purpose rooms and special service areas should have emergency generator lighting that is automatically activated during a power failure.

If the superintendent decides to close a school, the school closure procedures outlined below should be followed:

- In order to help staff, parents and students plan for a possible closure, the school/district will post on the website the potential for a school closure as soon as possible.
- When a decision to delay or close school is made, the major network television and/or radio stations in the area should be contacted.
- Information about the status of school will be available on the school/district's information line, the number for which all parents will receive at the beginning of each school year.
- School delays, cancellations, and early releases will be posted on the school/district website, which all parents will receive at the beginning of each school year.
- Each school will message delay/cancellation information to parents via the school's preferred e-alerting

system (e.g., phone, text, e-mail, etc.).

- If students are in school when an early release is required, the principal or district superintendent will initiate the following procedures:
 - Crossing guard(s) or designated staff is dispatched for traffic control;
 - Notify the school/district transportation department to initiate the pick-up of students;
 - Post on the school/district website that an early dismissal will be occurring;
 - Utilize the e-Alert system, if applicable, to notify parents via phone, text and/or e-mail;
 - Students remain in the classroom until notified of their bus arrival or that a parent has come to pick them up;
 - Teachers stay with students until all students are picked up;
 - Re-locate students who cannot be picked up or sent home to a pre-determined off-site location *; and
 - Notify local TV/radio stations about the early dismissal.

- Post information about school re-opening on all the same media as the school closing information was posted in a timely manner.

Schools may wish to utilize the *School Closure/Early Release Notification Checklist* in Appendix C, which can be customized to meet each school's needs.

* Make sure you have a pre-determined site for student relocation, as well as a family reunification procedure (see Chapter 6.1 for more information on *Relocation* and *Reunification*).

5.15 Medical Emergency

During a medical emergency, staff should remain calm and assess the situation, first making sure that it is safe to approach. The following dangers will require extra caution: live electrical wires, gas leaks, chemical spills, building damage, fire, smoke, traffic or violence. Schools should use the *Emergency Phone Numbers* template in Appendix B as a quick reference for local emergency phone numbers. General guidelines for responding to a medical emergency in schools may include, but are not limited to the following:

- Call Emergency Medical Services (EMS) and arrange for transportation of the ill or injured student, if necessary*.
- A responsible adult should stay with the injured/seriously ill student until emergency responders arrive.
- Send word to the person designated to handle medical emergencies (often the school nurse). This person will take charge of the emergency and provide instructions and first aid, as needed.
- Do NOT give medications unless there has been prior approval by the parent/guardian and according to an individualized emergency action or healthcare plan.
- Do NOT move a severely injured or ill student unless absolutely necessary for immediate safety.
- Notify the parent/guardian as soon as possible to determine the appropriate course of action.
- If the parent/guardian cannot be reached, notify a parent/guardian substitute and call either the physician or the hospital, designated on the Emergency Information Card, so that they will anticipate the arrival of the injured/ill student.
- Follow all other school/district regulations for medical emergencies that may exist.

* Call EMS if the child:

- is unconscious, semi-conscious or unusually confused
- is not breathing or experiencing a blocked airway
- is having difficulty breathing, shortness of breath or is choking

- has no pulse
- has bleeding that won't stop
- is coughing up or vomiting blood
- has a severe allergic reaction
- has been poisoned
- has a seizure for the first time (i.e., no known history), a seizure that lasts more than 5 minutes, or an atypical seizure
- has injuries to the head, neck or back
- has sudden, severe pain anywhere in the body
- has a limb-threatening condition (e.g., amputations or other injuries that may leave the child permanently disabled unless he/she receives immediate care)

5.16 Missing Child/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 missing child. In child abduction cases, time is of the essence, so immediate action is necessary. As soon as it is determined that a child is missing, notify local law enforcement by calling 911.

For schools, it is of utmost concern to accurately account for all students; this is especially important on field trips and other off-campus activities where students may wander more easily. Ensure that field trip sponsors and chaperones have accurate attendance rosters and current emergency contact information for each child. In addition, attendance must be taken at key intervals during the day to ensure that all students are accounted for. These times include: before transportation leaves the site, when transportation arrives on-site, after entering the site and after boarding transportation at the end of an off-campus trip.

Good practices for responding to a missing child include:

- Notify local law enforcement immediately.
- Contact parent/guardian to inform him/her of the situation.
- Provide local law enforcement (via the School Security, if your school has one) the following information:
 - Reason for concern about the student's whereabouts;
 - Last known time and place the student was seen;
 - Description and photo of the student;
 - Address of the student;
 - Name of last person(s) known to have seen or been with the student; and
 - Any other pertinent information that may be helpful in locating the student.

For more information on the AMBER Alert™ Program, see: <http://www.amberalert.gov/>.

5.17 Natural Hazards

In the event of a natural hazard or severe weather event, there is often little or no time to assess the situation. During such events, schools will most often follow the procedures for shelter-in-place. There may, however, be certain situations where an evacuation is the best response in order to prevent students and staff from being stranded on school grounds or being placed in greater danger. Schools should have procedures in place for shelter- in-place (including plans in the event that an extended time period is needed) and evacuation that meets the unique needs of each school, including physical environment, length

of time for first responders to arrive, and age and demographics of students and staff. It is important to remember that students should not be released and/or transported if it is hazardous to do so.

Natural Hazards

Earthquake

An earthquake is a sudden, rapid shaking of the earth caused by the breaking and shifting of rock beneath the earth's surface. Earthquakes strike suddenly, without warning, and they can occur at any time of the year, day or night. Forty-five states and territories in the United States are at moderate to very high risk of earthquakes, and they are located in every region of the country, including New Mexico.

A good resource for earthquake preparedness is the [Great Shake Out](#), which provides resources, via videos, posters and games, and information to raise earthquake awareness. The Great Shake Out can: (1) assist schools in considering what will happen when an earthquake shakes a school and (2) help schools to make plans now to prepare, so that when it happens there will be greater protection of the most valuable assets (students and staff) and opportunity for quicker recovery. The Great Shake Out organizes a national, annual "drop, cover and hold on" drill each October (the date varies) and provides a good opportunity for schools to practice this drill.

Basic earthquake response actions for schools include:

- Take cover under a sturdy piece of furniture (e.g., a desk) and hold on—**"Drop, Cover and Hold On."** The furniture will provide shelter from falling objects that could cause injury during an earthquake. Move as little as possible once you are in cover-and-hold position. Doorways are no stronger than any other part of a structure, so don't rely on them for protection.
- Stay away from windows to avoid being injured by shattered glass.
- Stay indoors until the shaking stops and you are sure it is safe to exit. When it is safe, use stairs rather than an elevator in case there are aftershocks, power outages or structural damage to the facility.
- Be aware that fire alarms and sprinkler systems frequently go off in buildings during an earthquake, even if there is no fire.
- If you are outside, move into an open area away from trees, backstops, power lines, buildings, etc., and remain in an open area until the "all clear" signal is given. Do not attempt to enter a building during an earthquake.

What **not to** do in an earthquake:

- Do not get in a doorway. Doorways are no safer than any other part of a building and do not protect against flying objects. It is always better to get under a table.
- Do not run outside. Trying to run during an earthquake is dangerous, as the ground is moving, which can cause people to fall. Running outside is especially dangerous, as glass, bricks, or other building components may be falling. It is always better to stay inside and get under a table.

Wildfire

Unfortunately, the possibility of wildfires in New Mexico is quite high, due to combination of fuel, terrain and weather. Droughts and dry conditions throughout various times of the year increase the risk for wildfires, which can quickly spread across trees and dry brush and threaten homes, schools and businesses that are in the vicinity. Wildfires often begin unnoticed, however, they spread quickly and every second counts! Because many communities and schools in New Mexico are particularly vulnerable to wildfire, having a wildfire protection and response plan is very important. Basic wildfire protection and response actions for schools include:

Protection:

- Work with local fire officials and emergency responders to make a wildfire emergency plan for your school.
- Mitigate fire damage to your school by clearing wood and other accelerants from the campus.
- Keep important school records in a safe, fireproof, and waterproof place.
- Back up electronic records securely off-site.

Response:

- During a wildfire, follow the directions of local emergency response officials.
- Monitor public alert radio, tuned to [NOAA Weather Radio All Hazards](#), a nationwide network of radio stations broadcasting all-hazards information 24-7.
- Follow marked evacuation routes if instructed to evacuate.

5.18 Special Events

Special events, such as sporting events, graduations, dances, memorials, etc., are likely to occur on a school campus. In addition, students and school staff may travel to off-site locations for school-sanctioned events. It is important for schools to be prepared with emergency operations plans for all of these scenarios. Below are some recommended actions for special events emergency planning:

On Campus:

- Announce evacuation routes/exits before event begins.
- Announce emergency or other reporting phone numbers to report problems or illegal activity at the venue.
- Work with local police and fire for traffic control and to determine fire code regulations.

Off Campus:

- Become familiar with emergency evacuation routes at the facility/area you are visiting.
- Pre-identify a nearby facility where students can be taken in the event of an evacuation.
- Pre-Identify alternative methods of transportation in the event that the vehicles/buses used to arrive are not available to return from an event.

Schools may choose to make a list of basic, on- and off-campus considerations, regardless of the incident, or can develop more detailed procedures for each specific special event (e.g., graduation, homecoming, prom, sporting events), depending upon each school's needs and requirements.

5.19 Suicide Threat/Attempt

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" as a person's ability to cope with life experiences and the emotions surrounding these diminishes. There is no single cause of suicide.

Youth suicide prevention programs in healthy, supportive and informed schools can assist in reducing youth suicide by identifying at-risk students and directing them to services and effective treatment. A well-developed and practiced protocol, addressing the issues of a suicidal student includes a *prevention curriculum*, which addresses intervention strategies, and a school *recovery plan* prepared by a school if such an event does occur. See Chapter 2.5 for detailed

information on *Suicide Awareness and Prevention* and include response in 2.5.

If there is a suicide attempt or completed suicide at school, general response and recovery guidelines include, but are not limited to, the following:

Suicide Attempt at School:

- Verify accuracy of information.
- Call 911.
- Calm the suicidal person.
- Notify school psychologist/counselor, nurse, IC and/or Crisis Response Team.
- IC notifies the superintendent and parent(s)/guardian(s) if the suicidal person is a student. The IC may schedule a meeting with parents and school psychologist/counselor to determine a course of action.
- Isolate suicidal person from other students.
- Stay with the person until a counselor/suicide intervention (e.g., Crisis Response Team) arrives. **Do not leave the suicidal person alone.**
- Determine the method of notifying staff, students, and parents.
- Hold daily staff debriefings before and after normal operating hours as needed.
- Activate the school Crisis Response Team to implement the post-crisis intervention plan and determine the level of intervention

Suicidal Death or Serious Injury:

- Verify accuracy of information.
- Activate the school Crisis Response Team.
- The IC notifies the superintendent.
- Notify staff in advance of the next school day, following suicide or attempted suicide.
- Determine the method of notifying students and parents.
- Protect the privacy of the suicidal person's family.
- Implement the post-crisis intervention plan.

Post-Crisis Intervention:

- Meet with school counseling staff and/or other mental health workers to determine the level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Arrange for siblings, close friends and other "highly stressed" students to meet with counselors.
- Assess stress levels of staff. Recommend counseling to overly stressed staff.
- Refer media to the PIO. **Do not allow the media to question students or staff.**
- Follow-up with students and staff who received counseling and resume normal routines as soon as possible.
- See *Resources* in Appendix D for additional information on locating counseling and postvention services in New Mexico.

5.20 Transportation Emergency

Transportation emergencies may include: bus accident, vehicle accident with students or teachers, pedestrian hit by vehicle, vehicle crash into campus property, etc. Each school should have policies in place to address transportation emergencies, including the following:

- vehicle trouble/crash requiring evacuation;
- vehicle trouble/crash not requiring evacuation;
- passenger trouble requiring transportation personnel intervention;
- passenger trouble requiring police intervention; and
- passenger trouble requiring medical intervention.

Response actions for transportation emergencies may include the following:

Bus Driver/Monitor

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify the district transportation office.
- Notify the IC, who may assemble the Crisis Team, if necessary.

Site Personnel

- Notify CPR/first aid-certified personnel in school building of medical emergencies.
- IC notifies superintendent and parents of students involved.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures (see Chapter 6.3 on *Postvention* for more information).
- Track location(s) where the injured are taken.

For further information on all school transportation regulations, please see [6.41.4 NMAC](#), Standards for Providing Transportation for Eligible Students.

5.21 Notification and Messaging

It is certain that during a school emergency, parents/guardians will begin arriving at the school—even if you advise them not to. It is important to notify parents/guardians in advance of possible campus emergency response actions that will be used if an emergency happens during school hours. While it is not necessary to detail every step in every emergency, it is important for parents/guardians to be aware of the protective actions the school may take, such as: lockdown, shelter-in-place and evacuation. This will not eliminate the possibility of parents/guardians arriving at the school during an emergency, but it should help to reduce the number of parents/guardians who do, as well as reduce their anxiety about the situation. Schools may use the *Sample Parent/Guardian Letter* found in Appendix B as a template.

In addition to advance notification of how these protective actions will proceed in your school should they be necessary, it is also important to notify parents/guardians as soon as possible when an emergency occurs at a school. Providing parents/guardians with accurate information on the response actions occurring at the school, as well as with clear instructions on their expected actions, is essential. Instructions can reiterate the relevant sections of the pre-event letter referenced above and may also include where and when to pick-up students if an early release or off-site relocation occurs. For both accuracy and liability purposes, it is better to message something to the effect of *“We are in the process of establishing the safety status of all students and staff”* rather than *“Everyone is safe”* if the crisis is not over and everyone’s safety has not been confirmed.

Most schools or districts have a mass notification system to bulk call, text and/or e-mail information to parents/guardians. For these systems to be effective, schools must maintain a database of current parent/guardian phone numbers and/or e-mail addresses. Posting updates on the school or district website is also common practice,

although schools must keep in mind that the websites are public and some information should not be available to the general public, such as the relocation or reunification site, which should only be sent to parents/guardians.

It is imperative that accurate, factual information be delivered, starting with the first outgoing message. In addition, because so many students—at an ever younger age—have cell phones, it is likely that parents/guardians will receive texts or e-mails from their child sooner than they do from the school. An effective way to minimize inaccurate information being transmitted from student to their parent/guardian, is to have pre-scripted messages prepared that students may send their parents/guardians. While a pre-scripted message may not fit all potential circumstances, it will provide schools an advantage during the initial stage of a crisis. This will not entirely eliminate continued student-parent/guardian communication, but it can help to minimize inaccurate information being transmitted.

Sample student-parent/guardian emergency messages may read something like the following:

“School is on lockdown, but I am safe. No one is allowed into the school now, so don’t come here. More information will be provided soon.”

“School is being evacuated, but I am safe. We’re being moved to a relocation site, so don’t come here. More information will be provided soon.”

“School has closed and we are being released early. You can pick me at the St. Joseph’s Church on Main and 2nd after 2:00pm. Make sure to bring your ID.”

Incorporating a communications test into a school emergency drill or exercise is an effective way to test your student-parent/guardian and/or school-based messaging system. During a lockdown or shelter-in-place exercise, students can be asked to send parents/guardians a “test” text that might read something like the following:

“School is conducting a shelter-in-place drill, so don’t be alarmed if you see or hear emergency vehicles on or near campus. I’m safe and will let you know when the drill is over.”

5.22 Media Relations

One certainty during a crisis is that the media will appear—usually quickly! Instead of being overwhelmed by the media during a crisis, prepare ahead of time, so that your media protocol can be activated automatically when needed.

The school Public Information Officer (PIO) should be prepared to deal with the media prior to the arrival of the district PIO. Pre-identify a separate staging location (away from parents, students and first responders) for media briefings and coordinate with any first responder media relations personnel before speaking to the media or releasing any written information. The media staging area should be near the school, but far enough away, so that their presence does not interfere with first responders or the evacuation or transportation of students and staff. The importance of providing accurate and timely information to the media cannot be overemphasized. Remember that if given accurate information, the media can actually assist you by disseminating appropriate information to parents and the public.

Key Messages

- Designate a school and district PIO.
- Refer all media requests to the PIO.
- Work with first responders to disseminate timely, accurate information to the media.
- Pre-designate a media staging area that is far enough away from the school so as not to interfere with response actions or the mobility of students.
- The media is your friend; they can be helpful in disseminating accurate and timely information to parents and the public about the crisis.

Best Practices

Below are some best practices that can be used by any school or district and can be customized to accommodate to your school's media protocol:

- All staff must refer media to the school or district PIO.
- The district, or a local first responder agency, will assume responsibility for issuing public and media statements during an emergency. This responsibility shall be pre-determined during the emergency operations planning process, not during the emergency itself.
- The superintendent serves as the district PIO unless he/she designates another staff member as PIO. If the PIO is unavailable, a pre-determined alternate assumes responsibilities.
- Until the district PIO arrives, the school PIO acts as the contact for emergency responders, then will assist the district PIO with coordinating media communications. If the assigned PIO is unavailable, an alternate assumes responsibilities.

During an emergency, the following guidance for dealing with the media may be of assistance to your school or district:

- The IC or his/her designee relays factual information to the superintendent.
- The superintendent notifies other schools in the district and may ask the school PIO to prepare a written or oral statement to media.
- Establish a media staging area that is a short distance away from school.
- Emphasize the safety of students and staff first.
- Update media regularly; do not say "No comment".
- Issue a brief statement, consisting of only the facts; do not speculate.
- Do not argue with media representatives.
- Maintain a log of all telephone inquiries. Develop and use a scripted statement to respond to inquiries.
- Create a general media statement before an incident occurs; adapt the statement during a crisis, as necessary.
- Briefly describe the school's plan for responding to emergencies.
- Respect the privacy of victim(s) and families of victim(s). ***Never release victim names to media.***
- Refrain from exaggerating or sensationalizing the crisis.

Schools may also wish to utilize the *Media/Public Information Checklist* in Appendix C, which can be customized to meet each school's needs. Appendix B has a number of *Sample Media Releases* and a *Media Statement Template*, which can be used and customized as you develop your school's media relations protocol.

Please complete the following and include as part of your SSP:

School PIO Name	Room #	Phone Number(s)
Alternate School PIO Name	Room #	Phone Number(s)
District PIO Name		Phone Number(s)
Alternate District PIO Name		Phone Number(s)

5.23 Resources

Intro to the Incident Command System for Schools IS-100

Multi-Hazard Emergency Planning for Schools, IS-362.A

[*Options for Consideration Active Shooter Preparedness Video*](#), U.S. Department of Homeland Security (video)

IS-907: Active Shooter: What You Can Do, FEMA training (1-hour independent study class)

[*Active Shooter Situations: Describing Unique Challenges Involved in Preparing for, Responding to and Recovering from a School-Based or Postsecondary Institution Shooting*](#), U.S. Department of Education, REMS (1-hour webinar)

[*Active Shooter Pocket Card*](#), U.S. Depart. Of Homeland Security *How to*

[*Prepare for and Respond During and After an Active Shooter Event*](#), FEMA

[*Printable Bomb Threat Checklist*](#), U. S. Department of Homeland Security

[*Printable Bomb Threat Guidance Brochure*](#), U.S. Department of Homeland Security and U.S. Department of Justice, Federal Bureau of Investigation

[*AWR-132-2: Understanding and Planning for School Bomb Incidents*](#), FEMA in-person training

[*AWR-132-W: Understanding and Planning for School Bomb Incidents*](#), FEMA on-line training

[*Bomb Threat Response Planning Tool*](#), U.S. Department of Education

[*School Bomb Threats and School Security*](#), National School Security and Safety Services

[*Nixle*](#) is a free, local, opt-in mass notification system for emergency alerts that many cities and municipalities in New Mexico use to notify citizens of real-time relevant information on disasters, emergencies, road closures, criminal activity and other events. Nixle alerts can be transmitted via phone, text, e-mail, Facebook and Twitter and are an effective way for schools receive alerts on events/situations deemed important by local public safety officials.

The [*Great Shake Out NOAA*](#)

[*Weather Radio All Hazards*](#)

[*National Weather Service*](#)

[*National Oceanic and Atmospheric Administration*](#)

Introduction

Recovery is defined as having a set of policies and procedures in place that will enable the restoration or continuation of vital technology, infrastructure and systems following a natural or human-induced disaster. Recovery is having the core capabilities necessary to assist communities affected by an incident to recover effectively and can, simply, be defined as the restoration of or return to normalcy. Recovery from a major school crisis, while often overlooked, is a vital component of the school emergency operations planning cycle and needs to be addressed before a crisis, not after. There are immediate actions that are part of the recovery process that require a substantial amount of pre-planning, including: student relocation and accountability, parent/guardian and media notification and family reunification. However, continued healing also requires addressing the aftermath of the crisis, including how to handle long-term mental health needs and the ongoing process of recovery. Additionally, there can be other essential functions (e.g., fiscal, physical, academic) that should be addressed as part of the recovery process.

Schools must be prepared to carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school and provides for the basic needs of the staff and students. Long-term recovery focuses on restoring the school to its normal state. The recovery process should include assistance to students, families and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services and reconstruction of damaged facilities. The more a school can prepare for a crisis, the more equipped it will be to tackle the myriad of post-crisis issues that will ensue. As with all other aspects of emergency operations planning, training staff and exercising the recovery plan are essential to success.

Key Messages

- *Recovery planning is an integral component of school emergency operations planning.*
- *Recovery is the restoration of or return to normalcy.*
- *Short- and long-term recovery strategies should be developed.*
- *Essential school functions include academic, physical and fiscal.*

The immediate recovery needs of student relocation and accountability, parent/guardian and media notification and family reunification are addressed in Chapter 6.1. Continuity of operations planning, which addresses re-establishing the essential functions necessary to school operations, is discussed in Chapter 6.2. Emotional recovery, postvention and mental health support for long-term recovery are addressed in Chapter 6.3. Of great importance throughout the recovery process is for the affected school/district to emphasize the following: ***Our schools are safe. We have a plan. You are not alone. We care.*** Guidance on how schools should implement that message is provided throughout Section VI.

Recovery Team

As part of the emergency operations planning process, schools should identify individuals who will be involved in the school Recovery Team, which is a group of individuals who will come together after a school incident to manage the aftermath. The Recovery Team should include a diverse representation of individuals, including district- and school- level personnel (e.g., administration, teachers, facilities, counselors, etc.) and other community stakeholders (e.g., mental health providers, volunteers organizations such as the Salvation Army, etc.) who have an expertise in or desire to help with recovery operations, such as mental health recovery for staff and students; physical recovery, such as site safety and security; and operational recovery, such as electronic systems, payroll and staffing.

See Appendix B for a *Recovery Team Roster* template that can be customized to meet the needs of each school. The make-up of a school Recovery Team will be dependent upon the capacity and characteristics of each school, district and surrounding community.

The purpose of the Recovery Team is to:

- Support students, staff and parents/guardians in grief by normalizing school relations;
- Provide a safe environment for students and staff to express feelings of grief, loss, anger, fear, etc. and know that they are not alone in this experience;
- Return the school environment to its normal routine as quickly as possible;
- Prevent possible copycat events if the crisis is related to a suicide or other malicious attack; and
- Reduce the possible long-term effects on students and staff that could negatively influence school attendance and learning.

Specific training for Recovery Team members should include:

- Recognizing stress and risk factors;
- Resilience strategies and self-care for teachers and staff;
- Grief counseling;
- Postvention strategies;
- Suicide recovery (see more information in *Suicide Awareness and Prevention* in Chapter 2.5); and
- Facilities safety and back-up operations.

Go-Kits

Every school should store emergency supplies in preparation for either an evacuation or an emergency that requires students and staff to shelter-in-place. The school should select supplies that address the needs of the specific school, its population, climate, facilities and resources. Because emergency supplies are so important during times of crisis, schools should list both the supplies to be stockpiled and identify staff responsible for stocking and replenishing the kits, as well as transporting the Go-Kits.

In case of an emergency evacuation, it is critical that every classroom and the administration maintain a Go-Kit, a self-contained and portable stockpile of emergency supplies, often placed in a backpack and left in a readily accessible but secure location so that it is ready to “go” at a moment’s notice. SSP’s should refer to the Go-Kits and note the personnel to whom responsibility is delegated for stocking and replenishing them, as well as transporting them to an evacuation site when necessary. The contents of the Go-Kits should reflect the safety team’s consideration of the school’s circumstances and resources. Some recommendations for Go-Kits contents are as follows:

Recommendations for Go-Kit Contents	
Administration Go-Kit Supplies	Classroom Go-Kit Supplies
<ul style="list-style-type: none"> • Clipboard with: <ul style="list-style-type: none"> ○ List of students ○ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked <i>confidential</i> ○ List of school personnel 	<ul style="list-style-type: none"> • Clipboard with: <ul style="list-style-type: none"> ○ Class roster ○ List of students with special needs and description of needs (i.e. medical issues, prescription medicines, dietary needs), marked <i>confidential</i> • School emergency procedures

<ul style="list-style-type: none"> • School emergency procedures • Whistle and hat/vest for leadership identification • Battery-operated flashlight • Utility shut-off procedures • Directions to evacuation site; local map • Emergency phone numbers • Emergency communication device/radio • First aid kit with instructions • Student emergency contact cards • Reunification cards 	<ul style="list-style-type: none"> • School emergency procedures • Whistle and hat/vest for teacher identification • Battery-operated flashlight • First aid kit with instructions • Cell phone or other communications device • Directions to evacuation site; local map • Student activities (e.g., playing cards, checkers, inflatable ball)
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Chart source: REMS TA Center, "Emergency Go Kits"

Requirements

SSPs must contain and will be reviewed against the following criteria for approval of Section I. *All items marked with an asterisk (*) must be "met" before the SSP can be approved by the NM PED.*

Section VI: RECOVERY	Met	Not Met	N/A	Comments/Recommendations
* Identified Recovery Team by name (see Appendix B for template)				
6.1 Relocation and Reunification				
Relocation				
* Provided written re-location plan; plan includes statement that staff has been informed of plan				
* Plan refers to primary and secondary off-campus relocation sites.				
Notification				
* Provided written plan for parent/guardian notification specific to re-location and/or reunification process.				
Accountability				
* Plan includes teachers are required to transport class rosters when evacuating/re-locating and to take roll at evacuation/re-location site				
* Plan includes a process for transporting student emergency contact cards and redundant class rosters to re-location site				
Reunification				
* Identified Reunification Team by name (see Appendix B for template)				
* Provided site-specific written reunification plan identifying roles and responsibilities, and assurance that staff has been trained on the plan				
* Indicated Positive ID is required of parents/guardians for student custody transfer during reunification process				
* Indicated Go-Kits have been assembled and assigned to staff for transportation; including Reunification Cards				
* Identified local emergency responders by agency, name, title and the date of reunification planning/training.				
* Identified school and/or other mental health professionals by name and the date of reunification planning/ training.				
6.2 Continuity of Operations Planning (COOP)				

* Provided written summary of COOP that addresses continuity of essential school functions following school closure/crisis.				
6.3 Psychological and Emotional Recovery				
* Provided site-specific psychological/emotional recovery plan				

6.1 Relocation and Reunification

Events may occur at a school that require parents/guardians to pick-up students in a formalized, controlled release. The process of controlled release is called reunification, and may be warranted due to severe weather, a power outage, a HAZMAT release, or if another crisis occurs at/near the school. Because a controlled release is not a typical end-of-school day event, a reunification may occur at a different location than the school. A school's reunification protocol should establish a process that makes events more predictable and less chaotic for all involved, which is critical following a school crisis when everyone can be more stressed than usual. Uncertainty and anxiety can create chaos, which is likely to occur during an emergency. By having a defined process, a school can help to alleviate much of that uncertainty and fear by presenting an organized and calm demeanor. While first responders generally assume the primary IC at a school during a major crisis, the school/district is responsible for reunifying students with their parents/guardians.

The i love u guys Foundation (www.iloveguys.org) has a widely used and highly recommended [Standard Reunification Method](#) (SRM) that is available for schools to use free of charge. The SRM is based upon the methodology developed by the Adams 12 Five Star School District in Thornton, CO, which can be viewed in this 6 ½ minute video at: <https://www.youtube.com/watch?v=d-Ya8Mf5174>. The video provides some common-sense tactics for reunification and is appropriate to share with parents and students alike. *The Adams 12 Five Star method simplifies what has the potential to erupt into a complex process without proper pre-planning and emphasizes two key elements: (1) the criticality of pre-planning and (2) the integration of first responders* (i.e., the importance of creating and/or strengthening school relationships with first responder agencies, including having them involved in the relocation and reunification planning process from the onset). Best practices for many of the elements of a reunification protocol, which can be customized by a school to meet its unique needs, are detailed below, much of which is based upon the SRM. It is recommended that schools download the complete SRM and customize it, as applicable, to develop their own protocol.

Relocation

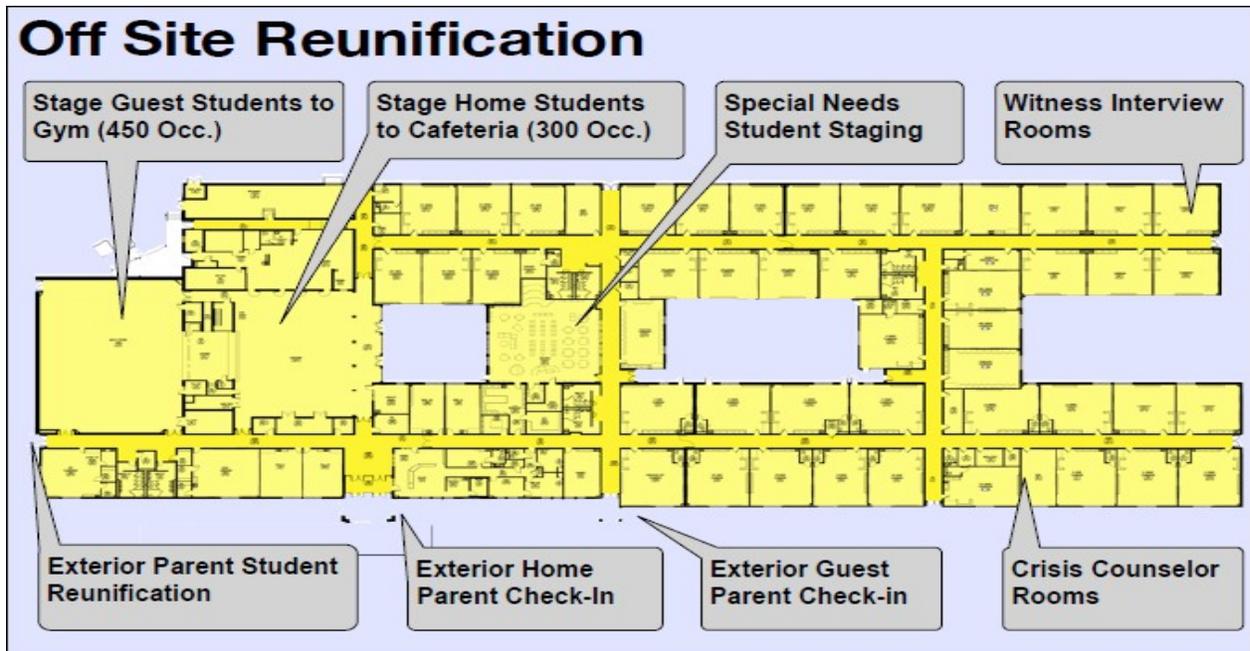
Schools should establish primary, secondary, and, ideally, tertiary relocation sites well ahead of a crisis and should confirm availability of those sites periodically. These can be other nearby schools, churches, recreation centers, or other community buildings that will also often serve as reunification sites. The site must be large enough to accommodate the entire student body, school staff and parents. Floor plans of the site should be included in the protocol and Go-Kits. Primary and secondary relocation sites should be within walking distance from the school, and routes should be pre-established to ensure student safety. A tertiary relocation site should be established farther away from the school, in case the entire school area is affected by the crisis; student transportation will need to be considered for this type of relocation.

Considerations for a Relocation Site:

- **Distance**
A location within walking distance from the school is advisable for easier and quicker movement of staff and students.
- **Route**
The walking route must be safe (e.g., not intersecting with major streets or highways).

- Availability**
 The site must be available for relocation at any time. Schools should always contact the relocation site before students are *en route* to ensure that the site is available for immediate use. (While many schools utilize churches as relocation sites, it has been reported that students have arrived at a church when an event such as a funeral is in process, making the site unusable to the school.)
- Access**
 A designee from the school should have a key to the site, so that when staff and students arrive, they have immediate access.
- Size**
 Schools must make sure that the relocation site is of adequate size to accommodate the school population
- Facilities**
 The relocation site must have adequate bathroom facilities, as well as accommodation for any disabled students or staff.
- Layout**
 The SRM recommends a layout where students are separated from parents until appropriate authorization is acquired for student pick-up. Below is an example of the SRM's ideal layout for a reunification site (which is often also the relocation site). In this example, consideration is given to where to stage students, special needs students, parents, counselors and law enforcement during an off-site reunification. Schools will have to work with the space that is available to them, which may not always be the ideal set-up as indicated below.

Chart source: SRM, P. 21



Accountability

An important responsibility of school staff (especially teachers) is to account for all students during an emergency. Accountability becomes critical when the school population is moved to an off-campus relocation site. Taking attendance at the reunification site is the only way of accounting for all students. Teachers must carry accurate class rosters, and a redundant system for attendance should be established, so that the main office staff also has class rosters. Main office staff should also take the emergency contact cards along to any relocation site, so that students can be accurately matched to appropriate parents/guardians during reunification. Hard copies of emergency contact cards should be kept in binders and organized by class and/or grade level. If emergency information is kept in an on-line database, schools need to consider how to access that information during a crisis, while ensuring security and confidentiality. Keep in mind that if internet access is not available, hard copies must be available as backup.

Notification

Schools need to determine in advance how to notify parents/guardians that their children have been evacuated and should be picked up at the reunification site. The process for notification varies, depending on available resources (e.g., reverse 911/automated telephone calls, text notification, and/or social media such as the school's Twitter account). In some cases, students may even be asked to send a pre-scripted text message to their parents. Having up-to-date, accurate contact information for parents/guardians is critical to this process. Only the most pertinent information should be included in the notifications.

Reunification

An essential component of school crisis response is the reunification of students with their parents/guardians after an incident. This process is crucial, as schools are accountable for maintaining the chain-of-custody for every student during and after a crisis; reunification also helps with the re-establishment of social support systems, which is particularly important after a tragic event or disaster affecting or involving children.

In brief, the SRM reunification process contains, among others, the following essential elements, which are detailed in the SRM manual and are recommended for schools in New Mexico:

- Establish a parent/guardian check-in location where instructions on the process will be provided.
- Deliver students to the student staging area, beyond the field of vision of parents/guardians.
- Students are given games or provided other entertainment while awaiting reunification with parent/guardian.
- Parents/guardians will complete the *Reunification Card* (see Appendix B for English and Spanish sample cards). Custody authorization will be verified by a school official. Identification is required.
- Procedures are established to direct parents/guardians to "self-sort" (e.g., by last name, student grade, etc.).
- Runners recover students from the student staging area after their parent/guardian has been authorized to pick them up.
- Consideration for students with disabilities, AFN and LEP, will be addressed.
- An adequate number of school-employed (or community) mental health providers trained in crisis intervention should be available to assist in meeting immediate mental health needs.
- Security and/or law enforcement is present to direct traffic (vehicle and human), to ensure a safe and orderly reunification process and to facilitate a sense of safety and security for everyone.
- Reunification Go-Kits with essential resources and supplies should be assembled in advance and transported to the reunification site. Go-Kits should include: floor plans; copies of emergency contact cards; class rosters; directional signs; flashlights; a bullhorn with extra batteries; pens, pencils, and paper; laptop computers with extension cords, etc. Go-Kits can be stored in backpacks or duffle bags and should be easily accessible when evacuating. Staff should be pre-assigned to transport Go-Kits to the relocation site. The *Go-Kit Inventory Checklist* is included on P. 25 of the SRM and can be customized for each school.
- The relocation and reunification process must be drilled and exercised to be effective.



standardTM reunification method

Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

What if the Student Drove to School?

There may instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.

Reunification Information (PLEASE PRINT CLEARLY)

Have photo identification out and ready to show school district personnel.

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

Photo identification matches name of person picking up student? Y or N

Print Student Name Again

Student Grade **School personnel completes upon release of student.**

Student Birthday TIME INITIALS OTHER

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their students last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

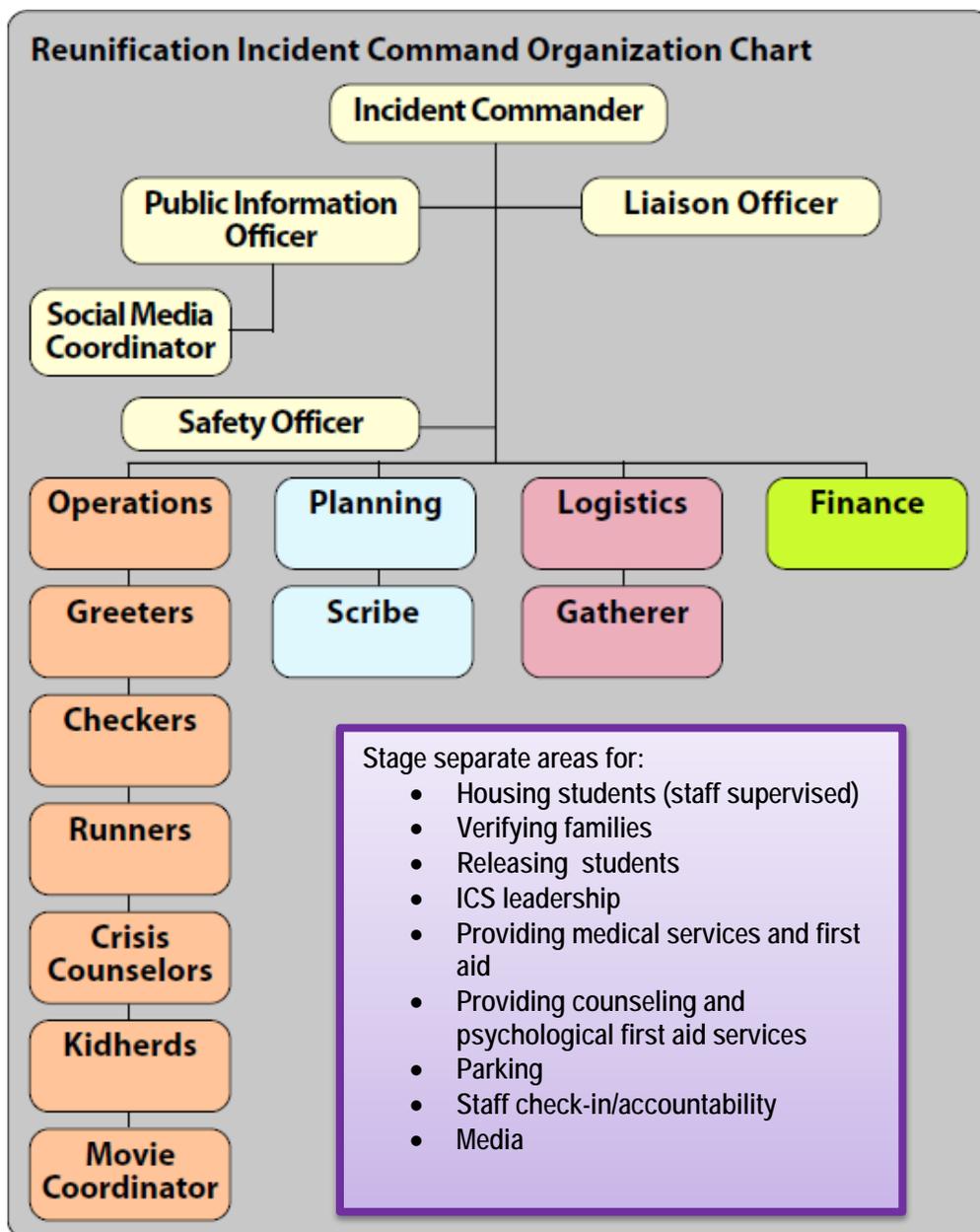
Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.



It is important to keep in mind that staff IC roles and responsibilities that were assigned during the incident will be replicated at the off-site location as the event continues to unfold, while first responders take command at the incident itself. This will result in ICS being established at both the impacted school (by first responders) and at the evacuation site (by school officials). A reunification team should be established to handle the various tasks associated with accounting for and reunifying students with parents/guardians. For larger schools/districts, a reunification team may consist of the following: IC, PIO, Social Media Coordinator, Liaison Officer, Safety Officer, Greeters, Checkers, Runners, Crisis Counselors, Entertainers, etc. Below is an example of a fully-staffed, large incident, large school/district reunification team. Some roles can be combined or eliminated, depending upon the size and capacity of each school and the scope of the crisis.



• Chart source: SRM, P. 9

6.2 Continuity of Operations Planning

While the timing, severity and consequences of an emergency cannot be predicted, effective contingency planning can minimize the impact on a school's operations, students, staff and facilities. The overall purpose of continuity planning is to ensure the continuity of essential functions under all conditions. The current changing threat environment and recent school emergencies, including acts of nature, accidents, technological emergencies and terrorist-related incidents, have increased the need for viable continuity capabilities and plans that enable schools to continue their essential functions in an all-hazards environment and across a spectrum of emergencies. Because Continuity of Operations Plans (COOP) are activated only when a major emergency shuts down a school for a length of time, districts are often involved in each school's plan; due to the magnitude of the efforts required, schools rarely have COOPs that do not rely upon district personnel and support.

School continuity objectives should include:

1. Ensure that essential functions can be performed, if applicable, under all conditions.
2. Reduce the loss of life and minimize property damage and loss.
3. **Execute a planned order of succession with** accompanying authorities in the event that a disruption renders the school/district's leadership unable, unavailable or incapable of assuming and performing their authorities and responsibilities of office.
4. Reduce or mitigate disruptions to operations.
5. Ensure that the school has facilities where it can continue to perform its essential functions, as appropriate, during a continuity event.
6. Protect essential facilities, equipment, records and other assets in the event of a disruption.
7. Achieve the timely and orderly recovery and reconstitution from an emergency.
8. Ensure and validate continuity readiness through a training program and exercise schedule.

Key Messages

- *Effective contingency planning can minimize the impact on school operations, students, staff and facilities.*
- *The goal of COOP is to ensure the continuity of a school's essential functions.*
- *COOPs are activated only after a major crisis, not for every emergency.*

Decision Process

Continuity plan activation and student relocation decisions are scenario-driven, based upon the type, length and severity of the emergency. The COOP processes should allow for a flexible and scalable response to the full spectrum of all-hazards that could disrupt operations with or without warning and during school or non-school hours. COOP activation will not be required for all emergencies or disruptions when other actions may be more appropriate.

The decision to activate the COOP will be tailored for the situation and based on projected or actual impact and whether or not there is warning of the event. To support this decision-making process, school/district decision-makers can use the decision matrix below, which can be customized for each school depending, upon its resources and needs.

Decision Matrix for COOP Implementation		
	School Hours	Non-school Hours
Event With Warning	<ul style="list-style-type: none"> • Is the threat aimed at the facility or the surrounding area? • Is the threat aimed at students or school/district personnel? • Are students/staff unsafe if they remain in the facility and/or area? • [Insert additional points here] 	<ul style="list-style-type: none"> • Is the threat aimed at the facility or the surrounding area? • Is the threat aimed at students or school/district personnel? • Who should be notified of the threat? • Is it safe for students/staff to return to school the next day? • [Insert additional points here]
Event Without Warning	<ul style="list-style-type: none"> • Is the facility affected? • Are students/staff affected? Have students/staff safely evacuated or are they sheltering-in-place? • What are instructions from first responders? • How soon must the school/district be operational? • [Insert additional points here] 	<ul style="list-style-type: none"> • Is the facility affected? • What are instructions from first responders? • How soon must the school/district be operational? • [Insert additional points here]

Chart source: FEMA

Re-constitution or Relocation?

Relocation for purposes of COOP is different than temporary relocation after a standard evacuation that was detailed in the previous chapter. COOP relocation is intended to be longer term (days, weeks or months) and entails resuming regular school operations, not merely re-locating students until family reunification is completed (normally within hours). During COOP activation, schools/districts must determine the longer-term status of the primary operating facility because it has been adversely affected by the event. Upon obtaining the status of the facility, the school/district will determine how much time is needed to repair the primary operating facility and/or acquire a new facility. This determination is made in conjunction with a number of officials that may include district administration, facilities management, fire marshal, Public School Facilities Authority and others. If a school decides to re-locate until repairs are completed, relocation sites that can provide all the required services must be determined. Required services include not only student relocation, but also transportation access, food services, disabled accessibility, communications/information technology infrastructure, etc.

Reconstitution will commence only when an authorized person ascertains that the emergency situation has ended and is unlikely to reoccur. Once the appropriate school/district authority has made this determination, in coordination with other applicable state/local authorities as necessary, one or a combination of the following options may be implemented, depending on the situation:

- Continue to operate from the current (short-term) continuity facility;
- Reconstitute the primary operating facility and begin an orderly return to the facility; or
- Begin to establish a reconstituted school at another site.
- [Insert additional options here, e.g., utilize facilities at other schools in the district.]

Before relocating to the primary operating facility or another site, officials will conduct appropriate security, safety and health assessments to determine facility suitability. In addition, the school/district will verify that all systems,

communications and other required capabilities are available and operational and that the school will be fully capable of accomplishing all essential functions and operations at the new or restored primary operating facility.

Administrative Considerations

There will be a number of school/community administrative issues that will almost certainly need to be addressed following a major incident at a school, especially if there are multiple deaths. Some issues that schools should anticipate may include the following:

- **Safety:** There may be parental and community demands for metal detectors and/or other physical, tangible signs of “security” and pressures for a “guarantee” that another incident will not occur in the future. Anticipate special interest and political agendas to surface.
- **EOP:** Expect community demands for a thorough review of school security and emergency preparedness practices, procedures and plans.
- **Lessons Learned:** Conduct a timely debriefing with school and safety officials to identify “lessons learned” on what was successful and areas for improvement for future school emergency planning.
- **Documentation:** Document, as best as possible, the time and action taken in all aspects of responding to and managing the incident itself, as well as the recovery process.
- **Finances:** Establish a financial tracking mechanism for all costs involved in the school's response and recovery efforts.
- **Legal Action:** Anticipate the possibility of potential legal action against the school (and individuals within the school).

At a minimum, all schools should plan for and train staff on the above elements in their COOP. For larger districts, a comprehensive COOP that can be utilized is FEMA's [Continuity Plan Template for Non-Federal Governments](#), which can be adapted for school use, as Arizona, Colorado and other states have done.

6.3 Psychological and Emotional Recovery

Disasters such as hurricanes, earthquakes, transportation accidents, suicides or wildfires are typically unexpected, sudden and overwhelming. For many survivors, there are no outwardly visible signs of physical injury, but there can, nonetheless, be an emotional toll. It is common for people who have experienced disaster to have strong emotional reactions. Understanding responses to distressing events can help schools to cope effectively with student and staff feelings, thoughts and behaviors and help them along the path to recovery. Every school should have a Crisis Intervention Team (also mentioned in *Suicide Awareness and Prevention* in Chapter 2.5) that is trained and equipped to handle the psychological and emotional issues that may arise in students and staff following a major crisis.

As mentioned earlier in this section, the recovery phase is designed to assist students and staff with healing and coping and to restore educational operations in schools. The goals of a psychological/emotional recovery plan should include:

- Supporting the grieving process;
- Reducing identification with the victim(s);
- Preventing imitative suicides (if the crisis was a suicide);

Key Messages

- ▮ *Provide mental health support for students and staff.*
- ▮ *Recognize that people grieve in different ways and over different periods of time.*
- ▮ *Focus on returning to normalcy.*
- ▮ *Have plans in place pre-crisis to address the recovery process.*
- ▮ *Train staff and/or partner with community mental health providers to support emotional recovery.*

- Re-establishing a healthy school climate;
- Identifying and referring at-risk survivors; and
- Providing long-term surveillance.

Psychological/emotional trauma can manifest differently in every person. Following a disaster, people (students *and* staff) can feel stunned, disoriented or unable to integrate distressing information. Once these initial reactions subside, people can experience a variety of thoughts and behaviors. Common responses can be:

- **Intense or unpredictable feelings.** Some people may be anxious, nervous, overwhelmed or grief-stricken. Some may also feel more irritable or moody than usual.
- **Changes to thoughts and behavior patterns.** Some people might have repeated and vivid memories of the event. These memories may occur for no apparent reason and may lead to physical reactions such as rapid heartbeat or sweating. It may be difficult to concentrate or make decisions. Sleep and eating patterns also can be disrupted — some people may overeat and oversleep, while others experience a loss of sleep and loss of appetite.
- **Sensitivity to environmental factors.** Sirens, loud noises, burning smells or other environmental sensations may stimulate memories of the disaster, creating heightened anxiety. These “triggers” may be accompanied by fears that the stressful event will be repeated.
- **Strained interpersonal relationships.** Increased conflict, such as more frequent disagreements with family members and coworkers, can occur. Some people might also become withdrawn, isolated or disengaged from their usual social activities.
- **Stress-related physical symptoms.** Headaches, nausea and chest pain may occur and could require medical attention. Preexisting medical conditions could be exacerbated by disaster-related stress.

Schools should have a plan in place--before a crisis occurs--to promote psychological/emotional recovery for students and staff. Some key elements of a psychological/emotional recovery plan that should include:

Key Elements of a Psychological/Emotional Recovery Plan

- Recognizing the factors that may impact psychological/emotional recovery;
- Addressing issues related to traumatic stress;
- Providing short- and long-term interventions, as necessary;
- Working with internal and external partners who can provide support services; and
- Training for school and district-level mental health recovery teams.

Both short- and long-term support will likely be required of schools, so that students and staff can fully recover.

Short-term Support

- Identify circles of impact and provide triage;
- Provide mental health resource materials for families, students and staff;
- Consider utilizing [Psychological First Aid for Schools](#) (PFA-S);
- Make individual and group crisis counseling available during the first week after a crisis; postvention* strategies (especially after a suicide) should be considered;
- Promote self-care among staff and utilize Employee Assistance Programs (EAPs); and

- Be aware of students and staff with a prior history of risk-taking or trauma.

Long-term Support

Based on information gained in short-term intervention, refer students and staff to long-term interventions, such as:

- Trauma- and grief-focused school-based mental health programs;
- [Cognitive Behavioral Intervention for Trauma in Schools](#) (CBITS);
- [Supports for Students Exposed to Trauma](#) (SSET); and
- Ongoing assessment/monitoring of mental health of students and staff:
 - Monitor attendance, grades and counselor visits;
 - Provide care for caregivers who may be suffering from compassion fatigue;
 - Reinforce ongoing prevention programs;
 - Be aware of “key dates” for trials, anniversaries and holidays; and
 - Modify lesson plans and/or testing plans, if needed.

* Postvention

In the aftermath of a suicide or death on campus, postvention efforts are directed towards helping the campus community get back to their pre-crisis level of functioning and even to develop new skills for dealing with challenges in the future. Postvention strategies should effectively:

- Help those impacted by death deal with the current trauma and grief and reduce the intensity of an individual’s or group’s emotional, mental, physical and behavioral reactions to a crisis;
- Stabilize the campus community, restore some semblance of order and routine, and help the community return to their pre-crisis level of functioning;
- Prevent (or at least limit the risk of) further suicides and imitative suicidal behavior;
- Help students, faculty and staff solve problems, as this may help to enhance independent functioning;
- Facilitate understanding and help the campus community:
 - process what has happened;
 - encourage the expression of difficult emotions; and
 - help individuals understand the impact of the event.
- Avoid institutionalizing grief (i.e., when the memory of a campus death becomes ingrained in the institution to the point that it becomes difficult to remember the community as safe or without grief); and
- Allow for learning from current postvention efforts to improve future prevention, postvention and response efforts.

* The above information on postvention is adapted from the [Sky Center](#) in Santa Fe, which offers postvention services and free counseling to schools and students in Santa Fe and surrounding areas.

In the event of a major school crisis or death, there are a number of factors that school administration must consider, including having strategies to deal with empty chairs in class, commemorations and memorials, and having trained staff (or relationships with outside entities) to provide mental health services. In addition to the above considerations, some of the key issues that may arise, and for which a school should plan ahead in its COOP include:

1. Opening or closing schools after an emergency
 - How long should the school remain closed?
 - How can parents/guardians weigh in on decisions about school closures?
 - Who has the ultimate decision-making power regarding school closure?
 - How will the community be notified?
 - Will the children be better off in school or out of school?
2. Commemoration and memorials** after a student or staff death

- Memorials can be controversial.
 - Questions may arise about how/if policies should vary depending on the type of death.
 - Memorials in schools should not add to the suicide “contagion effect.”
 - Have a date for removing memorial items.
 - Consider how memorials might reinforce ongoing prevention programming (e.g., scholarship funds, etc.).
3. Suicide/Death postvention
- Plan in advance for how suicides/deaths will be handled.
 - Verify information from a reliable source.
 - Provide staff with talking points to ensure consistent messaging.
 - Avoid public announcements; deliver information in small class settings.
 - Monitor memorial websites (e.g., Facebook, MySpace) and makeshift memorials.
4. Key dates
- Be cognizant of anniversary dates but do not dramatize them.
 - Watch for reactions around holidays, anniversaries and/or trial dates.
 - Prepare a constructive message for anniversaries.
 - Make sure educators watch for risk behaviors.

Source of above 4 “key issues”: REMS TA Center, [“Mental Health Recovery”](#)

** Commemoration and Memorials

If many in the school were impacted by a death, consideration should be given to commemoration and memorialization of the deceased. These activities should not be an early focus of the response, because that could signal to the school community that its members are expected to “move past” their initial reactions. The goal is to remember the individual(s) who died rather than glamorize the means of death, and the school should strive for less formal but thoughtful responses guided by active student input. Policies should be developed for minimizing spontaneous memorials and addressing them when they are created. Memorial activities can help students and staff to express and cope with their feelings. These can be important parts of the healing process and something that schools should consider as they develop a recovery plan. A good resource for schools is the USDE’s publication on [“Coping with the Death of a Student or Staff Member,”](#) which explains many of the steps that should be taken and considerations that should be made in these circumstances.

6.4 Resources

[Standard Reunification Method](#), i love u guys Foundation

FEMA, [“Continuity Plan Template for Non-Federal Governments”](#)

REMS TA [COOP Training](#)

In addition to below, please also see the numerous resources provided in the *“Suicide Awareness and Prevention”* chapter in Section II of this guide.

[Psychological First Aid for Schools](#)

[Cognitive Behavioral Intervention for Trauma in Schools](#)

[Supports for Students Exposed to Trauma](#)

[The Sky Center](#)

REMS TA Center, [“Mental Health Recovery”](#)

USDE’s [“Coping with the Death of a Student or Staff Member”](#)

Suicide Prevention Resource Center, [After a Suicide: A Toolkit for Schools](#)

National Organization for Victim Assistance (NOVA)

The National Child Traumatic Stress Network

UCLA’s Center for Mental Health in Schools, [“Responding to a Crisis at School”](#) (2016)

New Mexico Public Education Department (NM PED)

**ADA and LEP Assurance to NM
PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature:

I assure that the school named above is in compliance with the following Federal Laws:

- [Americans with Disabilities Act](#)
- Limited English Proficiency

Explanation of Why Assurance Must Be Provided

Americans with Disabilities Act (ADA)

The Safe Schools Plans (SSP) approved by NM PED must comply with the provisions of the Americans with Disabilities Act (ADA), among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding. SSPs should include students, staff, and parents of students with disabilities.

Among other things, SSPs must:

- Address the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology);
- Document in student’s Individualized Education Program (IEP) under medical/significant health information.
- Ensure that persons with disabilities are not separated from service animals and assistive devices and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and
- Ensure compliance with the law’s architectural and other requirements.

School administrators and applicable personnel must be aware of the students who require a specialized evacuation plan that is documented in a student’s IEP, [Individualized Healthcare Plan](#) or 504 Plan.

Information and technical assistance about the ADA is available at <http://www.ada.gov>. Additional information about the obligations of public schools with regard to the ADA is available at <https://nad.org/issues/education/k-12/section-504-and-ada-obligations>.

Limited English Proficiency (LEP)

Limited English Proficiency (LEP) refers to persons who are unable to communicate effectively in English because their primary language is not English or other mode of communication, and they have not developed fluency in the English language. A person with Limited English Proficiency may have difficulty speaking or reading English.

Effective communication with individuals with LEP, including students and parents, is an essential component of emergency planning and response. SSPs must comply with applicable legal requirements on language access, including Title VI of the Civil Rights Act of 1964.

Information on Title VI of the Civil Rights Act is available at <http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>. Additional information on LEP is available at <http://www.lep.gov/>

Failure to Provide Assurances to the NM PED

It is required that SSPs include both of the assurances above in accordance with ADA and LEP standards for the NM PED's approval.

New Mexico Public Education Department (NM PED)

**Bullying Prevention Assurance to
NM PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature:

I assure that the school named above is in compliance with the requirements of the New Mexico Safe Schools for All Student Act and New Mexico Administrative Code [\(NMAC\) 6.12.7.7](#). (Updated January 2020).

School/District Bullying Prevention Policy

No student should be faced with intimidation or threats at school, and no school should tolerate bullying. Every local school board and charter school is required to establish a written anti-bullying and cyberbullying policy under the New Safe Schools for All Students Act. New Mexico Administrative Code (NMAC) 6.12.7.7 defines bullying as any severe, pervasive, or persistent act or conduct that targets a student, whether physically, electronically, or verbally and that may be based on a student’s actual or perceived race, religion, color, national origin, ancestry, sex, sexual orientation, gender identify, spousal affiliation, physical or cognitive disability, or any other distinguishing characteristic; or an association with a person, or group with any person, with one or more of the actual or perceived distinguishing characteristics; and that can be reasonably predicted to

- place a student in reasonable fear of physical harm to the student’s person or property;
- cause a substantial detrimental effect on a student’s physical or mental health;
- substantially interfere with a student’s academic performance, attendance, or participation in
 - extracurricular activities; and/or;
- substantially interfere with a student’s ability to participate in or benefit from the services, activities, or privileges provided by a school or school-affiliated entity.

Cyberbullying is defined as any bullying that takes place through electronic communication.

NM School Bullying Policy Requirements

The bullying prevention policies required of every local New Mexico school board or governing body are to prevent bullying and cyberbullying on school grounds, at school-sponsored events, on school-sponsored transportation, and through electronic communication with the use of school property, must include:

- the definitions related to bullying as included in the [Safe Schools for All Act](#)
- a statement prohibiting bullying
- a statement prohibiting retaliation against persons who report or witness incidents
- a list of consequences—exclusive of suspension and expulsion, and shaped by the three considerations bulleted below—that will limit the restrictive nature of consequences for cyberbullying incidents, such that, while correcting cyberbullying behavior and preventing further incidents of cyberbullying, a

student with cyberbullying behavior is able to participate in, or benefit from, the services, activities, or privileges provided by the school to the greatest extent possible. Three considerations include:

- the nature of the incident
- the developmental age and/or cognitive level of the student who is bullying
- historical problem behavior from the student who is bullying
- a prohibition on electronic communication directed at a student that is published with the intent that it be seen by, or disclosed to, that student and that substantially interferes with the student's ability to participate in, or benefit from, the services, activities, or privileges provided by the public school. It includes a procedure for
 - reporting bullying and for reporting retaliation for reporting an act of bullying, including:
 - an allowance for reporting orally and in the preferred language of the person reporting
 - a method for anonymous reporting, provided that no formal disciplinary measures shall be taken solely on the basis of an anonymous report of an actual bullying incident
 - a method for parent to file written reports of suspected bullying;
 - a prompt investigation of reports of violations of the bullying prevention policy and of complaints of bullying or retaliation, including:
 - designation of a school or district administrator who has the responsibility to
 - investigate or supervise the investigation of all reports of bullying; and
 - ensure that investigations are completed promptly after the receipt of any report made under this rule; and
 - notification of the parents of the student alleged to have committed an act of bullying and the parents of the student targeted by the alleged act, including:
 - the provision that if, in the administrator's professional opinion, notifying the parents would endanger the health or well-being of a student, the administrator may delay such notification as appropriate
 - a requirement that school employees who witness bullying or who receive reports of bullying notify the designated administrator within two calendar days of the employee witnessing or receiving a report of bullying
 - an appeal process for a student who is accused of bullying or who is the target of bullying and who is unsatisfied with the outcome of the initial investigation
 - development of a student safety support plan for students who are targets of bullying that addresses safety measures the school will take to protect targeted students against further acts of bullying.
- bullying prevention policies and procedures for reporting bullying in student handbooks using developmentally and culturally appropriate language. Policies shall be produced and disseminated in appropriate languages for any school district in which a substantial portion of the student population speaks a language other than English at home
- procedures established by each local school board for public schools to report aggregate incidents of bullying and/or harassment under any applicable Federal or State law, responses to these incidents, and the annual reporting of this information to the NM PED

Following adoption of a bullying prevention policy, each public school shall

- establish an annual bullying prevention program for students included in New Mexico's health education content standards with benchmarks and performance standards;
- provide annual training on bullying prevention to all employees and volunteers who have significant contact with students; and

- incorporate information on the bullying prevention policy into new employee training.

Each school district and public school shall develop a plan for the way in which the policy is to be publicized, including:

- making each school district's anti-bullying policy—and developmentally, culturally, and linguistically appropriate variants of the policy—available on public websites
- identifying a point of contact for bullying-related concerns
- informing parents and students about the policy, at least annually, through student handbooks and/or other resources

Failure to Provide Assurances to the NM PED

It is required that SSPs include the assurances above, in accordance with New Mexico Administrative Code (NMAC) 6.12.7.7 for NM PED's approval.

New Mexico Public Education Department (NM PED)

**Discipline Policy Assurance to
NM PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature and Date:

I assure that the school named above has a Discipline Policy that is in compliance with the following:

- [6.11.2.1 - 6.11.2.9B \(8\) NMAC](#)
- § 22-5-4.12 NMSA 1978
- Documents and implements special considerations for students with disabilities in the student’s Individualized Education Program under Special Considerations, including disciplinary removal for students with disabilities in accordance with 6.11.2.11 NMAC.
- 42 U.S.C. 11431 et seq., the [McKinney-Vento Homelessness Assistance Act](#) of 2001, Title IX, Part A, as amended by the Every Student Succeeds Act (ESSA), Sections 721, 722(g)(1)(I), 722(g)(7) and 6.11.2 NMAC.

A model School Discipline Policy using [USDE Guiding Principles](#) contains the following:

- A commitment to maintaining a campus environment that is pleasant, safe and conducive to learning for all;
- A consistent discipline policy that encourages appropriate and socially acceptable behavior (e.g., a progressive discipline matrix);
- A discipline procedure for school bus disruptions that is consistent with the school’s overall discipline policy and incorporates a formal incident reporting process and reporting form;
- An acknowledgement that responsibility for the above carries authority from every employee to every student and shall not be limited by position, assignment or job description; and
- A focus on Positive Behavioral Interventions and Supports.

A School Policy on the use of restraint and seclusion techniques shall contain the following:

- A school may permit the use of restraint or seclusion on a student only if both of the following two (2) conditions apply:
 1. The student's behavior presents an imminent danger of serious physical harm to the student or others (students, staff, visitors, substitute teachers, contractors, etc.); and
 2. Less(er) restrictive intervention(s) appear insufficient to mitigate the imminent danger of serious physical harm.

- Restraint and seclusion techniques shall only be used and applied by school employees who are trained in the safe and effective use of restraint and seclusion unless an emergency situation does not allow sufficient time to summon those trained employees.
- Schools are required to establish reporting and documentation procedures that must be followed when a restraint or seclusion technique has been used with a student.
- Schools shall review strategies used to address a student's behavior if restraint or seclusion are used with individual students two (2) or more times during any thirty-calendar-day period.

School discipline policies and practices that do not disproportionately impact students experiencing homelessness shall include the following:

Annual review of discipline policies while taking into consideration issues related to the student's homelessness (e.g., change in residence or caregivers, transportation, truancy, tardiness, trauma and toxic stress, mental and physical health issues, lack of basic needs like sleep, food, proper hygiene, etc.);

Revising policies so that they do not disproportionately impact homeless students; and

Reviewing data and discipline records to identify patterns in punishment that could indicate an unfair bias against students experiencing homelessness.

Explanation of Why Assurance Must Be Provided

It is required that local school boards and school districts create discipline policies that are compliant with 6.11.2 NMAC, which provides a comprehensive framework within which local school boards and local school districts can carry out their educational mission and exercise their authority and responsibility to provide a safe environment for student learning, and further to provide students and parents with an understanding of the basic rights and requirements necessary to effectively function in the educational community.

All schools must comply with §22-5-4.12 NMSA 1978 that provides parameters on the use of restraint and seclusion techniques with students. Additional information and resources can be found in Section II of the *Planning for Safe Schools in New Mexico Guide* (Revised 2017).

All schools must comply with 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act, and its amendments, which provides additional protections for disciplinary actions for students experiencing homelessness.

It is required that local school boards and local school districts provide assurance of adherence to 6.11.2 NMAC, §22-5-4.12 NMSA 1978 and 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act for the NM PED's approval, and it is recommended that SSPs include the above elements in their discipline policy.

New Mexico Public Education Department (NM PED)

**Emergency Drill Assurance to
NM PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature:

I assure that the school named above conducted and will continue to conduct the required emergency drills as outlined in Subsection O of 6.29.1.9 NMAC and is in compliance with the following:

Requirements

Emergency drills shall be conducted in each public and private school in the state, as follows:

- o During the first four weeks of school, schools shall conduct:
 - two fire drills; (*primary location*)
 - one evacuation drill (*secondary location*); and
 - one active shooter/shelter in place drill.

During the rest of the school year, each school shall conduct at least 4 additional emergency drills, at least 2 of which shall be fire drills.

In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance for the purpose of giving instruction and constructive criticism. (Please fill in chart.)

Invitation Date:	Agency	Name	Title

*Use 2019-2020 and 2020-2021 dates to inform chart. Add more lines if necessary.

** Any drill conducted for the purpose of active shooter preparation/response should include parent/guardian notification.

Explanation of Why Assurance Must Be Provided

Revised school emergency drill requirements, per Senate Bill 147 (SB147)-School Safety Drill Requirements became law on July 1, 2019. It is required that SSPs include the above assurance in compliance with 6.29.1.9(O) NMAC for the NM PED’s approval.

Failure to Provided Assurance to the NM PED

Failure or refusal to comply with the requirements in Subsection O of 6.29.1.9 NMAC for holding emergency drills shall constitute grounds to suspend or revoke the license of the person responsible for compliance. The due process procedures under the Uniform Licensing Act (Sections 61-1-1 through 61- 1-31 NMSA 1978) shall apply.

New Mexico Public Education Department (NM PED)

**Identification and Badging Assurance to
NM PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature:

I assure that the school named above has an Identification and Badging Policy that contains the following:

- All visitors and volunteers who are not school staff/employees are required to report to the office upon entering the campus to sign in and will be issued a “Visitor” pass/badge that is to be worn on campus at all times. Upon leaving campus, badges will be returned and visitors will sign out at the front desk, so that they can be accounted for in an emergency.
- All school staff/employees are required to wear identifying badges at all times during school hours and while on campus.
- All school staff/employees are required to question anyone seen on campus without an appropriate identification pass/badge.

Explanation of Why Assurance(s) Must Be Provided

In an effort to monitor all individuals on campus, all persons entering a school campus who are not school staff/employees or students are considered either visitors or volunteers. All visitors and volunteers at the school are required to check in at the office and wear a visitor pass as identification. Badging of visitors is important not only to protect students and staff from unauthorized persons on campus, but also to help account for all persons on campus in case of a school emergency. Visitor passes/badges should contain the name of the visitor and the date for which it is valid and should be returned to the office upon leaving the campus. Staff/employee identifying badges should be worn at all times while on campus.

Failure to Provided Assurance to the NM PED

It is required that schools or districts issue staff/employee identification badges and monitor visitors by means of visitor passes/badges for SSP approval by the NM PED.

New Mexico Public Education Department (NM PED)

**Pest Management Assurance to NM PED for
Public and State Charter Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature:

I assure that the school named above is in compliance with the following:

- [6.29.1.P\(6\) NMAC](#)
- Food and Drug Administration’s [Hazardous Analysis Critical Control Point](#), regarding the storage of poisonous or toxic materials. (Chapter 7)

I assure that the school named above has a Pest Management Policy that contains the following:

- No pesticide is applied to school property and no pest control device, as defined in the [New Mexico Pesticide Control Act](#), Sections 76-4-1 through 76-4-39 NMSA 1978, is used on school property except those pesticides and devices currently registered for legal use in the state by the [New Mexico Department of Agriculture \(NMDA\)](#).
- No pesticide is applied to school property except by those persons certified in the applicable category and currently licensed by the New Mexico Department of Agriculture or by employees under their direct supervision.
- Pesticides are only be applied in or on the outside of school buildings when a pest is present, and will not be applied on a regular or calendar basis unless it is to treat an infestation and is a part of a pest management system being implemented to address a particular target pest. A pest is considered to be present when it is observed directly or can reasonably be expected to be present based on finding evidence, such as droppings, body parts, or damage that is typically done by the pest. This section of the regulation does not apply to pre-construction termite treatments or the use of outdoor herbicides.
- Pesticides that are applied in a liquid, aerosolized or gaseous form through spraying, aerosol cans, bombs, fumigation or injections into the ground, foundation or plants are not applied on school property when students, staff or visitors are present, or may reasonably be expected to be present within 6 hours of the application. In emergency cases, where a pest infestation threatens the health or safety of the occupants of public school property, and which requires the immediate application of a pesticide to remediate [the infestation], students, staff and other school occupants will be removed from the treatment area prior to the application. Small amounts of gel or liquid pesticides applied to cracks and crevices or baits used to treat pest infestation are exempt from this section.
- At the beginning of each year, and when new students register, the school develops a list of parents and guardians who wish to be notified prior to pesticide application during the school

year. These parents/guardians are notified in writing, prior to pesticide application. General notification of anticipated pesticide applications occurs by posting or dissemination of notices, by oral communication or other means of communication. In emergency cases where a pest infestation threatens the health or safety of the occupants of public school property, no pre-notification is required. Immediately following the application of a pesticide in emergency cases, signs will be posted, indicating that an application was made.

- Written records of pesticide applications are kept for three years at this school site and are available upon request to parents, guardians, students, teachers and staff.

Explanation of Why Assurance Must Be Provided

It is important for a school to provide a safe learning environment that maintains the health and safety of its students, faculty, staff and visitors when developing policy and procedures for the implementation of pest management. State statute [6.29.1.P \(6\)NMAC](#) establishes standards of excellence that require districts and charter schools to develop procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with pesticide sensitivities.

Pesticides are powerful tools for controlling pests. However, pesticides need to be used carefully and judiciously, especially when used in areas where children are or will be present. Children are more sensitive than adults to pesticides. Young children can have greater exposure to pesticides from crawling, exploring, or other hand-to-mouth activities.

The [Environmental Protection Agency](#) (EPA) recommends that schools use integrated pest management (IPM) to reduce pesticide risk and exposure to children. A school IPM program uses common sense strategies to reduce sources of food, water and shelter for pests in school buildings and grounds. An IPM program takes advantage of all pest management strategies, including the judicious and careful use of pesticides when necessary.

Since children spend so much of their day at school, integrated pest management provides an opportunity to create a safer learning environment—to reduce children's exposure to pesticides as well as eliminate pests. EPA is encouraging school officials to adopt IPM practices to reduce children's exposure to pesticides. Two other resources that the EPA recommends for schools are: [STOP School Pests](#) and [iSchool Pest Manager](#).

Failure to Provided Assurance to the NM PED

It is required that SSPs include the above assurances in compliance with the NMDA guidelines and 6.29.P (6) NMAC statute for the NM PED's approval.

New Mexico Public Education Department (NM PED)

**Review, Revise, Secure and Share Assurance
to NM PED for Public and State Charter
Schools**

District/Charter Name:	School Name:
Print Name of Principal/Administrator:	Principal/Administrator Signature:

I assure that the school district named above is in compliance with the following:

- The Safe Schools Plan is reviewed with the Safe Schools Committee and staff, at a minimum, annually, or more frequently, such as following a school emergency, and revised as necessary.
- The Safe Schools Plan is secured (i.e., not available on a public website or sent via email).
- The Safe Schools Plan is shared with relevant partners, named below:

Agency (i.e. Fire Dept., Law Enforcement, Emergency Manager,)	Name	Title	Date

Explanation of Why Assurance Must Be Provided

Review and Revise

Review of and revision to Safe Schools Plans (SSP) should be done on a continual basis, even after the plan is first published. SSPs should evolve as the school and Safety Team learn lessons, obtain new information and insights, and update priorities. Annual review of SSPs is recommended, however, schools should also consider reviewing and updating plans, if necessary, after:

- actual emergencies;
- changes have been made in policy, personnel, organizational structure, facilities, or equipment;
- formal updates of planning guidance or standards have been changed;
- formal exercises have taken place;
- changes in school and surrounding community have occurred;
- threats or hazards change or emerge; or
- ongoing assessments generate new information.

Secure

Schools should be careful to protect the plan from those who are not authorized to have it and should consider how they will secure documents that are shared electronically. Law enforcement agencies and first responders often have a secured, web-accessible site available to house copies of plans, building schematics, phone contact sheets, etc., so working with local emergency responders in securing your SSP is recommended. Schools must comply with state and local open records laws in storing and protecting the plan. Sharing relevant highlights of the plan with parents is recommended, so that they and their children can be better prepared for an emergency. ***If your SSP is posted on your school website or transmitted via email, it is not considered secure!***

Share

The School Safety Team should ensure that all community partners (**e.g., first responders, local emergency management**) have the most current version of the SSP. Additionally, other community partners who have a responsibility in the SSP should also have the most current version. This includes relevant local business, faith-based organizations, local health and/or mental health organizations and other local, regional or state agencies with whom the school coordinates in an emergency. The SSP should also be shared with organizations that may use the school building(s).

The School Safety Team should maintain a record of the individuals and organizations that receive the SSP.

It is required that SSPs include the assurances above for the NM PED's approval.

AFTER-ACTION REPORT TEMPLATE*	
School Name	
District Name	
Exercise Name	
Date	
EXECUTIVE SUMMARY	
<p>Directions: Below, provide a brief overview of the exercise that was conducted, why the exercise was conducted, the exercise objectives, the purpose of the after-action report, major strengths identified during the exercise, and main areas of improvement. (Complete the Executive Summary after the report has been developed.)</p>	
EXERCISE DETAILS	
Exercise Name	
Type of Exercise	
Exercise Date	
Duration	
Location	
Scenario Type	
# of Participants	
Players	
Facilitators	
Observers	
Evaluators	
EXERCISE OBJECTIVES	
1.	
2.	
3.	
4.	
5.	

*Adapted from *Conducting and Designing Tabletops—Multi-hazard Emergency Planning for Schools (G364) After-Action Report Template (FEMA)*

Crisis Intervention Team Roster

Identify those individuals who will be involved in the school Crisis Intervention Team, which should include district- and school-level personnel and other community stakeholders who have an expertise in or desire to help with crisis intervention operations, which are conducted during the response and recovery operational periods following a crisis. See Chapters 2.5 and 6.3 for information on the duties of the Crisis Intervention Team. The make-up of your Crisis Intervention Team will be dependent upon the capacity and characteristics of your school, district and surrounding community, but for larger schools can include all of the following: school nurse, school counselor, suicide prevention coordinator (from the district or community), SRO, community mental health providers, administrators and others who will be tasked with providing both immediate intervention assistance (e.g., for suicide attempts) and sometimes, longer-term postvention services (e.g., following a major school crisis). Some Crisis Intervention Team members will be trained medical and/or mental health professionals.

Make sure to update this roster every time there is a change in personnel that affects the membership of the Crisis Intervention Team.

Name	Title/Department/School	Phone Number & E-mail
Ex. Jane Doe	Suicide Intervention Coordinator-District Healthy Schools Office	505-222-2222 Jane.Doe@schooldistrict.org

Updated on: _____

District/Charter Incident Command Assignment Roster

School District/Charter: _____

District/Charter Address/Phone #: _____

Superintendent Name: _____

ICS Assignment	Primary	Secondary	Training Date(s) Title(s)
Incident Commander	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Public Information Office	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Safety Officer	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Liaison Officer	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Operations Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Planning Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Logistics Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Finance Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	

Updated on: _____

NOTE:

Assignments are made based upon capacity of each staff. Depending upon the size of the school, some assignments may be doubled-up or filled by district personnel. All school IC staff should complete, at a minimum, FEMA’s IS-100 and IS-362.A training. Staff assigned to IC duties should have an interest in participating, as a desire to be involved will likely assist staff in fulfilling their roles well, along with the personality characteristics necessary to lead in a crisis. The Staff Skills Inventory template may assist in determining who is best suited for these positions.

School Incident Command Assignment Roster

School Name: _____

School District: _____

School Address: _____

Principal Name: _____

ICS Assignment	Primary	Secondary	Training Date(s) Training Title(s)
Incident Commander	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Public Information Office	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Safety Officer	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Liaison Officer	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Operations Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Planning Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Logistics Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	
Finance Chief	Name: _____ Cell #: _____ E-mail: _____	Name: _____ Cell #: _____ E-mail: _____	

Updated on: _____

NOTE:

Assignments are made based upon capacity of each school’s staff. Depending upon the size of the school, some assignments may be doubled-up or filled by district personnel. All school IC staff should complete, at a minimum, FEMA’s IS-100 and IS-362.A training. Staff assigned to IC duties should have an interest in participating, as a desire to be involved will likely assist staff in fulfilling their roles well, along with the personality characteristics necessary to lead in a crisis. Staff Skills Inventory template may assist in determining who is best suited for these positions.

Emergency Phone Numbers

It is suggested that each school complete or customize this sheet, with information relevant to the school. Copy and post this sheet near all phones and in each room. Schools should update this information at least annually, or as needed when there are changes in personnel or phone numbers.

EMERGENCY PHONE NUMBER(S): 911 or _____

Name of Emergency Medical Service: _____

Average emergency response time to your building/facility: _____

Cross streets for your building/facility:

Be prepared to provide the following information when you dial 911 and stay on the line until the call is terminated by the answering party.

- Your name and phone number
- School/facility name, phone number and address
- Nature of emergency
- Address and easy directions, including best entrance to use
- Exact location of injured person (e.g., behind the gym parking lot)
- Type of injury/condition suspected (e.g., head or neck injury, shock, etc.)
- Help already given to victim (e.g., epinephrine, CPR, AED, etc.)
- Ways to find the entrance easily (someone standing out front, a flag pole, etc.)

Other Important Phone Numbers:

School nurse	_____
Responsible administrator	_____
Poison control	_____
Emergency/disease reporting	_____
Fire Department 911 or	_____
Police 911 or	_____
Hospital or closest medical facility	_____
County Family Services Division/ Child Protective Services	_____
Local health agency	_____
Child abuse hotline	_____
Sexual assault hotline	_____
Domestic violence hotline	_____
Other	_____
Other	_____

Media/Public Information Release

Check as appropriate: District/District-wide or School Specific

School Name: _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. Check off, fill in, and cross off as appropriate.

_____ school/district has just experienced a(n) _____

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- Law enforcement [(are here) or (are on the way) or (are not available to us)].
- Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].
- Other _____ [(are here) or (are on the way) or (are not available to us)].
- Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.
- Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.
- Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.
- Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)]
- (#) Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____.
- (#) Confirmed deaths have been reported at _____ Names cannot be released until families have been notified.
- Structural damage has been reported at the following sites: _____

Release restrictions No Yes

If yes, what? _____

Released to the public as Public Information Release # _____

Date/Time: _____

Sample Statement to the Media: School Bus Accident

Date:

From:

Re: School Bus Accident

Students from the Springfield School fifth-grade and their teacher Mr. Taylor were returning to school after a field trip when their school bus was involved in an accident on Interstate-25 (I-25). The accident occurred at approximately 1:45pm.

Emergency medical teams have arrived and are transporting students to Springfield Community Hospital. Assistant Principal Craig is at the accident scene. Superintendent Gonzales is on her way to the hospital to assess the situation.

We are notifying parents and guardians of students involved in the accident. In addition, parents and others may call our hotline number at 505.212.1212 for more information.

Our Emergency Management Response Team is implementing our emergency protocol for bus accidents.

Springfield School will keep parents, guardians, students, and the community informed of any developments in this situation. Please check our website: www.yourschoolURL.com for updates.

Sample Parent/Guardian Letter on Emergency Procedures

[Insert date]

Dear Parent(s)/Guardian(s):

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

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

Parent/guardian cooperation is imperative during an emergency. Please adhere to the following instructions in case of emergency:

1. Please do not telephone the school. Telephone lines may be needed for emergency communication. See #3 below for alternatives for communications.
2. In the event of a serious emergency, students will be kept at school until they are picked up by a responsible adult who has been pre-identify on the school emergency contact card, which is required to be filled out by parents/guardians at the beginning of every school year. Please instruct your child to remain at school until you or a designee arrives. It is recommended that 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 of and able to assume this responsibility.
3. Turn your radio to [insert radio station(s)] 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 TV on channel(s) _____ and/or the school/district website: _____. In addition, information regarding day-to-day school operations will be available by calling the District Office at _____.
4. If you opted in to our mass notification system, you will also be notified via [phone, text, e-mail] as soon as possible during an emergency. It is important that we have your correct phone number and e-mail address so that you will receive these messages. Please do not call the school or your child's cell phone during an emergency, as phone lines will need to remain clear for emergency services.
5. Impress upon your children the need for them to follow the directions of any school personnel during an emergency.
6. During some emergencies, students may be taken to an off-campus relocation site. If this occurs, the school's relocation and family reunification plan will be activated, which means that students will be

released from the relocation site only to custodial parents/guardians or persons identified on the school emergency card. It is recommended that parents/guardians familiarize themselves with the school's relocation and reunification plan, so that you have a better understanding of the protocols that may be utilized in this circumstance.

The decision to keep students at school will be based upon, among other factors, whether or not streets in the area are open and/or safe for travel. If an early release occurs, radio stations will be notified and the school/district website will post relevant information. 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/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 or weather conditions prevent the driver from delivering students to their homes 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 student's whereabouts. Parents will then be notified accordingly with instructions on how and where to pick up your student.

In case of a hazardous material release near the school, shelter-in-place procedures will be implemented to provide in-place protection from the outside elements. 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, or drill has ended, the all-clear signal will be given and classrooms will again be accessible.

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

Sincerely,

School Principal

Student Reunification Card



Student Last Name _____ First Name _____
 Student Grade _____ Student Cell Phone Number _____
 Name of person picking up student _____
 Phone number of person picking up student _____
 Relationship to student being picked up _____
 Signature of person picking up student _____

ABOVE TO BE FILLED OUT BY PARENT/GUARDIAN - ONE CARD FOR EACH STUDENT, PLEASE.

FOR OFFICE USE ONLY

Photo identification matches name of person picking up student?

Yes No
(circle one)

Student Release/Reunification Signature of Staff Releasing Student

FOR OFFICE USE ONLY

Photo identification matches name of person picking up student?

Yes No
(circle one)

Student Release/Reunification Signature of Staff Releasing Student

ABOVE TO BE FILLED OUT BY PARENT/GUARDIAN - ONE CARD FOR EACH STUDENT, PLEASE.

Student Last Name _____ First Name _____
 Student Grade _____ Student Cell Phone Number _____
 Name of person picking up student _____
 Phone number of person picking up student _____
 Relationship to student being picked up _____
 Signature of person picking up student _____



Student Reunification Card

**Staff Skills Inventory
(For Emergency Operations Planning)**

As part of the development of our school Emergency Operations Plan (EOP), and in accordance with NM PED guidance on Safe Schools Planning, please complete the following survey of staff skills and return to the administration office by _____ (date). You will not be assigned to any emergency response role with consent. The information provided below will be useful to help design and update our EOP in order to be fully prepared for an emergency.

NAME: _____ ROOM: _____

I. Emergency Response:

Please check any of the following areas in which you have training or expertise:

- | | | |
|--|--|---|
| <input type="checkbox"/> First aid | <input type="checkbox"/> Search & Rescue | <input type="checkbox"/> Counseling/mental health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Media relations | <input type="checkbox"/> Incident debriefing |

Explain or clarify items checked, if needed, or list other areas: _____

II. Special Considerations:

Please check and list special skills or resources you possess or have access to that you feel would be an asset in an emergency situation. Explain or clarify items checked:

- Multilingual, list language(s) _____
- Experience with persons who have disabilities _____
- Ham radio or CB radio experience _____
- Knowledge of community resources _____
- Organizational safety planning _____
- Emergency operations management _____
- Other knowledge or skills (*customize for individual school needs*) _____
- Other knowledge or skills (*customize for individual school needs*) _____

School Threat & Hazard Assessment Worksheet

List Potential Threats/Hazards (e.g., fire, flood, civil disturbance, dangerous animal, hazardous materials, active shooter, etc.)	Probability of Occurring	Warning Time	Potential Consequences*
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hours	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low

*** Consequence Ratings:**

High Consequence: Fatalities or injuries to students and/or staff; widespread damage to school property or assets; disruption of school services; loss of community/parental confidence and trust.

Moderate Consequence: Some injuries to students and/or staff; some damage to school property or assets; minimal disruption of school services; community/parental concerns about safety.

Low Consequence: Minor injuries to students and staff; minimal damage to school property or assets; no disruption of school services; little or no community/parental concerns.

Instructions:

- List potential threats and hazards in the column on the left. Check the boxes in the right three columns according to each threat or hazard’s ranking.
- Once threats/hazards are identified, and probability of occurring, warning time and potential consequences have been rated, analyze the data to assist you in determining the priorities for your schools.
- Threats and hazards with a risk rating of High or Medium should be considered in your EOP.

Source: Adapted from FEMA’s “Risk Index Worksheet”

School Threat & Hazard Vulnerability Analysis Worksheet									
School:	Date Completed:			Score 0 - 5					
District:	Completed by:			0 = least 5 = most					
Address:	Completed by:								
Threat or Hazard	Historical Impact	Prob. of Impact	Human Activities	Property Resources	Other Resources	Mitigation	Internal	External	Occurrence
TOTAL									
Natural									
Dangerous Animal on/near Campus									0.0
Earthquake									0.0
Flooding									0.0
Food-borne Illness									0.0
Pandemic									0.0
Severe Thunderstorm/High Winds									0.0
Snow Storm/Severe Winter Weather									0.0
Tornado									0.0
Wildfire									0.0
									0.0
									0.0
Technological									
Chem/Bio/Rad/Nuc Incident									0.0
Cyber Attack									0.0
Explosion									0.0
Hazardous Material Incident									0.0
IT/Communications Failure									0.0
Loss of Power/Water									0.0
Natural Gas Leak/Loss									0.0
Transportation Emergency									0.0
									0.0
									0.0
Human-Caused									
Active Shooter									0.0
Bomb Threat									0.0
Child Abuse/Neglect									0.0
Civil Disorder									0.0
Criminal Activity Near Campus									0.0
Criminal Activity On Campus									0.0
Domestic Violence									0.0
Drive-by Shooting									0.0
Fire/Arson on Campus									0.0
Medical Emergency									0.0
Missing Child									0.0
Suicide Threat/Attempt									0.0
									0.0
									0.0
<p>Purpose: This tool is intended to assist school staff in determining threats and hazards and ranking a school's vulnerability to the effects of those perceived threats and hazards. Using a scale of 0 to 5, the probability of occurrence and the impact potential are measured against mitigation activities and the resources available to respond to the threat or hazard. The total is based on a formula that weighs risk heavily, but provides credit for mitigation activities and internal and external resources available. The highest score possible is 5.0. The lower the total score, the lower the overall risk for that school from that particular threat or hazard. Results from this worksheet should be used by schools as they develop emergency operations plans that include prevention, preparedness, response, mitigation and recovery strategies.</p>									
<p>Instructions:</p> <p>Score each threat/hazard based on a scale of 0 to 5 with 5 being the highest.</p> <p>Add threats/hazards on the blank rows provided based on your school's needs. If you add more than 2 per category, you will also have to modify the formula in the "TOTAL" column.</p> <p>Historical Occurrence: Based on number of occurrence in the last 20 years. Maximum is 5; if a new threat/hazard use 0. Probability: Score 1 if less than 1%, 2 if less than 5%, 3 if less than 10%, 4 if less than 20%, and 5 if greater than 20%.</p> <p>Impact: Based on "worst-case scenario" - greatest possible impact should worst-case event occur. "Other" impact may be closure of school, the likelihood of copy-cat events, lengthy anticipated recovery process, post-traumatic consequences for staff and/or students, etc.</p> <p>Mitigation Activities include: staff training, CPTED building design, full-time SRO and/or nurse at school, robust drill/exercise schedule, etc.</p> <p>Resources: Ascertain what your internal (school and district) resources are, as well as what the community's (especially first responders) resources are. Final Step: Sort the TOTAL column in descending order once scoring is complete to see your school's ranking.</p>									
<p>Analysis Results: High Risk: > 3.5</p> <p>Medium Risk: 2.0 - 3.5</p> <p>Low Risk: < 2.0</p>									

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male	Other information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		



Homeland Security

School Closure/Unscheduled Early Dismissal Checklist

The school closure checklist below outlines some best practices that can be customized to meet the needs of each school. These procedures can to be used when an early dismissal is required, or for other school closure situations.

- In order to help staff, parents and students plan for a possible closure, the school/district will post on the website the potential for a school closure as soon as possible.
- When a decision to delay or close school is made, the major network television and/or radio stations in the area should be contacted. Those stations are:

_____	_____
STATION	PHONE NUMBER
_____	_____
STATION	PHONE NUMBER
_____	_____
STATION	PHONE NUMBER
_____	_____
STATION	PHONE NUMBER
_____	_____
STATION	PHONE NUMBER

- Information about the status of school will be available on the school/district’s information line, the number for which all parents will receive at the beginning of each school year. The information line phone number is:_____.
- School delays, cancellations, and early releases will be posted on the school/district website, which all parents will receive at the beginning of each school year. The website is:
_____.
- Each school will message delay/cancellation information to parents via the school’s preferred E-alerting system (e.g., phone, text, e-mail, etc.).
- If students are in school when an early release is required, the principal or district superintendent will initiate the following procedures:
 - Crossing guard(s) or designated staff is dispatched for traffic control;
 - Notify the school/district transportation department to initiate the pick-up of students;
 - Post on the school/district website that an early dismissal will be occurring;
 - Utilize the E-Alert system, if applicable, to notify parents via phone, text and/or e-mail;
 - Students remain in the classroom until notified of their bus arrival or that a parent has come to pick them up;
 - Teachers stay with students until all students are picked up;
 - Re-locate students who cannot be picked up or sent home to a pre-determined off-site location; and
 - Notify local TV/radio stations about the early dismissal.
- Information about school re-opening will be posted on all the same media as the school closing information was posted in a timely manner.

Media Relations Checklist

During an emergency, the following checklist for dealing with the media, which can be customized to meet each school’s needs, may be of assistance to your school or district:

- All staff must refer media to the school or district PIO.
- The district, or a local first responder agency, will assume responsibility for issuing public and media statements during an emergency. This responsibility shall be pre-determined during the emergency operations planning process, not during the emergency itself.
- The IC or his/her designee relays factual information to the superintendent.
- The superintendent notifies other schools in the district and may ask the school PIO to prepare a written or oral statement to media.
- Establish a media staging area that is a short distance away from school.
- Emphasize the safety of students and staff first.
- Update media regularly; do not say “No comment”.
- Issue a brief statement consisting only of the facts; do not speculate.
- Do not argue with media.
- Maintain a log of all telephone inquiries. Develop and use a scripted response to respond to inquiries.
- Create a general media statement before an incident occurs; adapt the statement during a crisis.
- Briefly describe the school’s plan for responding to emergencies.
- Respect the privacy of victim(s) and families of victim(s). ***Do not release victim names to media.***
- Refrain from exaggerating or sensationalizing the crisis.

School PIO Name	Room #	Phone Number(s)
-----------------	--------	-----------------

Alternate School PIO Name Number(s)	Room #	Phone
--	--------	-------

District PIO Name Number(s)	Phone
--------------------------------	-------

Alternate District PIO Name Number(s)	Phone
--	-------

Facility Safety Checklist

Name of District: _____

Name of School: _____

Name(s) of Person(s) performing inspection: _____

Date of most recent inspection: _____

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
BUILDING ACCESS						
1. There is a policy, system, and practice for ensuring secure entry/exit.						
2. There is a single point of public entry/exit to each building.						
3. Designated points of entry are monitored to control building access.						
4. School staff monitors all entrances and exits during <i>arrival</i> and <i>departure</i> of students.						
5. Main entrance is observable from main office.						
6. Students have written permission to leave school grounds.						
7. Signs are visibly posted listing items not allowed in the school e.g. weapons, drugs.						
8. Staff have written procedures to guide access to the building before and after school hours.						
9. Staff members present in the building after school hours are required to sign in and out.						
Comments:						
KEYS AND IDENTIFICATION						
1. There is a master key control system to monitor keys, entry cards, and their duplicates.						
2. Keys and entry cards are audited annually.						
3. The school has a Knox box or other system to provide quick access to keys by law enforcement and fire department.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
KEYS AND IDENTIFICATION con't						
4. All staff members are required to wear photo ID.						
5. Staff members are required to turn in photo IDs, keys, and entry cards upon termination of employment.						
Comments:						
VISITOR PROCEDURES						
1. Policy/Procedures signs are posted at all entrances.						
2. Visitors are required to:						
a. show picture ID and wear visible identification						
b. sign in AND out						
3. Sign-in stations/desks are identified, staffed and properly equipped (e.g. phone, radio, etc.)						
4. Supply of visitor IDs are out of reach of visitors						
5. Visitors are escorted, when deemed necessary, within the school						
6. Contractors and vendors are required to check in AND out and display visible identification						
Comments:						
STAFF TRAINING						
1. Staff receive training in:						
a. threat assessment						
b. all required drills/evacuation routes						
c. awareness of any suspicious or unusual activity						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
STAFF TRAINING con't						
d. awareness of irregularities in the surroundings (e.g. suspicious vehicles containers, broken air vents, etc.)						
e. proper procedures for checking suspicious packages and deliveries						
f. proper response to bomb threats or other threatening/suspicious phone calls						
2. Emergency medical response team members have been trained and certified in CPR and First Aid.						
3. If AEDs exist, building emergency response team members have been trained and drilled in their use and know their location.						
4. School emergency response teams practice regularly scheduled and unscheduled drills and exercises to ensure competency.						
COMMENTS:						
PHYSICAL CLIMATE						
1. School demonstrates a welcoming environment.						
2. Student work is displayed to show pride and ownership by students (needs to be less than 20% of corridor wall).						
3. Environment displays student activities and opportunities for involvement.						
4. Posters are displayed encouraging positive behavior choices and well being.						
5. Staff members are visible in hallways, supervising/interacting with students.						
6. Things work and/or get fixed immediately.						
7. There is a school discipline plan that is communicated to staff, students and parents.						
8. Teachers are required to submit a classroom management plan to their administrator.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
PHYSICAL CLIMATE con't						
9. The school provides conflict resolution training for staff and/or students.						
10. There is an anti-bullying program.						
11. Mentoring programs are in place.						
12. The school student services team includes a mental health specialist (e.g. social worker, counselor, psychologist).						
Comments:						
COMMUNICATIONS						
<i>School communications systems:</i>						
1. There is a 2-way communication modality between the main office and the:						
a. classrooms						
b. school-based security staff						
c. playground staff						
d. portable classrooms/buildings						
e. ball fields						
f. health services						
g. custodial staff						
h. transportation dispatcher						
i. other student services personnel (counselors, social workers, assistance principals, etc)						
2. All classrooms are equipped with a system to communicate in an emergency that is clearly marked with the appropriate "911" designation to get an outside line.						
3. A process is in place to communicate security instructions to staff in a timely and understandable manner.						
4. Filters or other such mechanisms are in place to routinely monitor suspicious internet activity on school computers.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
COMMUNICATIONS con't						
5. A reporting system is in place in the event of discovering suspicious internet activity.						
6. An anonymous tip line is in place and is used for incident or suspicious activity reporting.						
7. All safety related parent or media inquiries are directed to a designated spokesperson.						
<i>District/Media Emergency Communications:</i>						
8. The school/district communicates with parents throughout the year about emergency procedures via newsletters, emails, website, etc.						
9. The district has a protocol for working with the media in the event of any emergency.						
10. In the event of an emergency during school hours, a system is in place to contact parents with alerts and/or instructions.						
Comments:						
GENERAL EXTERIOR						
1. School has marquee, visible from road.						
2. School reflects use of school colors/symbols.						
3. Grounds are fenced in appropriate areas.						
4. Gates if present are secured when not in use (if allowed by the fire code).						
5. Perimeter of school building is clear of safety hazards, debris and obstructions.						
6. Mechanical, electrical and other such equipment on ground level is surrounded by a protective enclosure.						
7. Shrubs and foliage are trimmed low to allow for good sightlines.						
8. Building(s) are free of graffiti.						
9. Posted signs indicate restricted areas.						
10. Ground floor windows have functional locks and unbroken panes.						
11. Roof access is restricted.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
GENERAL EXTERIOR con't						
12. All trailers/outbuildings are secured to their location and labeled.						
13. Areas around buildings are adequately lit.						
14. Exterior doors:						
a. have a sturdy center mullion and/or are equipped with appropriate security.						
b. have non-removable hinge pins						
c. unless designated for entry, lack exterior hardware						
d. allow for keyed re-entry						
e. are coded on the outside and clearly visible						
f. are coded on the inside matching exterior numbers						
Comments:						
BUSES AND PARKING						
1. Bus loading zone is visible from main office or monitored by staff.						
2. Buses are prevented from creating a visual obstacle where crime may occur.						
3. Bus loading and drop off zones are clearly marked.						
4. Parking areas are lit.						
5. Parent drop off and pick up areas are clearly marked.						
6. Fire zones are maintained free of cars and buses at all times.						
7. Parking lot has signs to direct staff, students and visitors to designated parking areas.						
8. Staff cars are properly marked through the use of some form of identification.						
9. Student cars are properly marked through the use of identification.						
10. Campus supervision/security includes regular parking lot monitoring.						
11. Bicycle or motorcycle parking is in view of the building or monitored by security.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
BUSES AND PARKING con't						
Comments:						
PLAYGROUND / RECREATION AREAS						
1. Play and recreation areas are protected by fencing.						
2. Vehicular access is restricted around play areas.						
3. Emergency vehicles can access play and recreation areas easily.						
4. Bleachers are well maintained.						
5. Risers between bleacher seats are protected to prevent entrapment.						
6. An adequate number of recess monitors are appropriately positioned around the play area perimeter.						
7. Recess monitors have equipment to warn children in case of emergency.						
8. Play areas and equipment comply with Consumer Product Safety Commission guidelines (CPSC):						
a. surfaces are free from holes and other blemishes that could cause injury						
b. surfacing extends at least 6' in all directions from play equipment						
c. play structures more than 30" high are spaced at least 9' apart						
d. posts are secure and free from sharp points or edges						
e. hardware is secure (e.g. no open "S" hooks)						
f. elevated areas have guardrails						
g. spaces (e.g. openings in guardrails or between ladder rungs) are appropriate in size and free from risk of entrapment						
Comments:						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
DELIVERIES						
1. Deliveries are accepted only at designated receiving areas.						
2. Deliveries are documented using delivery logs.						
3. There is a system for inspecting and approving items delivered to the building.						
Comments:						
GENERAL INTERIOR						
1. Stairwells are uniformly and adequately lit.						
2. Hallways are:						
a. uniformly and adequately lit						
b. free of graffiti						
3. Restrooms:						
a. are uniformly and adequately lit						
b. are free of graffiti						
c. have hardware that prevents the main entrance from locking from the inside						
d. have no inlay ceilings						
4. Doors and locks are in good condition.						
5. Classroom doors can be locked from inside.						
6. Classrooms with windows have curtains and/or window shades.						
7. All rooms are locked when not in use.						
8. Controlled access by specialized staff is required for:						
a. electrical panel access doors						
b. boiler and mechanical rooms						
c. custodial closets						
9. Doors opening into interior areas like courtyards are kept locked with limited access.						
10. Unused areas are closed off when not in use after school hours if allowed by the fire code. Gates are not allowed to create dead-end corridors.						
11. Locker bays are well lit.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
GENERAL INTERIOR con't						
12. Locker height allows for clear sightlines.						
13. Emergency lighting is properly installed and functioning.						
14. All interior glass doors are properly installed and repaired.						
15. Floor coverings are properly installed and in good repair.						
16. There is unobstructed access to AEDs and first aid supplies.						
17. Emergency response team staff members are identified by lanyards or some other clear form of designation on a daily basis.						
18. All rooms have emergency procedures posted.						
19. All rooms have evacuation routes and severe weather safe areas posted.						
Comments:						
CAFETERIA						
1. Is uniformly and adequately lit.						
2. The freezer door can be opened from the inside.						
3. Cafeteria is supervised adequately by staff.						
4. Physical layout of cafeteria allows for quick, safe entry AND exit of students.						
5. Physical layout of cafeteria allows for good sightlines.						
Comments:						
GYMNASIUM AREA(s)						
1. Lighting fixtures and windows are protected in gym areas.						
2. AEDs are present in physical education wing.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
GYMNASIUM AREA(s) con't						
3. Safety mats and equipment are maintained.						
4. Equipment is properly stored and secured.						
Comments:						
SPECIALIZED AREAS (reference fire code for other essential safety elements)						
<i>Science, Art, Theater, Shop:</i>						
1. Phones are present in primary work spaces (e.g. scene shop) and office areas.						
2. Emergency procedures are posted and readily available; students are trained in procedures.						
Comments:						
MONITORING AND SURVEILLANCE						
1. Security cameras are stationed outside the school.						
2. Security camera locations provide maximum coverage possible of grounds.						
3. Security cameras are stationed inside the school.						
4. Security cameras are monitored throughout the day by trained staff.						
5. Remote and isolated hallways are monitored by security cameras.						
6. There is a retention period for recorded data. Retention period is _____ days.						
7. There is a central security alarm system which is connected to a monitoring company.						
8. School Resource Officers (SROs) are on site.						
9. School security officers (non-law enforcement) are on site.						

APPENDIX C

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
MONITORING AND SURVEILLANCE con't						
10. Staff members monitor: <input type="checkbox"/> hallways <input type="checkbox"/> stairwells <input type="checkbox"/> restrooms						
11. Bus loading area monitored by: <input type="checkbox"/> camera <input type="checkbox"/> direct line of sight <input type="checkbox"/> patrols/staff presence						
12. Parent pick-up/drop-off area monitored by: <input type="checkbox"/> camera <input type="checkbox"/> direct line of sight <input type="checkbox"/> patrols/staff presence						
13. Play/recreation areas are monitored by: <input type="checkbox"/> camera <input type="checkbox"/> direct line of sight <input type="checkbox"/> patrols/staff presence						
14. Formal/informal gathering areas (patios, courtyards, etc.) are monitored by: <input type="checkbox"/> camera <input type="checkbox"/> direct line of sight <input type="checkbox"/> patrols/staff presence						
15. Parking lots are monitored by: <input type="checkbox"/> camera <input type="checkbox"/> direct line of sight <input type="checkbox"/> patrols/staff presence						
16. If the building is used after school or on weekends, supervision is present.						
a. Specific persons are designated to secure buildings after activities.						
b. School staff conducts daily visual inspections of the school for suspicious packages and other items.						
c. A designated staff member is assigned to check the following:						
1) all classrooms are locked						
2) all bathrooms unoccupied and/or locked						
3) all exterior doors locked						
4) all security lights are on						
5) building alarm is activated						

CRITERION	YES	NO	NOT <input type="checkbox"/>	N/A	FURTHER STUDY	COMMENTS
MONITORING AND SURVEILLANCE con't						
17. There are written job descriptions for security personnel and/or monitors.						
18. School requires staff background checks.						
19. Classrooms are equipped with a system to communicate in an emergency.						
20. The school has access to a weather radio, which is monitored by a designated staff member.						
Comments:						

OBSERVED STRENGTHS:

1. _____
2. _____
3. _____

AREAS REQUIRING ATTENTION:

1. _____
2. _____
3. _____

OTHER RECOMMENDATIONS:

1. _____
2. _____
3. _____

New Mexico Health Services Checklist

General Tasks	Responsible Person(s)	Existing Resources	Next Steps	Timeline
Is the NM School Health Manual accessible to staff as a reference?				
Does the school nurse have access to the electronic version of the NM School Health Manual?				
What does your school/district offer for access to health services?				
What is completed for the assessment of the physical and health status of the child during the general screening process? Which students are screened?				
Does your school implement procedures for the control of communicable and infectious diseases including pandemic influenza?				
How is the confidentiality of student health records maintained? Who has access? (See the Family Educational Rights and Privacy Act (FERPA) for guidance.)				
How are general immunization records evaluated on new students? NM Health Vaccinations and Immunizations Requirements , NM Primary and Secondary Education Public Schools Administration-Health and Safety Health Services .				
Were any immunization exemptions granted to students for medical or religious reasons? If so, is there a current certificate in that child's file? (NOTE: Certificates must be updated at the beginning of each school year.)				
Do you have a Bloodborne Pathogen Plan? Are you providing annual staff training? (Training log should be kept for a minimum of 3 years.)				
Do teachers have access to personal protective equipment (PPE)? Are you providing training in proper use of PPE? (Training log should be kept for a minimum of 3 years.) OSHA Standard 29 CFR 1910.1030 NM School Health Manual, Section XVII				

Mitigation and Prevention Tasks	Responsible Person(s)	Existing Resources	Next Steps	Timeline
Is your district incorporating the New Mexico School Health Manual as part of your overall preparedness planning? http://nmschoolhealthmanual.org/				
Identify or create a district committee to provide guidance to school sites regarding pandemic flu preparations. This may include a task force or team that includes public health representatives.				
Review, update, exercise and train on district emergency response and communicable disease policies and procedure (see School Disease Outbreak Preparedness Guideline in Appendix D).				
Determine if any additional policies/procedures need to be in place.				
Develop communications plan for possible school closures.				
Work with human resources regarding schools functioning with 30% of work force absent. Look at alternatives such as staggered school times, changes in transportation, and telecommunications.				
Assess financial impact of alternate scheduling or school closures.				
Identify school-based individual(s) to educate staff about pandemic flu, Ebola, Zika and/or other communicable diseases. http://www.cdc.gov/flu/pandemic-resources/index.htm				
Identify school-based individual(s) to educate students about hand washing, covering cough, and staying home when sick. http://www.cdc.gov/flu/protect/stopgerms.htm				
Identify individual(s) to educate families about pandemic flu and the school plan. This may include: <ul style="list-style-type: none"> • training school counselors and nurses • utilizing school-based health centers • engaging DOH school health advocates 				
Identify individual(s) to ensure each room has soap/water for hand washing or alcohol-based hand washing product. Also train teachers, staff, janitors and food personnel on measures to control disease spread.				
Distribute and post in each classroom “Stop the Spread of Germs” poster found on the CDC’s website at: http://www.cdc.gov/handwashing/pdf/wash-your-hands-fact-sheet.pdf				

Preparedness Tasks	Responsible Person(s)	Existing Resources	Next Steps	Timeline
Review district’s communicable disease outbreak plan. This should include an all-hazards communicable disease plan, as well as annexes for pandemic flu and other specific diseases.				
Continue educating staff, families, and students on communicable disease prevention and school plans to address this.				
Identify chain-of-command in case of staff illness. Establish a back-up chain of command if necessary. https://www.training.fema.gov/programs/emischool/el361toolkit/assets/sampleplan.pdf				
Develop procedures for communicating with staff, students and families on risks, closures and alternative education plans. Plan for communicating with the media should also be developed.				
Identify information to be translated. Identify which languages are represented in student population.				
Identify and recruit translators; translate information into template form, so only minor changes will need to be made after initial development.				
Develop procedures for communicating with your public health authority and the media during normal and emergency conditions. https://www.ready.gov/business/implementation/crisis				
Identify or review procedure for communicating possible school schedule changes, bussing changes, and school closures.				
Review procedures for sending ill students and staff home and how to make adjustments, if necessary.				

Response Tasks	Responsible Person(s)	Existing Resources	Next Steps	Timeline
Track the number of staff and students absent daily.				
Report absences due to influenza-like illness on an ongoing basis to the NMDOH Epi Surveillance Liaison.				
Have translators review information templates and finalize the information that will be provide to non-English speaking families.				
Finalize the information that needs to be communicated to staff, students, and families.				
Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.				
Conduct timely debriefings to identify lessons learned and make necessary changes to the response plan.				

Recovery Tasks	Responsible Person(s)	Existing Resources	Next Steps	Timeline
Pre-planning for recovery: identify and pre-screen health and grief service providers; develop template letters; and provide training for school staff regarding grief and possible health problems.				
Mobilize the Crisis/Recovery Team that provides emotional-psychological support. If there is a loss of life in the school community establish a “Safe Room” for counseling services to be provided.				
Hold staff meeting(s) and provide information on extent of communicable disease in the community and activities that may assist students; signs and symptoms information; and safe room function and location.				
Announce counseling support services that are available to students, faculty and staff.				
Provide rest places for those that tire easily.				
Provide physical assessments, if needed, or make appropriate community health referrals.				
Make educational materials available to families and staff on topics such as how to support your student with their recovery, common symptoms of loss and grief, and constructive ways to cope with stress.				
Utilize Employee Assistance Programs for assistance with coping with loss and stress at the staff level.				

APPENDIX C

CHECKLISTS

Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services.				
Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.				
Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services.				
Modify work roles and responsibilities or add volunteer or support staff as needed.				
Follow-up with student referrals made to community agencies.				
Conduct debriefings with the Crisis/Recovery Team(s).				
Document “lessons learned” and incorporate them into plan revisions and trainings.				

Chart source: NM Department of Health

Playing Fields/Playground Safety Checklist

The entire area of the play/sports grounds/fields should be inspected regularly, including the surfaces, perimeter and all equipment. The following checklist can be used, and modified as necessary, as a guide. Use another page to detail unsafe items and the location of each.

Name(s) of Person(s) performing inspection: _____ Date of most recent inspection: _____

Yes	No	If in progress, anticipated completion date	Item	Name of Person(s) Responsible
			Cracked, bent, warped, rusted play/sports equipment?	
			Worn swings, hangers, or chains?	
			Damaged swing seats?	
			Sharp corners or edges?	
			Broken supports or anchors?	
			Footings exposed, cracked or loose in the ground?	
			Protruding bolt ends, which are not rounded?	
			Loose bolts?	
			Broken bleachers or missing rails, steps, seats or rungs?	
			Chipped or peeling paint?	
			Approved type of surface under play/sports equipment and a sand depth of 12"?	
			Pinch points or crush points from exposed mechanism?	
			Tripping hazards?	
			Vandalism, graffiti, bottles or debris?	
			Splintered or deteriorated wood?	
			Evidence of unapproved modification(s) of equipment?	
			Areas which could lead to entrapment or strangulation?	
			Areas which might harbor vermin?	
			All chain link, perimeter and backstop fences in good repair?	

Traffic Safety and Pick-Up/Drop-Off

Parents/guardians should be informed of traffic safety on and around the campus, including student pick-up and drop-off times and procedures. The following checklist can be used and modified by each school to provide guidelines and helpful tips for parents/guardians.

- Observe instructions of the crossing guards on (Name Intersection/cross streets, etc.) and in school driveways.
- Remind students to cross the driveway only at the designated crosswalk.
- Stepping or walking between cars is not permitted, even with an adult.
- Fire lanes must be observed. The fire lanes are along (location) of the main building.
- Cars should not be parked in fire zones and may be ticketed.
- Parent pick-up/drop-off areas should be separated from bus pick-up/drop-off areas.
- Traffic in the drive-through area and parking lot(s) is one way. Follow the arrows painted in the drive-through and the parking lot, indicating the direction of traffic flow.
- The speed limit in the drive-through area and parking lot(s) is less than ten (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 a parking space).
- Always observe the areas designated for bus and emergency vehicle traffic only.
- Early morning drop-offs are discouraged. School begins at (insert time) a.m. and staff members are not on duty until (insert time) a.m.
- Students who arrive before school hours are expected to report to (insert area or program name) and are not permitted on the playground or in the parking lot.
- In order to decrease the traffic congestion in the front of the building, students who are eligible to take the bus are encouraged to do so. Students should stand in the designated area while waiting for buses after school.
- Students who drive to school must obey all city and school traffic/safety regulations.
- The parking lot is limited to students, staff and parents who are volunteering at the school. The parking lot **SHOULD NOT** be utilized for drop-offs and pick-ups.
- Between (insert time of arrival a.m. and time of dismissal p.m.) and during any time the traffic guard is directing traffic in front of the school, the front area is strictly for drive-through traffic for student pick-up and drop-off. Drivers may **NOT** leave their cars during that time.

Active Shooter Pocket Card

Below are some best practice recommendations from DHS on the **Run, Hide, Fight** protective action, which can be used in an active shooter situation. It is recommended that each school customize these procedures to meet your unique needs, as well as seek appropriate training for staff.

COPING	PROFILE
WITH AN ACTIVE SHOOTER SITUATION	OF AN ACTIVE SHOOTER
<ul style="list-style-type: none"> • Be aware of your environment and any possible dangers • Take note of the two nearest exits in any facility you visit • If you are in an office, stay there and secure the door • Attempt to take the active shooter down as a last resort <p><i>Contact your building management or human resources department for more information and training on active shooter response in your workplace.</i></p>	<p>An active shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area, typically through the use of firearms.</p>
	CHARACTERISTICS
	OF AN ACTIVE SHOOTER SITUATION
	<ul style="list-style-type: none"> • Victims are selected at random • The event is unpredictable and evolves quickly • Law enforcement is usually required to end an active shooter situation
<p>CALL 911 WHEN IT IS SAFE TO DO SO</p> 	

HOW TO RESPOND	HOW TO RESPOND
WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY	WHEN LAW ENFORCEMENT ARRIVES
1. RUN	<ul style="list-style-type: none"> • Remain calm and follow instructions • Put down any items in your hands (i.e., bags, jackets) • Raise hands and spread fingers • Keep hands visible at all times • Avoid quick movements toward officers such as holding on to them for safety • Avoid pointing, screaming or yelling • Do not stop to ask officers for help or direction when evacuating
<ul style="list-style-type: none"> • Have an escape route and plan in mind • Leave your belongings behind • Keep your hands visible 	
2. HIDE	
<ul style="list-style-type: none"> • Hide in an area out of the shooter's view • Block entry to your hiding place and lock the doors • Silence your cell phone and/or pager 	
3. FIGHT	INFORMATION
<ul style="list-style-type: none"> • As a last resort and only when your life is in imminent danger • Attempt to incapacitate the shooter • Act with physical aggression and throw items at the active shooter 	YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR
CALL 911 WHEN IT IS SAFE TO DO SO	<ul style="list-style-type: none"> • Location of the active shooter • Number of shooters • Physical description of shooters • Number and type of weapons held by shooters • Number of potential victims at the location

Disease Outbreak Response Guidance

Responsible Party Key	
Outbreak Response Team: School Administration, School Nurses, County Environmental Services & Public Health	School Nurse
	School Administration
Public Health	School Maintenance

Level 1: Daily Operations Preventive Measures	Level 2: Suspected GI Cluster/Concern	Level 3: Outbreak
Regular surveillance of baseline clusters of cases, and absenteeism.	School District Director of Nursing will notify the School Response Team of the suspected outbreak.	The school community will be notified of the outbreak, and non-essential after-school events will be rescheduled.
Follow-up with routine vomiting and diarrheal illness reports to ensure appropriate person(s) is/are notified and clean-up procedure is followed.	Complete daily NM DOH Line List. School Director of Nursing will fax the line list to Environmental Health Department and New Mexico Department of Health.	Complete daily NM DOH Line List. Director of Nursing will fax the line list to Environmental Health Department and New Mexico Department of Health.
Send children home promptly with nausea/vomiting/diarrhea (n/v/d).	Send children and staff home promptly with n/v/d.	Send children and staff home promptly with n/v/d. Isolate ill children from the rest of nurses' office visitors.
		Personal Protective Equipment for Nurses. PPE (facemasks and gloves) for kitchen personnel when out of kitchen area.
Utilize District specified cleaners but switch to an EPA Certified Norovirus Disinfectant or Chlorine bleach upon notification of an issue.	Utilize EPA Certified Norovirus Disinfectant or Chlorine bleach for disinfecting activities.	Increase frequency of cleanings in high-contact areas like doorknobs, light switches, handles, etc. Utilize EPA Certified Norovirus Disinfectant or Chlorine bleach for disinfecting activities.
	Collect specimens	Collect specimens
Routine cleaning of all kitchen and bathroom surfaces.	Switch all QUAT products to chlorine bleach solutions. Air dry surfaces, or rinse all surfaces intended for food or mouth contact with plain water before use. Kitchen and dining facilities will switch all service items (spoons, forks, knives, plates, cups, trays) to disposable.	Switch all QUAT products to chlorine bleach solutions. Continue to use disposable service items. Clean and sanitize all items including dining carts each time with a 1,000 PPM bleach solution before they return to the kitchen. Clean and sanitize kitchen area and restrict access in/out of the kitchen to kitchen service personnel ONLY.

Conduct annual Norovirus trainings with nurses and health assistants.	Identify and notify possible high-risk individuals in the community.	Designate a food service personnel only bathroom (if possible)
Host annual hand washing education workshops for facility staff, teachers and students.		Implement double hand washing procedure.
Employ diarrheal and vomiting clean-up protocol for all reported instances.	Employ diarrheal and vomiting clean-up for all reported instances.	Employ diarrheal and vomiting clean-up protocol for all reported instances. The school health office might require more frequent cleanings due to a high volume of ill individuals.
Assure food handlers who are ill with GI symptoms are sent home and stay home for 48-72 hours after symptoms resolve.	Assure food handlers who are ill with GI symptoms are sent home and stay home for 48-72 hours after symptoms resolve.	Assure food handlers who are ill with GI symptoms are sent home and stay home for 48-72 hours after symptoms resolve.
If carpeting or upholstery was contaminated use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.	If carpeting or upholstery was contaminated use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.	If carpeting or upholstery was contaminated use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.
	Increase frequency of cleanings in high-contact areas like door knobs, light switches, handles, etc.	Contract with outside provider to address detailed cleaning if a larger area was impacted.
Perform site visits to ensure adequate supplies on-site and utilization of cleaning protocols.	Perform site visits to ensure adequate supplies on-site and utilization of cleaning protocols.	Perform site visits to ensure adequate supplies on-site and utilization of cleaning protocols.
	An un-alarming notification to school Principal about the concerns, but do not seek public notification. An un-alarming notification to teachers, coaches, etc. to encourage cleanings and vigilance for ill individuals.	Pre-approved letter to be sent home to all students, including cleaning and precautionary measures. Host a staff meeting, or post to Blackboard, to answer questions and increase understanding. Inform PIO about the issue.
	Inform District PIO about the issue, state that it is being monitoring and school/district are responding but are not yet calling it an outbreak.	Inform District PIO about the issue, state that it is being monitoring and are responding but are not yet calling it an outbreak.

Sample Guidance DOH

**New Mexico Emergency Managers
Updated 8/7/2020**

Jurisdiction	Office Phone	Email Address
COUNTY GOVERNMENT		
Bernalillo County	(505) 468-1301	rclark@bernco.gov
Catron County	(575) 533-6222	catronem@gilnet.com
City of Roswell and Chaves County	(575) 624-6740	k.sanders@roswell-nm.gov
Cibola County	(505) 285-2558	dmiddleton@co.cibola.nm.us
Colfax County	(575) 445-9661	tvigil@co.colfax.nm.us
Curry County	(575) 763-9485	dheerding@cityofclovis.org
De Baca County	(575) 355-2405	dbcrecc@plateautel.net
Dona Ana County and City of Las Cruces	(575) 647-7902	brianh@donaanacounty.org
Eddy County	(575) 628-5454	jarmendariz@eddyoem.com
Grant County	(575) 574-0065	ghelton@grantcountynm.com
Guadalupe County	(575) 472-1041	brael@guadco.us
Harding County	(575) 673-2231	hcsheerif_law@plateautel.net
Hidalgo County	(575) 542-8827	scott.richins@hidalgocounty.org
Lea County	(575) 391-2961	lvelasquez@leacounty.net
Lincoln County	(575) 336-8600	jkenmore@lincolncountynm.gov
Los Alamos County	(505) 662-8283	beverley.simpson@lacnm.us
Luna County	(575) 543-6569	emergency.management@lunacountynm.us
McKinley County	(505) 722-4248	adam.berry@co.mckinley.nm.us
Mora County	(575) 387-5393	moracopz@yahoo.com
Otero County	(575) 439-2612	mclark@co.otero.nm.us
Quay County	(575) 461-8535	daniel.zamora@quaycounty-nm.gov
Rio Arriba County	(505) 747-1941	aamontoya@rio-arriba.org
Roosevelt County	(575) 359-2869	jmontiel@rooseveltcounty.com
San Juan County	(505) 334-3714	mmestas@sjcounty.net
San Miguel County and City of Las Vegas	(505) 425-6190	lmaestas@sjcounty.net
Sandoval County	(505) 771-7197	smuller@sandovalcountynm.gov
Santa Fe County	(505) 992-3072	mavigil@santafecountynm.gov
Sierra County	(575) 894-6215	ptooley@sierraco.org
Socorro County	(575) 835-2029	jwheeler@co.socorro.nm.us
Taos County	(575) 737-6459	bobby.lucero@taoscounty.org
Torrance County	(505) 544-4727	mpropp@tcnm.us
Union County	(575) 207-5454	emergencymgr@unionnm.us
Valencia County	(505) 866-2043	sarah.gillen@co.valencia.nm.us

New Mexico Emergency Managers (continued)

Jurisdiction	Office Phone	Email Address
MUNICIPAL GOVERNMENT		
Alamogordo, City of	(575) 430-5103	jleclair@ci.alamogordo.nm.us
Albuquerque, City of	(505) 244-8600	rebner@cabq.gov
Angel Fire, Village of	(575)377-3232	kmurtagh@angelfirenm.gov
Belen, City of	(505)966-2710	bret.ruff@belen-nm.gov
Cloudcroft, Village of	(575) 682-5869	ccvfd@nmex.com
Clovis, City of	(575) 763-9690	pnelson@cityofclovis.org
Corrales, Village of	(505)898-7501	tlattin@corrales-nm.org
Deming, City of	(575) 546-8848	
Espanola, City of	(505) 747-6066	a.medina@espanolanm.gov
Farmington, City of	(505)599-1369	esmylie@fmtn.org
Gallup, City of	(505) 863-1380	jmorlaes@gallupnm.gov
Los Lunas, Village of	(505) 352-7703	gonzalesj@loslunasnm.gov
Los Ranchos, Village of	(505) 385-9992	jphillips@losranchosnm.gov
Mesilla, Town of	(575) 526-4138	marshal@mesillanm.gov
Milan, Village of	(505) 285-6694	villageofmilan@villageofmilan.com
Red River, Village of	(575)754-6567	rburnham@redriver.org
Rio Rancho, City of	(505) 891-5855	tgreeno@rrnm.gov
Ruidoso, Village of	(575) 257-3473	joekasuboski@ruidoso-nm.gov
Santa Fe, City of	(505) 955-6537	bgwilliams@santafenm.gov
T or C, City of	(575)894-1204	raron@torcnm.org
TRIBAL GOVERNMENT		
Acoma Pueblo	(505) 552-5190	ddeutsawe@puebloofacoma.org
Cochiti Pueblo	(505) 465-2500	phillip.trujillo@cochiti.org
Isleta Pueblo	(505) 917-0530	PO135901@isletapueblo.com
Jemez Pueblo	(575) 834-7628	jerry.lazzari@jemezpueblo.us
Jicarilla Apache Nation	(575) 759-4286	cholyfield@jan-riskmgmt.com
Kewa Pueblo	(505) 465-0680	jschraeder@kewaems.org
Laguna Pueblo	(505) 552-5794	vsow@pol-nsn.gov
Mescalero Apache Nation	(575) 464-9323	tcervantes@mesaleroapachetribe.com
Navajo Nation	(928) 871-6892	hcleland@navajo-nsn.gov
Ohkay Owingeh Pueblo	(505) 927-5088	jude.gabaldon@ohkay.org
Picuris Pueblo	(575) 587-2519	forestrycoordinator@picurispueblo.org
Pojoaque Pueblo	(505) 455-2295	rael@puebloofpojoaque.org
San Ildefonso Pueblo	(505) 235-9220	mmpovijua@sanipueblo.com
Sandia Pueblo	(505) 798-7481	tallen@sandia.nsn.us
Santa Ana Pueblo	(505) 771-6784	nathan.tsosie@santaana-nsn.gov
Santa Clara Pueblo	(505) 753-7330	sheriff@santaclarapueblo.org
Tesuque Pueblo	(505) 988-9119	tvigil@pueblooftesuque.org
Zia Pueblo	(505) 867-3304	jdaniels@ziapueblo.org
Zuni Pueblo	(505) 782-4833	aldred.cheama@ashiwi.org

NORTHEAST REGION PUBLIC HEALTH OFFICES

Northeast Public Health Offices

Santa Fe County

Santa Fe Public Health Office/
Northeast Region Headquarters
605 Letrado St.
Santa Fe, New Mexico 87505
Tel-505-476-2607 (Health Office)
Fax-505-476-2692 (Health Office)

Colfax County

Raton HO
Raton Public Health Office
226 East 4th Street
Raton, New Mexico 87740
Tel- 575-445-3601
Fax- 575-445-2848

Guadalupe County

Santa Rosa HO
Santa Rosa Public Health Office
117 Camino de Vida Suite 400
Santa Rosa, New Mexico 88435
Tel-575-472-3211
Fax-575-472-3211

Los Alamos County

Los Alamos Public Health Office
1183 Diamond Dr. Suite D.
Los Alamos, NM 87544
Tel- 505-662-4038
Fax- 505-662-3899

Mora County

Mora Public Health Office
Highway 518
Mora County Court House
Mora, New Mexico 87732
Tel- 575-387-2748
Fax- 575-387-9016

San Miguel County

Las Vegas Public Health Office
18 Gallegos Rd.
Las Vegas, New Mexico 87701
Tel- 505-425-9368
Fax- 505-425-0042

Rio Arriba County

Espanola Health Commons
2010 Industrial Park Rd.
Espanola, New Mexico 87532
Tel- 505-753-4659
Tel- 505-753-2794
Fax- 505-753-5522

Northern Rio Arriba County

Tierra Amarilla Public Health Office
Highway 84 County Rd. 0324
Tierra Amarilla, New Mexico 87575
Tel- 575-588-7215
Fax- 575-588-7007

Taos County

Taos Public Health Office
1400 Weimer Rd
Taos, New Mexico 87571
Tel-575-758-4719
Fax-575-751-3031

Union County

Clayton Public Health Office
100 Court Street
Clayton, New Mexico 88415
Tel-575-374-8393
Fax-575-374-9486

LOCATION	ADDRESS	TELEPHONE
Bernalillo County Bern. County Metro Detention Center	100 Deputy Dean Miera Dr. SW	(505) 839-8852
Northwest Valley	7704 2 nd Street NW	(505) 897-5700
Northeast Heights	8120 La Mirada Pl. NE	(505) 332-4850
Southwest Valley	2001 N. Centro Familiar SW	(505) 873-7477
Southeast Heights	7525 Zuni SE	(505) 841-8928
Midtown	2400 Wellesley Dr. NE	(505) 841-4100
Cibola County Grants	700 East Roosevelt Avenue, Suite 100	(505) 285-4601
McKinley County Gallup	1919 College Drive	(505) 722-4391
Sandoval County Cuba	6362 Highway 550	(575) 289-3718
Sandoval County Health Commons	1500 Idalia Rd., Bldg. B	(505) 867-2291
San Juan County Bloomfield	903 W. Broadway Avenue	(505) 634-0229
Farmington	355 South Miller Street	(505) 327-4461
Torrance County Estancia	300 South 8th Street	(505) 384-2351
Moriarty	1110 Route 66 West	(505) 832-6782
Valencia County Los Lunas	445 Camino Del Rey SW, Suite A	(505) 222-0940
Belen	617 Becker Avenue	(505) 864-7743

Region 4 Administration Office
 #9 East Challenger
 Roswell, NM 88203
 Phone: 575-347-2409
 Fax: 575-347-2537



CHAVES COUNTY

Dexter Health Office
 206 South Monroe
 Dexter, NM 88230
 Phone: 575-734-5582
 Fax: 575-734-5816



Roswell Health Office 200
 East Chisum
 Roswell, NM 88203
 Phone: 575-624-6050
 Fax: 575-624-6170



CURRY COUNTY

Clovis Health Office
 1216 Cameo
 Clovis, NM 88101
 Phone: 575-763-5583
 Fax: 575-763-1842



DE BACA COUNTY

Fort Sumner Health Office 643
 North 5th
 Fort Sumner, NM 88119
 Phone: 575-355-2362
 Fax: 575-355-7942



EDDY COUNTY

Artesia Health Office (Eddy County)
1001 Memorial Drive
Artesia, NM 88210
Phone: 575-746-9819
Fax: 575-748-9755



Carlsbad Health Office
1306 West Stevens
Carlsbad, NM 88220
Phone: 575-885-4191
Fax: 575-885-4194



LEA COUNTY

Hobbs Health Office
1923 North Dal Paso
Hobbs, NM 88240
Phone: 575-397-2463
Fax: 575-393-1330



Lovington Health Office 302
North 5th
Lovington, NM 88260
Phone: 575-396-2853
Fax: 396-6270



LINCOLN COUNTY

Ruidoso Health Office
117 Kansas City Road
Ruidoso, NM 88345
Phone: 575-258-3252
Fax: 575-258-5743



QUAY COUNTY

Tucumcari Health Office
310 South 2nd
Tucumcari, NM 88401
Phone: 575-461-2610
Fax: 575-461-4862



ROOSEVELT COUNTY

Portales Health Office
1513 West Fir
Portales, NM 88130
Phone: 575-356-4453
Fax: 575-359-2926



APPENDIX D

Department of Health, Public Health Division, SOUTHWEST REGION

DOÑA ANA COUNTY

Permanent Locations

Las Cruces Central Public Health Office

Doña Ana Co. Health Services Center

1170 N. Solano Drive

Las Cruces, NM 88001

Preventive Medicine Clinic-Ste. A

Tel: (575) 528-5002; Fax: (575) 528-5168

(Mon. & Fri. 7:30a-5p; Wed. 7:30a-7:00p;
Tue. & Thu. 8a-5p)

Public Health Resource Center-Ste. N

Tel: (575) 528-5053; Fax: (575) 528-5039

Southwest Pathways Program-Ste. E (Mon.,

Tue., Thu. & Fri. 8a-5p; Wed. 8a-7p) WIC

Office-Ste. B

Tel: (575) 528-5047; Fax: (575) 528-6032

(Open on Wed. until 7p)

CMS Office-Ste. C

Tel: (575) 528-5077; Fax: (575) 528-6032

Disease Prevention-Ste. I

Tel: (575) 528-5090; Conf Fax: (575) 528-5165

CCC-Ste. I

Tel: (575) 528-6037; Conf Fax: (575) 528-6040

Anthony Public Health Office

865 N. Anthony Drive, Anthony, NM 88021

(CS-Mon., Tue., Wed., Fri.)

Tel: (575) 882-5858; Fax: (575) 882-3063

Chaparral Public Health Office 317

McCombs, Chaparral, NM 88081 (CS-

Mon., Tue., Thu. & Fri.)

Tel: (575) 824-3454; Fax: (575) 824-3071

Las Cruces East Public Health Office

5220 Holman Road on East Mesa

Las Cruces, NM 88012

(IZ, WIC & CMS only)

Tel: (575) 382-0542; Fax: (575) 373-4737

Hatch Public Health Office

3 Chile Capital Lane/PO Box 390

Hatch, NM 87937

(WIC & CMS only) WIC-Mon., Wed., Thu. 8a-5p)

Tel: (575) 267-1322; Fax: (575) 267-3516

Sunland Park Public Health Office

3807 McNutt Road, Sunland Park, NM 88063

(CS- Mon., Wed., Thu.)

Tel: (575) 589-2543; Fax: (575) 589-9548

Doña Ana County Detention Center

1850 Copper Loop, Las Cruces, NM 88005 Tel:

(575) 202-2494 or 647-7669;

Fax: (575) 647-7666 (Call before faxing)

(CS only)

DOÑA ANA COUNTY

Satellite Part-Time Locations

New Mexico State University

C-200 Cervantes Village

Las Cruces, NM 88003

(WIC only-Fri. 9a-4p)

Tel: (575) 528-9665; Fax:

White Sands Missile Range

Army Community Service Bldg

White Sands Missile Range, NM 88002

(WIC only-1st & 3rd Wed., 9a-3p)

Tel: (575) 636-5736; Fax: (575) 373-4737

La Mesa Community Center

744 San Jose St., La Mesa, NM 88044

(WIC only-Wed., 9a-4p)

Tel: (575) 528-9665; Fax: (575) 882-3063

GRANT COUNTY

Permanent Location Grant

County Public Health Office 2610 N.

Silver, Silver City, NM 88061

Tel: (575) 538-5318; Fax: (575) 388-4847

HIDALGO COUNTY

Permanent Location Hidalgo

County Public Health Office Hidalgo

Medical Services

530 DeMoss, Lordsburg, NM 88045

(CS Nurse/NP-Thu., 9a-4p)

(CS Clerk only-Mon., Tue., Wed., Fri.)

(WIC only-Every Mon. 9a-4p)

Tel: (575) 542-9391; Fax: (575) 542-3544

LUNA COUNTY

Permanent Location Luna

County Public Health Office 215 S.

Silver, Deming, NM 88030

Tel: (575) 546-2771; Fax: (575) 546-9427

Permanent Part-Time Location

Columbus Public Health Office (WIC only) 501

Pear Avenue, Columbus, NM 88029 (WIC only-

Tue. 9a-3p)

Tel: (575) 649-7065; Fax: (575) 546-9427

OTERO COUNTY

Permanent Locations Otero

County Public Health Office 1207 8th

Street, Alamogordo, NM 88310

Tel: (575) 437-9340; Fax: (575) 434-6629

Tularosa Public Health Office

404 Fresno Street (WIC & FF Only)

Tularosa, NM 88352

(WIC-Thu. of the month 8a-4:30p) (FF

-Mon., Tue., & Thu.)

Tel: (575) 585-2280; Fax: (575) 585-3010

OTERO COUNTY

Satellite Part-Time Location Holloman

Airman & Readiness Center 749 W. New

Mexico Ave, Bldg #788, Rm 120,

Holloman AFB, NM 88330

(WIC only-Mon., Tue., Wed., Fri.)

Tel: (575) 572-7369; Fax: (575) 572-7368

Mescalero Apache Empowerment Center

148 Cottonwood Dr. Room 302

Mescalero, NM 88340 (WIC

& FF only-Wed. 9a-4p) (FF

only- Fri. 9a-4p)

Tel: Families First (575) 464-0081;

Tel: WIC (575) 464-0932

Fax: (575) 585-3010

SIERRA COUNTY

Permanent Location Sierra

County Public Health Office 201 E. 4th

T or C, NM 87901

(WIC and CS only) WIC-Tue. & Fri. 9a-3:30p); CS

Nurse-Tue., Wed. & Fri.; CS Clerk-Mon.-Fri., 8am-

5pm)

(Harm Reduction Wed. 9:30am-3:30pm)

Tel: (575) 894-2716; Fax: (575) 894-3478

SOCORRO COUNTY

Permanent Location Socorro

County Public Health Office 214 Neel

Avenue

Socorro, NM 87801

(CS- Mon., Wed. pm & Thu. 8a-5p)

Tel: (575) 835-0971; Fax: (575) 835-3119

Satellite Part-time Location Alamo

Navajo Annex Bldg (WIC only)

Alamo, NM

(WIC only-Mon., Thu., Fri. 9a-2:30p)

Tel: (575) 835-0971; Fax (575) 835-3119

CATRON COUNTY

Permanent Part-Time Location

Catron County Public Health Office

Catron County Medical Center

1 Foster Lane / P.O. Box 710

Reserve, NM 87830

(WIC & HP only) WIC-2d Wed. every other month 9a-

3p) HP-Mon & Tues 8a-5p, Wed 8a-12p

Tel: (575) 538-5318; Fax (575) 388-4847

Program Abbreviations:

FF - Families FIRST

IZ - Immunization

WIC - Women, Infants, Children

CMS- Children's Medical Services

CS - Clinical Services

DP - Disease Prevention

HP - Health Promotion

CCC- Community Collaborative Care

VFC- Vaccines for Children

Updated 07/28/16

Information Sharing and Privacy: FERPA and HIPAA

Because schools need to be aware of information sharing as it relates to student privacy, but must also balance privacy rights with health and safety of the whole school when planning for emergencies, this section provides an overview of the *Family Educational Rights and Privacy Act (FERPA)* and the implications that these and other federal statutes have for information-sharing in the emergency planning process. Additionally, a brief overview is provided of the more limited circumstances when the *Health Insurance Portability and Accountability Act (HIPAA)* may apply to impact information-sharing in the school setting. All information in this section is taken directly from the federal [Guide for Developing High-Quality School Emergency Operations Plans](#), and can be read in it's entirety on pp. 38-51 of that document. For emergency operations planning purposes, the NM PED recommends that schools become familiar with the tenants of *FERPA* and *HIPAA*, especially as provided below.

While it is critical that schools comply with these laws, there is often confusion about their applicability, which results in schools sharing less than allowed with law enforcement officers or the appropriate authorities, even when there is appropriate cause for sharing information. By understanding when and how these laws apply, schools can ensure public safety and protect student privacy.

While this section of the guide focuses on *FERPA*, and to a lesser extent *HIPAA*, there may be federal and state civil rights and other laws that place restrictions on when and with whom schools may share information. At the federal level, for instance, public elementary and secondary schools are subject to federal civil rights laws, including laws that prohibit discrimination based on disability (the *Americans with Disabilities Act [ADA]*), and *Section 504 of the Rehabilitation Act of 1973*); race, color, and national origin (*Titles IV and VI of the Civil Rights Act of 1964*); sex (*Title IX of the Education Amendments of 1972 and Title IV of the Civil Rights Act of 1964*); and religion (*Title IV of the Civil Rights Act of 1964*). For example, *Section 504 and Title II of the ADA* prohibit discrimination on the basis of disability, and generally would prohibit unnecessary disclosures of disability status or information related to that disability, to third parties.⁹ Disclosures may be necessary when the student presents a significant, articulable threat to others.

Schools are strongly urged to take the time to review these laws, as well as others that apply in their jurisdictions, when working with their community partners to ensure that all parties have a strong understanding of applicable laws when deciding whether to disclose information. In particular, it is critical to train school employees, including contractors, on applicable laws to ensure that schools, school officials, or employees do not release information inappropriately or make decisions about students or release of records based upon myths, fears, or stereotypes related to race, color, national origin, sex, religion, disability, sexual orientation, or gender identity.

Title II of the ADA prohibits discrimination based on disability by public entities, including public schools. See 34 CFR § 104.4; 28 CFR § 35.130; “Dear Colleague Letter” and “Frequently Asked Questions on Report Cards and Transcripts for Students with Disabilities Attending Public Elementary and Secondary Schools,” October 2008. Available at <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-20081017.pdf>. See 28 CFR 35.139. Information about appropriate training and management for school resource officers and law enforcement officials in schools may be found at www.cops.usdoj.gov.

In this section:

- What Is *FERPA*?
- What Are “Education Records?”
- Who May Access *FERPA*-Protected Education Records?
- Balancing Safety and Privacy
 - The Health and Safety Emergency Exception to the Consent Requirement
 - The Law Enforcement Unit Record Exception to the Definition of Education Records
 - Common *FERPA* Misunderstandings
 - Additional Situations With *FERPA* Considerations
- Incorporating *FERPA* Into Your Emergency Planning Process
 - What Information Is *FERPA*-Protected, and When May the School Share It?
 - What Information Is Not *FERPA*-Protected, and When May the School Share It?
- Frequently Asked Questions Pertaining to *FERPA*
- *FERPA* Guidance and Resources

What Is *FERPA*?

FERPA is a federal law that protects the privacy of student *education records*. The law applies to all educational agencies and institutions that receive funds under any U.S. Department of Education program (termed “schools” below). *FERPA* gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are “eligible students.” The Family Policy Compliance Office at the U.S. Department of Education administers *FERPA*.

FERPA protects the rights of parents or eligible students to:

- Inspect and review education records;
- Seek to amend education records; and
- Consent to the disclosure of personally identifiable information (PII) from education records, except as specified by law.

For a thorough review of *FERPA*, in addition to what is provided in this document, please see the implementing regulations for *FERPA*, found in Title 34 of the Code of Federal Regulations (CFR), part 99, and the resources and guidance documents listed at the end of this section.

What Are “Education Records?”

Different types of records and information may be protected by *FERPA* if determined to be “education records.” Education records are protected by *FERPA* and are broadly defined as records that are directly related to a student and maintained by an educational agency or institution, or by a party acting for the agency or institution.

The non-exhaustive chart below shows several examples of what types of records generally *are* and *are not* considered to be education records.

Education Records	Not Education Records
Transcripts	Records that are kept in the sole possession of the maker and used only as personal memory aids
Disciplinary records	Law enforcement unit records
Standardized test results	Grades on peer-graded papers before they are collected and recorded by a teacher
Health (including mental health) and family history records	Records created or received by a school after an individual is no longer in attendance and that are not directly related to the individual's attendance at the school
Records on services provided to students under the <i>Individuals with Disabilities Education Act (IDEA)</i>	Employee records that relate exclusively to an individual in that individual's capacity as an employee
Records on services and accommodations provided to students under <i>Section 504 of the Rehabilitation Act of 1973</i> and <i>Title II of the ADA</i> ¹²	Information obtained through a school official's personal knowledge or observation and not from the student's education records

See the discussion under “Balancing Safety and Privacy” below for more detail on law enforcement units under *FERPA*, what constitutes a law enforcement unit record, and how these records may be used.

Who May Access *FERPA*-Protected Education Records?

“School officials with a legitimate educational interest” may access *FERPA*-protected education records. Schools determine the criteria for who is considered a school official with a legitimate educational interest under *FERPA* regulations, and it generally includes teachers, counselors, school administrators, and other school staff.

The term “school official with a legitimate educational interest” may also include contractors, consultants, volunteers, and other parties if those individuals:

- Perform an institutional service or function for which the agency or institution would otherwise use employees;
- Are under the direct control of the agency or institution with respect to the use and maintenance of education records; and

- Are subject to the requirements of 34 CFR § 99.33(a), which specifies that individuals who receive information from education records may use the information only for the purposes for which the disclosure was made and which generally prohibits the re-disclosure of PII from education records to any other party without the prior consent of the parent or eligible student. There are, however, exceptions to this prohibition.

In addition, schools must annually notify parents and eligible students of their rights under *FERPA*, and must include in this notification the criteria for who constitutes a school official and what constitutes a legitimate educational interest. The U.S. Department of Education provides model notification statements on its website at <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>.

This means that if a school wishes to consider non-employee members of its threat assessment team (TAT), its contracted counseling, nursing, service, or security staff, its school resource officers (SROs), and other non-employees as “school officials” who may have access to education records, the school must ensure that these individuals meet the criteria in the bullets above and the criteria in the school’s annual notification of *FERPA* rights. Schools are encouraged to train all school officials who may have access to education records, including contractors, on *FERPA* as well as other applicable laws.

Balancing Safety and Privacy

School officials must balance safety interests and student privacy interests. *FERPA* contains exceptions to the general consent requirement, including the “health or safety emergency exception,” and exceptions to the definition of education records, including “law enforcement unit records,” which provides school officials with tools to support this goal.

The Health or Safety Emergency Exception to the Consent Requirement

FERPA generally requires written consent before disclosing PII from a student’s education records to individuals other than his or her parents. However, the *FERPA* regulations permit school officials to disclose PII from education records without consent to appropriate parties only when there is an actual, impending, or imminent emergency, such as an articulable and significant threat. Information may be disclosed only to protect the health or safety of students or other individuals. In applying the health and safety exception, note that:

- Schools have discretion to determine what constitutes a health or safety emergency.
- “Appropriate parties” typically include law enforcement officials, first responders, public health officials, trained medical personnel, and parents. This *FERPA* exception is temporally limited to the period of the emergency and does not allow for a blanket release of PII. It does not allow disclosures to address emergencies that *might* occur, such as would be the case in emergency preparedness activities.
- The information that may be disclosed is limited to only PII from an education record that is needed based on the type of emergency.
- Disclosures based on this exception must be documented in the student’s education records to memorialize the:
 - Emergency that formed the basis for the disclosure; and
 - Parties with whom the school shared the PII

The U.S. Department of Education would not find a school in violation of *FERPA* for disclosing *FERPA*-protected information under the health or safety exception as long as the school had a rational basis, based on the information available at the time, for making its determination that there was an articulable and significant threat to the health or safety of the student or other individuals.

For more information on the health or safety exception, see: “*Addressing Emergencies on Campus*,” June 2011, available at <http://www2.ed.gov/policy/gen/guid/fpco/pdf/emergency-guidance.pdf> and 34 CFR §§ 99.31(a)(10) and 99.36.

The Law Enforcement Unit Record Exemption to the Definition of Education Records

FERPA defines a “law enforcement unit” as any individual, office, department, division, or other component of an educational agency or institution, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by that agency or institution to:

- (i) Enforce any local, state, or federal law, or refer to appropriate authorities a matter for enforcement of any local, state, or federal law against any individual or organization other than the agency or institution itself; or
- (ii) Maintain the physical security and safety of the agency or institution.

Significantly, to be considered a “law enforcement unit” under this definition, an individual or component must be officially authorized or designated to carry out the functions listed above by the school. Schools may designate a traditional law enforcement entity (such as school security staff, school resource officers [SROs], school safety officers, school police, or other school security personnel) as a law enforcement unit, or opt to designate another non-law enforcement school official to serve as their law enforcement unit, such as a vice principal or another school official.

FERPA does not prevent schools from disclosing information from records maintained by law enforcement that were created for law enforcement purposes by the law enforcement unit to anyone, subject to state law, including outside law enforcement authorities, without the consent of the parent or eligible student during an emergency or otherwise.

Law enforcement unit records, which are not subject to the *FERPA* consent requirements, are defined as records that are:

- Created by a law enforcement unit;
- Created for a law enforcement purpose; and
- Maintained by the law enforcement unit.

Law enforcement unit records *do not* include:

- Records created by a law enforcement unit for a law enforcement purpose that are maintained by a component of the school other than the law enforcement unit, such as a principal or guidance counselor;
- Health records or PII collected about or related to the disability of a student, including information about providing an accommodation; and
- Records created and maintained by a law enforcement unit exclusively for a non-law enforcement purpose, such as a school disciplinary action or proceeding.

In designating a law enforcement unit and using law enforcement unit records, note that:

- To be given access to PII from a student’s education records, law enforcement unit officials who are employed by the school must meet the criteria set forth in the school’s *FERPA* notification for school officials with a legitimate educational interest. While law enforcement unit officials are not required to be school officials under *FERPA*, many schools have found that it is useful for them to be school officials so that they may access education records that may be necessary to ensure school safety. For instance, if a student has been suspended for a period of time (a fact that would be recorded in the student’s education records), the law enforcement unit could need to know this in case the student attempts to enter the building when not permitted to do so.
- A school’s law enforcement unit officials must protect the privacy of education records they receive and may disclose them only in compliance with *FERPA*. For that reason, we recommend that law enforcement unit records be maintained separately from education records.

For more information on law enforcement unit records and *FERPA*, refer to the following sources:

“Addressing Emergencies on Campus,” June 2011

<http://www2.ed.gov/policy/gen/guid/fpco/pdf/emergency-guidance.pdf>

The discussion in the preamble to the final rule in the Federal Register published Dec. 9, 2008, starting on page 74,836 <http://www2.ed.gov/legislation/FedRegister/finrule/2008-4/120908a.pdf>

Family Policy Compliance Office website <http://www.ed.gov/policy/gen/guid/fpco/index.html>

The regulatory definition of “Law Enforcement Unit” under *FERPA* in 34 CFR § 99.8(a) available at

[http://www.ecfr.gov/cgi-](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=ae535d41f8bb03bedfef79634883360f&n=34y1.1.1.1.33&r=PART&ty=HTML#34:1.1.1.1.33.1.132.8)

[bin/retrieveECFR?gp=&SID=ae535d41f8bb03bedfef79634883360f&n=34y1.1.1.1.33&r=PART&ty=HTML#34:1.1.1.1.33.1.132.8](http://www.ecfr.gov/cgi-bin/retrieveECFR?gp=&SID=ae535d41f8bb03bedfef79634883360f&n=34y1.1.1.1.33&r=PART&ty=HTML#34:1.1.1.1.33.1.132.8)

Common *FERPA* Misunderstandings

School administrators and their partner organizations must understand *FERPA* and its implications because misinterpretations of the law and subsequent delays in information-sharing can hinder first responders’ efforts to provide necessary assistance in a health or safety emergency.

Sharing Personal Observation or Knowledge

Misinterpreting *FERPA* can lead school administrators to miss opportunities to share crucial information that could prevent an emergency situation. For instance, some schools incorrectly believe that information obtained from a school official’s personal observations or knowledge is protected by *FERPA*. In fact, personal observation or knowledge is generally not considered to be part of the student’s education records (see “What Are ‘Education Records’” above) and therefore may be disclosed. For example, if a teacher overhears a student making threatening remarks to other students, the teacher is not prohibited from sharing that information with appropriate authorities, including the parents of the students who were threatened.

However, if a school official learns of information about a student through his or her official role in creating or maintaining an education record, then that information would be covered by *FERPA*. For instance, if a principal suspends a student, the principal would not be permitted to non-consensually disclose that information (unless the disclosure met one of the exceptions in *FERPA* to consent) because he or she gained personal knowledge of that information in making that disciplinary determination.

Releasing Directory Information

In some circumstances, schools may be able to disclose “directory information” to prevent an emergency situation. Directory information means information contained in a student’s education

record that would not generally be considered harmful or an invasion of privacy if disclosed. Some examples of directory information include a student's name, address, telephone number, or e-mail address. Schools must follow certain requirements in publicly designating "directory information," and they may not disclose directory information from a student's education record if the parent or eligible student has opted out of allowing that disclosure. For example, assuming that the parents' cell phone numbers have been properly designated as "directory information," what if the parents have not opted out of the disclosure of such "directory information," and a flood displaced families from their homes and these children are brought to a shelter? The school may disclose those parents' cell phone numbers to an emergency management agency that is trying to locate the parents.

Additional Situations With *FERPA* Considerations

FERPA has implications in a variety of different situations, and new questions arise as schools become more creative and innovative in developing their campus safety plans. In many cases, however, it is helpful to review the *FERPA* basics to help you clearly think through each scenario. The following are some scenarios that may arise.

Infectious Disease

Under the health or safety emergency exception, school officials may, without consent, disclose PII from education records to appropriate parties in connection with an emergency. In the case of an influenza outbreak, for instance, if school officials determine that an emergency exists, they may share immunization records with parties such as state and local public health officials whose knowledge of the information is necessary to protect the health or safety of students or others in the school community. Under this exception, schools may share information only during the limited period of time connected with the emergency. A blanket release of information is not allowed. You must instead determine what information to disclose on a case-by-case basis depending on the particular threat.

Threat Assessment Teams

Some educational agencies and institutions may need assistance in determining whether a health or safety emergency exists for purposes of complying with *FERPA*. Federal agencies encourage schools to implement a threat assessment program, including the establishment of a multidisciplinary threat assessment team that utilizes the expertise of representatives from mental health service providers, persons familiar with emergency procedures, and law enforcement agencies in the community.

The threat assessment team must comply with applicable civil rights and other federal and state laws. Under a properly implemented threat assessment program, schools can respond to student behavior that raises safety concerns that are not based on assumptions, stereotypes, or myths about people with disabilities (including mental health-related disabilities) or people of a particular race, color, ethnicity, national origin, religion, or sex.

If a threat assessment team member meets the definition of a school official (as a party to whom the school has outsourced administrative functions or services) with a legitimate educational interest under *FERPA*, (see "Who May Access *FERPA*-Protected Education Records" above), then he or she would be able to access students' education records in which he or she has legitimate educational interests. A threat assessment team member who is appropriately designated as a school official, however, may not disclose PII from education records to anyone without consent or unless one of the exceptions to consent under *FERPA*, such as the health or safety emergency exception, applies.

Security Videos

Schools are increasingly using security cameras as a tool to monitor and improve student safety.

Images of students captured on security videotapes that are created and maintained by the school's law enforcement unit for a law enforcement purpose are not considered education records under *FERPA*. Accordingly, these videotapes may be shared with parents of students whose images are on the video and with outside law enforcement authorities, as appropriate.

Incorporating *FERPA* Into Your Emergency Planning Process

Below are critical questions and concepts that schools should discuss with their community partners while in the process of developing or revising an emergency management plan. While building partnerships is critical, in gathering information to support these partnerships, schools must also take steps to consider student privacy and civil rights and other laws as well as their mission of safety. Be sure to refer to the sections elsewhere in this guidance to review any concepts with which you are unfamiliar.

What Information Is *FERPA*-Protected, and When May the School Share It?

Education records are protected by *FERPA*, and schools may generally only PII from those records only with written consent from a parent or eligible student, unless a *FERPA* exception to consent applies. (See “What Are ‘Education Records’” above.) The following are examples of such exceptions.

Example: At the start of flu season, your local public health agency requests the names of those students showing influenza-like symptoms, as well as their parents’ contact information. You know that you may not disclose PII from a student’s education records without consent if there is not a health or safety emergency or another exception to consent under *FERPA* that applies. So, to facilitate this sharing of information, you opt to develop a consent form that identifies students’ names and parent contact information as specific PII from student education records. And you would like to share the form with the local public health agency, as well as the purpose of the disclosure. The form gives parents and eligible students the option to allow or to not allow this sharing of information. After collecting the signed and dated consent forms, for the students for whom you received consent you begin to share with the local health agency the names of student who are showing influenza-like symptoms and their parents’ contact information. Your purpose of this sharing of PII is to help so the health agency is able to conduct real-time surveillance to prevent the spread of the illness. (See “What Is *FERPA*” above.)

Example: Your school’s threat assessment team includes representatives from your community partners, and you have properly designated them as “school officials with a legitimate educational interest.” (See “Who May Access *FERPA*-Protected Records” above.) The local law enforcement representative on your team does not share with his police chief or other law enforcement official the PII that he obtains from a student’s education records in his capacity as a threat assessment team member while working to identify possible threats because he knows that this is not permitted. Several months after the threat assessment team initially convened to review a collection of behaviors and communications concerning a particular student and determined that there was not sufficient information demonstrating that the student posed a threat, the team learns that the student has now communicated his intent to harm the school principal. At this juncture, the law enforcement representative (and other members of the threat assessment team) shares pertinent PII from education records with appropriate parties so they can take steps, such as consulting with a police agency, to protect the health or safety of the principal (in this case). (See also the discussion of threat assessment teams under “Additional Situations With *FERPA* Considerations” above.)

Example: At the beginning of the school year, your school notified parents and eligible students that you had designated students’ names, phone numbers, and e-mail addresses as “directory information,” explaining to them that you would disclose this information upon request to anyone contacting the school. In your notice, you explained how and by when they could opt out. When a reporter contacts your institution requesting the directory information about a student who is under 18, you check to see whether the student’s parents opted out of the disclosure of directory information. Because the

student's parents did not opt out of the school's directory information policy, you provide that directory information to the reporter. (See "Common *FERPA* Misunderstandings" above.)

Example: A student has a severe allergic reaction to peanuts during lunch. The school nurse administers epinephrine and then calls an ambulance in accordance with applicable federal and state laws. When the emergency medical technicians (EMTs) arrive, the nurse discloses PII from the student's education record to the EMTs without obtaining parental consent under the health or safety emergency exception. (See "Balancing Safety and Privacy" above.)

What Information Is Not *FERPA*-Protected and When May the School Share It?

Records that are created and maintained by a school's law enforcement unit for a law enforcement purpose are not protected by *FERPA*, and there are no *FERPA* restrictions on the sharing of information in law enforcement unit records. (See "What Are 'Education Records'" and "Balancing Safety and Privacy" above.)

Example: Your school contracts with the law enforcement agency in your county to bring in an SRO and you properly designate the officer as a "school official with a legitimate educational interest." (See "Who May Access *FERPA*-Protected Records?" above.) You also properly designate the SRO as your school's law enforcement unit. (See "Balancing Safety and Privacy" above.) The SRO knows that she may not re-disclose to her home agency PII that she obtains from a student's education records while serving in her SRO capacity, unless there is a health or safety emergency or another *FERPA* exception to consent that would apply. However, she shares her law enforcement unit records about a student who was arrested for smoking marijuana on campus with other law enforcement officials because she knows that law enforcement unit records are not protected by *FERPA*.

Are Processes and Protocols, Including MOUs in Place for Information Sharing and Record Keeping that Comply With *FERPA*?

It is important for schools to consider entering into MOUs with law enforcement and their other community partners to formalize roles, responsibilities, and protocols. MOUs can be tailored to the needs of the individual schools in the jurisdiction. Any policies regarding information sharing between the school and the law enforcement agency, however, must comply with applicable federal, state, and local laws, including *FERPA*. While information-sharing MOUs should be developed regarding what information can be shared between departments and what information is protected, no provision in an MOU can override a school's obligations under *FERPA*.

Frequently Asked Questions Pertaining to *FERPA*

Q: To what entities does *FERPA* apply?

A: *FERPA* applies to educational agencies and institutions that receive funds under any program administered by the U.S. Department of Education. This includes virtually all public schools and school districts, and most private and public postsecondary institutions, including medical and other professional schools. Private and religious schools at the elementary and secondary school levels generally do not receive funds from the U.S. Department of Education and, therefore, are not subject to *FERPA*.

Q: Does an interagency agreement with partners such as the state or local health department enable a school to non-consensually disclose education records?

A: No. Interagency agreements do not supersede the consent requirements under *FERPA*. Although an interagency agreement would be a helpful tool for planning purposes, schools must comply with *FERPA*'s requirements regarding the disclosure of PII from students' education records.

Q: Under the health or safety emergency exception, may a school non-consensually disclose PII from a student's education records to the media?

A: No, you generally may not disclose *FERPA*-protected information to the media. While the media play a role in alerting the community of a health epidemic or a violent incident outbreak, they generally do not have a role in protecting the health or safety of individual students or others at the school.

Q: When would the health or safety exception apply?

A: Under *FERPA*, an emergency means a situation in which there is an articulable and significant threat to the health or safety of students or other individuals. This determination must be made by the school.

Q: Do I need to tell parents and eligible students or otherwise document when I have disclosed PII from their education records without consent under a health or safety emergency?

A: Within a reasonable period of time after a disclosure is made under the health or safety exception, a school must record in the student's education records the articulable and significant threat that formed the basis for the disclosure, and the parties to whom the information was disclosed. Parents and eligible students have a right to inspect and review the record of disclosure, but do not need to be proactively informed that records have been disclosed.

Q: Can members of our threat assessment team have access to student education records?

A: School officials with legitimate educational interests may have access to a student's education records. Members of a threat assessment team who are not school employees may be designated as such if they are under the direct control of the school with respect to the maintenance and use of PII from education records; are subject to the requirements of 34 CFR § 99.33(a) governing the use and redisclosure of PII from education records; and otherwise meet the school's criteria for being school officials with legitimate educational interests.

Members of a threat assessment team who are considered school officials with a legitimate educational interest generally cannot non-consensually redisclose PII from a student's education records to which he or she was privy as part of the team. However, if a threat assessment team determines that a health or safety emergency exists, members may non-consensually redisclose PII from a student's education records on behalf of the school to appropriate officials under the health or safety emergency exception.

For example, a representative from the city police who serves on a school's threat assessment team generally could not redisclose, without consent, PII from a student's education records to the city police during the initial discussions about a particular student. However, once the threat assessment team determines that a health or safety emergency exists, as defined under *FERPA*, the representative may redisclose, without consent, PII from a student's education records on behalf of the school to appropriate officials. (See the discussion under "Additional Situations with *FERPA* Considerations" above.)

Q: How does *FERPA* interact with the *Health Insurance Portability and Accountability Act of 1996 (HIPAA)*?

A: The U.S. Department of Education and the U.S. Department of Health and Human Services jointly developed guidance on the application of *FERPA* and *HIPAA*. This guidance explains that records that are protected by *FERPA* are exempt from the *HIPAA* Privacy Rule. Accordingly, school officials must follow the requirements of *FERPA* with regard to the disclosure of records protected by *FERPA*. Please see the guidance at <http://www2.ed.gov/policy/gen/guid/fpco/doc/ferpa-hipaa-guidance.pdf> for more information, as well as the *HIPAA* guidance in this "A Closer Look" section.

Q: Who should I contact for more information related to *FERPA*?

A: The U.S. Department of Education's Family Policy Compliance Office is available to respond to any questions about *FERPA*. For quick responses to routine questions, please e-mail the Department of Education at FERPA@ed.gov. For more in-depth technical assistance or a more formal response, you may call the Family Policy Compliance Office at 202-260-3887 or write to them at:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-8520

Q: What are some of the other federal and state laws relating to emergency management planning that are relevant to access to and sharing of information about students?

A: As noted in the introduction to this “A Closer Look” section, schools may also be subject to federal and state civil rights laws that protect the disclosure of information about students. Schools and their community partners should review guidance from the U.S. Departments of Education and Justice on any applicable civil rights or other statutes governing privacy and information sharing and discuss their implications for emergency management and related planning processes. At a minimum, in determining what constitutes an “emergency,” schools and their partners must base their decisions on actual risks and not on assumptions, stereotypes, fears, or myths about people with disabilities (including mental health-related disabilities) or people of a particular race, color, ethnicity, national origin, religion, or sex.

***FERPA* Guidance and Resources**

The Family Policy Compliance Office (FPCO) at the U.S. Department of Education administers *FERPA*. FPCO has developed, and continues to develop, extensive guidance pertaining to the implementation of *FERPA* and emergency situations. For more detailed information or additional guidance, please see the documents below and the FPCO website at www.ed.gov/fpc.

In this section:

- What Is *HIPAA*?
- How Does *HIPAA* Apply in Schools?
- *HIPAA* Guidance and Resources

What Is *HIPAA*?

HIPAA and its implementing regulations, commonly known as the *HIPAA* Privacy Rule and the *HIPAA* Security Rule, protect the privacy and security of individually identifiable health information, called protected health information or PHI, held by health plans, health care clearinghouses, and most health care providers, collectively known as covered entities, and their business associates (entities that have access to individuals’ health information to perform work on behalf of a covered entity).

The Privacy Rule, or *Standards for Privacy of Individually Identifiable Health Information*, establishes national standards to protect the privacy of individuals’ identifiable health information. In doing so, the Privacy Rule sets forth the circumstances under which covered entities and their business associates may use or disclose an individual’s health information, requires safeguards to protect the information, and gives individuals rights, including rights to examine and obtain a copy of their health records and to request corrections.

A major goal of the Privacy Rule is to ensure that individuals’ health information is properly protected while allowing the flow of health information needed to provide and promote high quality health care and to protect the public’s health and well-being. Given that the health care marketplace is diverse, the Privacy Rule is designed to be flexible and comprehensive to cover the variety of uses and disclosures that need to be addressed.

The *Security Rule*, or *Security Standards for the Protection of Electronic Protected Health Information*, establishes a national set of security standards for protecting health information that is held or transferred in electronic form. The Security Rule sets out the technical, administrative, and physical safeguards that covered entities and business associates must put in place to secure individuals' electronic health information. The Security Rule is designed to be flexible and scalable, and technology neutral, so a covered entity or business associate can implement policies, procedures, and technologies that are appropriate for the entity's particular size, organizational structure, and risks to consumers' electronic health information.

The HHS Office for Civil Rights (OCR) has responsibility for administering and enforcing the Privacy and Security Rules.

How Does *HIPAA* Apply in Schools?

Generally, *HIPAA* does not apply to student health information maintained by a school. While schools and school districts may maintain student health records, these records are in most cases not protected by *HIPAA*. Rather, student health information maintained at a school would be considered education records protected by the *FERPA*.

HIPAA may apply however to patient records at a university hospital, which may include records on students and non-students, or to the health records of non-students at a university health clinic.

During the emergency planning process, if you believe health information to which access may be needed is covered by *HIPAA*, you should consult the guidance and resources below for further information about how *HIPAA* applies.

***HIPAA* Guidance and Resources**

The HHS OCR has developed, and continues to develop, extensive guidance pertaining to the implementation of *HIPAA* Privacy Rule and emergency situations. The OCR website has guidance about the intersection between *HIPAA* and *FERPA* and the release of PHI for common emergency preparedness issues and public health purposes, such as terrorism preparedness and outbreak investigations. For more detailed information or additional guidance, please see the HHS OCR website at <http://www.hhs.gov/ocr/privacy/index.html>.

Index of Acronyms

AAR	After-Action Report
AFN	Access and Functional Needs
CBITS	Cognitive Behavioral Intervention for Trauma in Schools
CDC	Centers for Disease Control
COOP	Continuity of Operations Plan
CPTED	Crime Prevention Through Environmental
DHS	Department of Homeland Security
DOC	District Operations Center
DOH	Department of Health
EMS	Emergency Medical Services
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
ERD	Epidemiology and Response Division
FBI	Federal Bureau of Investigation
FEMA	Federal Emergency Management Agency
HAZMAT	Hazardous Material
IC	Incident Command or Incident Commander
ICS	Incident Command System
LEP	Limited English Proficiency
LEPC	Law Enforcement Planning Council
LGBT	Lesbian, Gay, Bisexual, Transgender
NFR	National Response Framework
NIMS	National Incident Management System
NMAC	New Mexico Administrative Code
NPG	National Preparedness Goal
NPS	National Preparedness System
PBIS	Positive Behavioral Intervention and Supports
PED	Public Education Department
PFA-S	Psychological First Aid for Schools
PIO	Public Information Officer
PPD-8	Presidential Policy Directive-8
REMS	Readiness and Emergency Management for Schools.
SBHC	School-based Health Center
SHAC	School Health Advisory Council
SHSB	Safe and Healthy Schools Bureau
SRM	Standard Reunification Method
SRP	Standard Response Protocol
SRO	School Resource Officer
SSAC	Safe Schools Advisory Council
SSET	Supports for Students Exposed to Trauma
TAT	Threat Assessment Team
SSP	Safe Schools Plan or School Security Personnel
THIRA	Threat and Hazard Identification and Risk Assessment
USDE	U.S. Department of Education
USSS	U.S. Secret Service