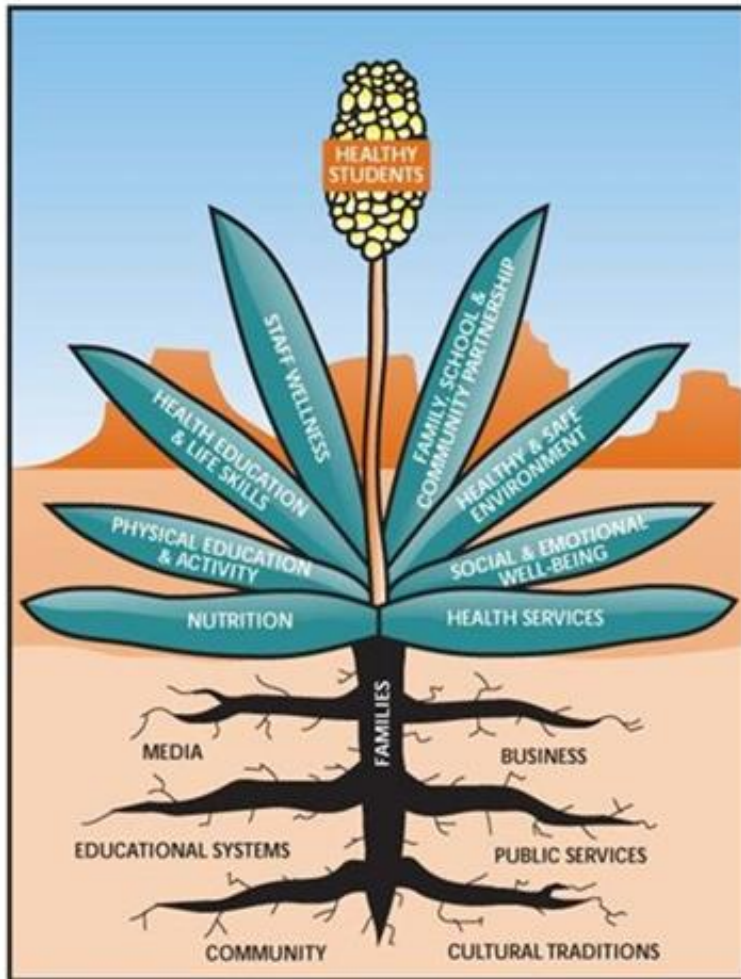


HEALTHIER SCHOOLS – NEW MEXICO

A Model of Coordinated School Health



NEW MEXICO SAFE SCHOOL PLAN (SSP)

Revised Edition FY23-24

EMERGENCY OPERATIONS PLAN & GUIDANCE DOCUMENTS

ADD SCHOOL NAME:

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Section I: Introduction

Insert School Logo Here. Delete box if not using

How To Use This Document

All New Mexico Public and Charter Schools have been required to have a **Safe School Plan (SSP)** for emergency operations since 2008. This is part of the **School Wellness Policy, NMAC 6.12.6**. The New Mexico Public Education Department-Safe and Healthy Schools Bureau in collaboration with the New Mexico Public Schools Insurance Authority, recognizes that the whole community approach is needed for sound and effective planning, response, mitigation, protection, and recovery from any school related crisis.

At the request of school districts and in an effort create a more user-friendly planning document we have condensed and reorganized this document to promote collaboration with local first responders and enable more effective documentation for the review process.

All the minimum requirements for safe school emergency operations plans are included in this document and must be included in your SSP.

Required Assurances and associated documents are provided as **Appendices** and will need to be added to your plan and uploaded as part of your plan onto the secure drive provided by PED.

You may either revise your current SSP to ensure all the requirements included in this document are completed through the Rubric checklist, **or you may** complete and use this document as a new template to comply with NMAC and the submission of your plan.

If you choose to use your current plan, **you must** revise your plan to include all requirements. **You must** make a note on the Safe School Plan Rubric as to where the required elements can be found in your plan. Note: (page/section) This will assist you and your staff in your annual review, and the state reviewer team in expediting and approving your SSP.

Additional technical assistance and training regarding the use of this document and the uploading of your plan to the secure Google Platform will be provided via web-based seminars by the Safe and Healthy Schools Bureau.

You have been provided with both a PDF version and a Word document to enable you to copy and paste materials between plans.

Finally, planning resources have been compiled separately for your review with guidance documents and is located on the PED website. [Safe Schools – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/ped/safe-schools/)

Sincerely,

Kathryn Bolkovac | State Safe Schools Program Coordinator

New Email: kathryn.bolkovac@ped.nm.gov

New Mexico Public Education Department

300 Don Gaspar Ave. | Santa Fe, NM 87501

C: 505-490-0346 | Anti-Racism/Anti-Oppression Hotline: ARAO.Hotline@ped.nm.gov



EQUITY • EXCELLENCE • RELEVANCE

Overview

Please note the policies, procedures and guidelines in this document supersede previous versions of the Safe School Plan.

Background

The National Response Network (NRF) is an outcome of the Presidential Policy Directive 8 (PPD) National Preparedness (2011) and describes not only how Federal government organizes itself to respond to natural disasters, terrorist's attacks, and other catastrophic events, but also the importance of whole community in assisting with response efforts. PPD-8 is aimed at strengthening the security and resilience of the United States through systemic preparation for threats that pose the greatest risk to the security of our nation, communities, faith-based institutions, private and corporate entities as well as our schools.

The Safe School Plan is designed to serve as an Emergency Operations Plan for each school site and include district level approval and collaboration. This plan provides guidelines for ensuring a safe school environment. Prevention activities and programs (such as health services, behavioral and mental health, bullying and suicide prevention, etc.) are included and will assist in providing a school environment that is healthy, safe, and conducive to learning.

The goal of the Safe School Plan is to prepare for potential emergencies and crises through providing a well informed and trained staff that will increase the front-line capabilities of the school and district. It is recognized that each school community has unique needs, resources and staffing issues which must be addressed. The Site Safety Plan shall be reviewed and updated annually by school staff.

The Safe School Plan is divided into sections for ease of use and guidance when needed. These sections include an Introduction that is followed by measures and guidance for school-based Prevention, Protection & Mitigation, Response Planning, and Recovery sections. Additionally, an Appendix Section has been added with required Assurances and documents. A separate Resource Guide companion document has been provided.

Resuming school activities as quickly as possible is important to promote the long-term welfare of children and their families. Teachers and other school staff play an integral role in helping their students. Teachers have usually spent the most time with their students and most likely know them the best. They are in a good position to provide early and ongoing recovery strategies. All staff and first responders should be familiar with the plan.

Contributors:

This plan guidance is a collaborative effort that incorporates contributions from numerous subject matter experts from various disciplines of emergency preparedness and response. The New Mexico Public Education Department regularly meets with the New Mexico Safe Schools Advisory Council (SSAC) and the New Mexico Safe Schools Working Group to further the objectives of streamlining plans, outreach, training, and developing a whole community approach in involvement and participation.

Members of the SSAC and SSWG include:

- *NM Public Education Department*
- *NM Attorney's General Office*
- *FBI AQ Guardian Squad*
- *NM Department of Homeland Security*
- *NM Department of Health*
- *Cybersecurity and Infrastructure Security Agency*
- *School Resource Officers Working Threats Group*
- *New Mexico Public Schools Insurance Authority-POMs and Associates*
- *United States Department of Justice*
- *RAVE Panic Button-Representative*
- *City of Albuquerque Public Schools-representation*
- *City of Albuquerque Fire and Rescue-representation*
- *Pojoaque Valley Middle School representation*
- *Carpenter Consulting LLC*
- *Office of Lt. Governor*
- *Los Lunas Public Schools*
- *State Representative/s*

Program Authority:

The School District Wellness Policy, under the New Mexico Administrative Code (NMAC) 6.12.6 requires local school boards, school districts, and charter schools to develop and implement policy that addresses student and school employee wellness through a coordinated approach. School Safety Plan requirements lie within this policy.

The SSP is defined in Subsection L of the NMAC 6.12.6.7 Emergency Operations Plan and must be submitted to the PED Safe and Health Schools Bureau for approval on a three-year cycle. It must also include the minimum components detailed in this document a companion Rubric.

Public Records Act:

Schools are subject to the New Mexico Inspection of Public Records Act, however there are portions of the SSP that are exempt from disclosure. “Tactical response plans or procedures prepared for or by the state 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 Emergency Operations Plans and Safe School Plans. EOPs/SSPs.

Type here or state (N/A) if not using this box.

Personalize the first paragraph with Principal and Superintendent information as well as school specific details, address, school size, unique characteristics, staff.

Campus Maps/Floor Plans

Campus Map (Aerial View)

Insert maps here or upload separately into the Google secure drive.

Floorplans of Campus Buildings

Insert maps here or upload separately into the Google secure drive.
Include: utility cut-off and diagram for water/gas/electrical systems

Emergency Phone Numbers

Schools should update this information annually or as needed when there are changes in personnel or phone numbers. **Recommend Posting in classrooms.**

Emergency Phone Number(s): 911 or, _____

Name of Emergency Medical Service: _____

Average Emergency Response Time of First Responders: _____

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. It is not unusual to be asked the same question multiple times to ensure accuracy.

- 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 flagpole, etc.)

Other Important Phone Numbers:

School Nurse	_____
Responsible Administrator	_____
Poison Control	<u>1-800-222-1222</u>
Emergency/Disease Reporting	_____
Fire Department 911 or	_____
Police 911 or	_____
Local Health Agency	_____
Child Abuse Hotline	<u>1-855-333-7233</u>
Rape Crisis Hotline	_____
Domestic Violence Hotline	_____
Other:	_____
Hospital or Closest Medical Facility	_____
County Family Services Division/Child Protective Services	<u>1-855-333-7233</u>

Capacity Assessment of Staff Skills

This list provides an overview and number of current staff who can provide specific emergency response and potential lifesaving functions during an incident. *See resources on PED website for sample survey used to complete this assessment.* [Safe Schools – New Mexico Public Education Department \(state.nm.us\)](http://state.nm.us)

Types of Emergency Response Training and Skills of current staff		
Training	# Trained	Willing to support response Y/N, Contact Information
First-Aid		
CPR		
AED		
EMT		
Search & Rescue		
HAZMAT		
Media Relations		
Nursing, Counseling, Mental Health		
Firefighter		
Critical Incident Debriefing		
Types of Special Consideration Training and Skills for current staff		
Multi Language		
Experience with AFN		
Radio or CB		
Community Resource Liaison		
Organizational Safety Planning		
Certified Emergency Manager		
Faith Based		
Police or Military		
Other		

Annual Plan Revision Page

Date of Annual Review: _____

Revision Type	Added/Changed Info	Deleted/Removed Info	Revised By	Revision Date
Example: Safety Team Updates for FY23-24	Added John Doe	Removed Judy Smith	B-Principal	8-15-2024

Section II: Prevention

Insert School Logo Here. Delete box if not using

Health and Behavioral Health Services

(SCHOOL NAME) shall provide health services that include activities addressing the health needs of students to promote student well-being, optimal development, and strong educational outcomes.

(SCHOOL NAME) provides information to students and/or families about school site School-Based Health Center and/or local Health Centers and community health centers.

District Based Health Centers & Behavioral Mental Health Centers	Phone #	Address	Services Provided

Communicable Disease Outbreak

Type here or state (N/A) if not using this box.

(Resource Guidance PED website)

Responsibilities for School Nurses, Health Assistants and Other Staff

The following communication methods are used for providing communicable disease information:

Check all that apply

- Family Newsletters
- School E-mail
- School Website
- Nursing Services Website
- School bulletin boards
- School Nurse office hours
- Paper notifications sent home with student
- Traditional Mail
- Other (Describe):

The following are resources provided to Students and Families

Type here or state (N/A) if not using this box.

Insert or add any copies of resources or links you may have here delete if no information is provided

Behavioral and Mental Health Programming

School behavioral and mental health programs focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs support the student's process to become a fully functioning and happy adult. Programs 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.

Type here or state (N/A) if not using this box.

(SCHOOL NAME narrative related to any specific programs) provides the following behavioral and mental health resources for students: *Resource Guidance PED website*

Social emotional learning/school climate supports

(SCHOOL NAME) implements the following programs to support/promote students’ social and emotional well-being: *(Check all that apply or add additional)*

Social Emotional learning and school climate supports	
Substance Abuse	
Crossroads Program/Project Success	Y/N
Parent Involvement Program (PIP)	Y/N
Protecting You Protecting Me (PY/PM)	Y/N
Teens in Prevention (TIP)	Y/N
Other (Please Indicate)	Y/N
Family Engagement	
School Training for Engagement Planning (STEP) participation	Y/N
Family Representation on Instructional Council, SHAC, Community School Council or another committee	Y/N
School Title One Family Engagement Policy	Y/N
School Family Engagement Compact	Y/N
School Family Center and/or Supports for Basic Needs	Y/N
School Events	Y/N
Volunteer Programs	Y/N
Other (Please Indicate)	Y/N
School Climate - Conflict Resolution - Mediation	
Mediation in the Schools Program	Y/N
Kelso’s Choice – Elementary School	Y/N
Other (Please Indicate)	Y/N
Restorative Practices-Recommended	
Connection Circles	Y/N
Restorative Conversations	Y/N
Restorative Agreement Meetings	Y/N
Problems Solving Circles	Y/N
Restorative Mediation	Y/N
Community Group Conferences	Y/N
Behavior Redirectors	Y/N
PBIS	Y/N
AIM	Y/N
Mind Up	Y/N
Other (Please Indicate)	Y/N
Suicide Prevention	
Jason Foundation – A Promise for Tomorrow	Y/N
Question, Persuade, Refer (QPR)	Y/N
Trevor Project	Y/N
Peer Helpers (Suicide Awareness and Prevention Grant)	Y/N
Other (Please Indicate)	Y/N
Violence Prevention	
Bully Proofing	Y/N
Connected and Respected	Y/N
Safe Schools Ambassadors	Y/N
Safe Zone	Y/N
Safe Spot	Y/N

School Wide Positive Behavior Support (SWPBS)	Y/N
Second Step	Y/N
Steps to Respect	Y/N
Why Try	Y/N
Let's Get Real – Middle School	Y/N
Resiliency Builder Program for Children and Adolescents – Elementary and Middle School	Y/N
Owning Up – Empowering adolescents to confront social cruelty, bullying and injustice Middle School	Y/N
Botvin Lifeskills Training High School Program	Y/N
School Counseling	Y/N
Individual and Group Counseling Supports	Y/N
Child Protection Unit Lessons	Y/N
Suicide Prevention	Y/N
Bullying Prevention	Y/N
Tolerance and Diversity Lessons	Y/N
Academic Support Lessons	Y/N
Interpersonal Relationship Lessons	Y/N
Kelso's Choice	Y/N
SEL Lessons	Y/N
Individual and Group Counseling Supports	Y/N
Mentoring	Y/N
Big Brothers Big Sisters	Y/N
First Nations	Y/N
Peer Facilitations	Y/N
Little Buddies	Y/N
Attendance Promotion	Y/N
Attendance Social Worker	Y/N
School Attendance Team	Y/N

Internet Use-Health and Safety Impacts

INTERNET SAFETY

The Internet offers a world of resources and poses a **variety of dangers** for our youth, such as: viruses that could harm your computer; pedophiles that are trying to meet your child; disclosing personal information that could lead to identity theft; and cyber-bullying. **Every parent** and **EDUCATIONAL STAFF/ADMINISTRATORS** must recognize these dangers to help children and students learn to protect his/her self-online.

(School Name) ensures students and families receive internet safety information. Internet Safety information has been disseminated to students and families through the following methods.

- Newsletter
- School Webpage
- District Webpage
- Email
- Classroom with guided discussion with teacher/counselor
- Other:

Type here or state (N/A) if not using this box.

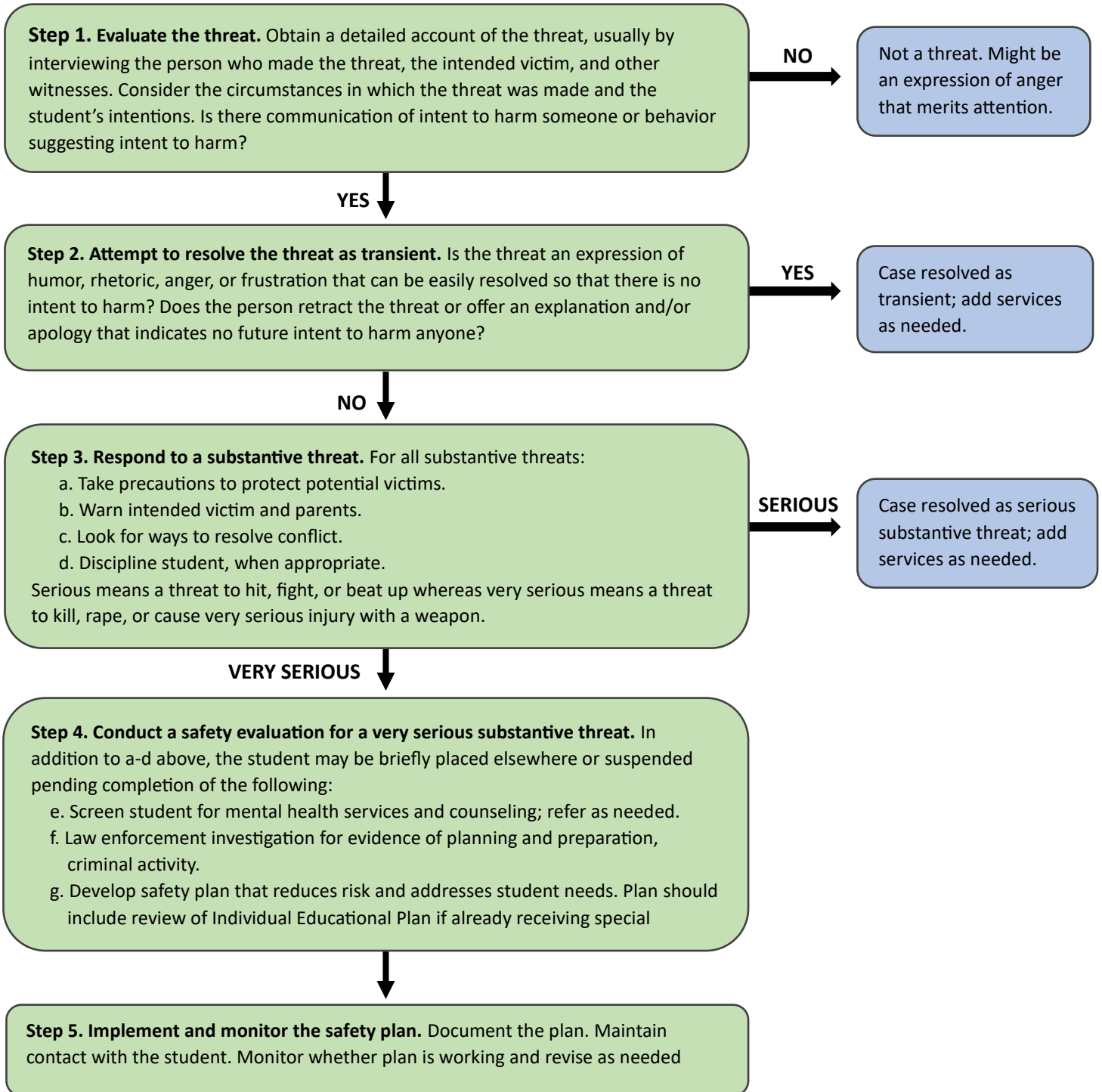
Type here to include any additional resources, links, training, or parental information that your school may provide. *Also please see Resource Guidance PED website*

Section III: Protection & Mitigation

Insert School Logo Here. Delete box if not using

Behavioral Threat Assessment Matrix

A threat is a communication of intent to harm someone that may be spoken, written, gestured, or expressed in some other form, such as via text messaging, email, or other digital means. An expression of intent to harm someone is considered a threat regardless of whether it is communicated to the intended target(s) and regardless of whether the intended target is aware of the threat. A transient threat means there is no sustained intent to harm and a substantive threat means the intent is present (or not clear) and therefore requires protective action. A threat assessment is not a crisis response. If there is indication that violence is imminent (e.g., a person has a firearm at school or is on the way to school to attack someone), a crisis response is appropriate. Take immediate action such as calling 911 and follow the school crisis response plan. *Reference: Dewey Cornell, PHD*



Recommended Procedures for Potentially Suicidal Student

Reference: Dewey Cornell, PHD

SUICIDE IDEATION DEFINITIONS AND PROMPTS	Since Last Contact	
Ask questions that are bold and <u>underlined</u> Ask Questions 1 and 2	YES	NO
1) <u>Have you wished you were dead or wished you could go to sleep and not wake up?</u>	<input type="checkbox"/>	<input type="checkbox"/>
2) <u>Have you actually had any thoughts of killing yourself?</u>	<input type="checkbox"/>	<input type="checkbox"/>
If YES to 2, ask questions 3, 4, 5, and 6 If NO to 2, go directly to question 6		
3) <u>Have you been thinking about how you might do this?</u> E.g., "I thought about taking an overdose but I never made a specific plan as to when where or how I would actually do it....and I would never go through with it."	<input type="checkbox"/>	<input type="checkbox"/>
4) <u>Have you had these thoughts and had some intention of acting on them?</u> As opposed to "I have the thoughts but I definitely will not do anything about them."	<input type="checkbox"/>	<input type="checkbox"/>
5) <u>Have you started to work out or worked out the details of how to kill yourself? Did you intend to carry out this plan?</u>	<input type="checkbox"/>	<input type="checkbox"/>
6) <u>Have you done anything, started to do anything, or prepared to do anything to end your life?</u> Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, took out pills but didn't swallow any, held a gun but changed your mind or it was grabbed from your hand, went to the roof but didn't jump; or actually took pills, tried to shoot yourself, cut yourself, tried to hang yourself, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Item 1: Behavioral Health Referral		
Item 2: Behavioral Health Referral		
Item 3: Behavioral Health Referral		
Item 4: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room		
Item 5: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room		
Item 6: Student Safety Precautions and psychiatric evaluation by crisis team/EMT/Emergency room		

Referral network for suicide assessment/intervention

Name of Mental Health Centers/Resources	Phone	#Address	Services Provided

Suicide Assessment and Intervention Narrative

Type here or state (N/A) if not using this box.

Type here to add or delete this section if no site-specific narrative for any additional assessment and intervention protocols/procedures.

Section IV: Response

Insert School Logo Here. Delete box if not using

Incident Command System

It is critical to have a plan in place that informs EVERY staff member of the plan and *his/her* role in the system. *The section below is an introduction that every staff member needs to read.*

All School Principals or designated Incident Commanders **are required** to complete the following training:

Incident Command System (ICS) FEMA Training:

- FEMA Online Independent Study Course IS-100.C: Introduction to the Incident Command System
- <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>

Introduction to the Incident Command System (ICS)

Every complex job/situation needs to be organized, and emergency management in schools is no exception. The Incident Command System (ICS) is the nationwide standard for emergency management, preparedness, and response. The model is an expandable system of emergency management which has proven to be workable from small events to large disasters and is currently in use by most agencies across the country.

A basic premise to ICS is that in an emergency staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander." Every emergency is dynamic, but not all incidents will require full activation of the ICS team. The ICS system allows for a scalable response that fits the needs of the emergency.

Division of Labor

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

District Level supervision will typically not be part of the **initial** response at a school emergency. Superintendents shall coordinate actions through principals at the scene or through designated incident commanders at the incident site.

- **In the event the Superintendent are on campus, they may become Incident Command or apart of the Command Staff**

School level supervision is critical to the response of an emergency. School staff **on-scene** are true first responders for a school emergency. It is vital that all school staff know their roles before, during and after an incident.

- **Unified Command** will be established by first responders as needed, who may have different legal, geographic, and functional authorities/responsibilities.
 - **Only the Schools IC will join unified command with first responders. The schools SRO and Facilities Officers will communicate critical information to the school IC as requested/required.**
- **Span of Control** refers to the number of individuals or resources that one supervisor can manage effectively during an incident. The span of control is one supervisor to five subordinates or tasks. (1:5). However, effective incident management mat requires ratios significantly different from this.

School Incident Command System and Roles

The following roles and responsibilities may be implemented based on the size and scope of the school and incident.

School Incident Command and Support Staff

- **Incident Commander (IC)**
 - Provides overall direction of response at school site; initiates appropriate emergency response; communicates with local public safety and school district representatives.
 - *Joins Unified Command that has been established by responding emergency services.*
- **School Resource Officer**
 - Follow commissioned agencies protocols in coordination with school policies and procedures.
 - Ensure collaboration with school IC and first responders.
- **School Facility Officer**
 - Works directly with IC and unified command to ensure detailed school information is provided.
 - Survey and report damage related to main utilities

School Command Staff

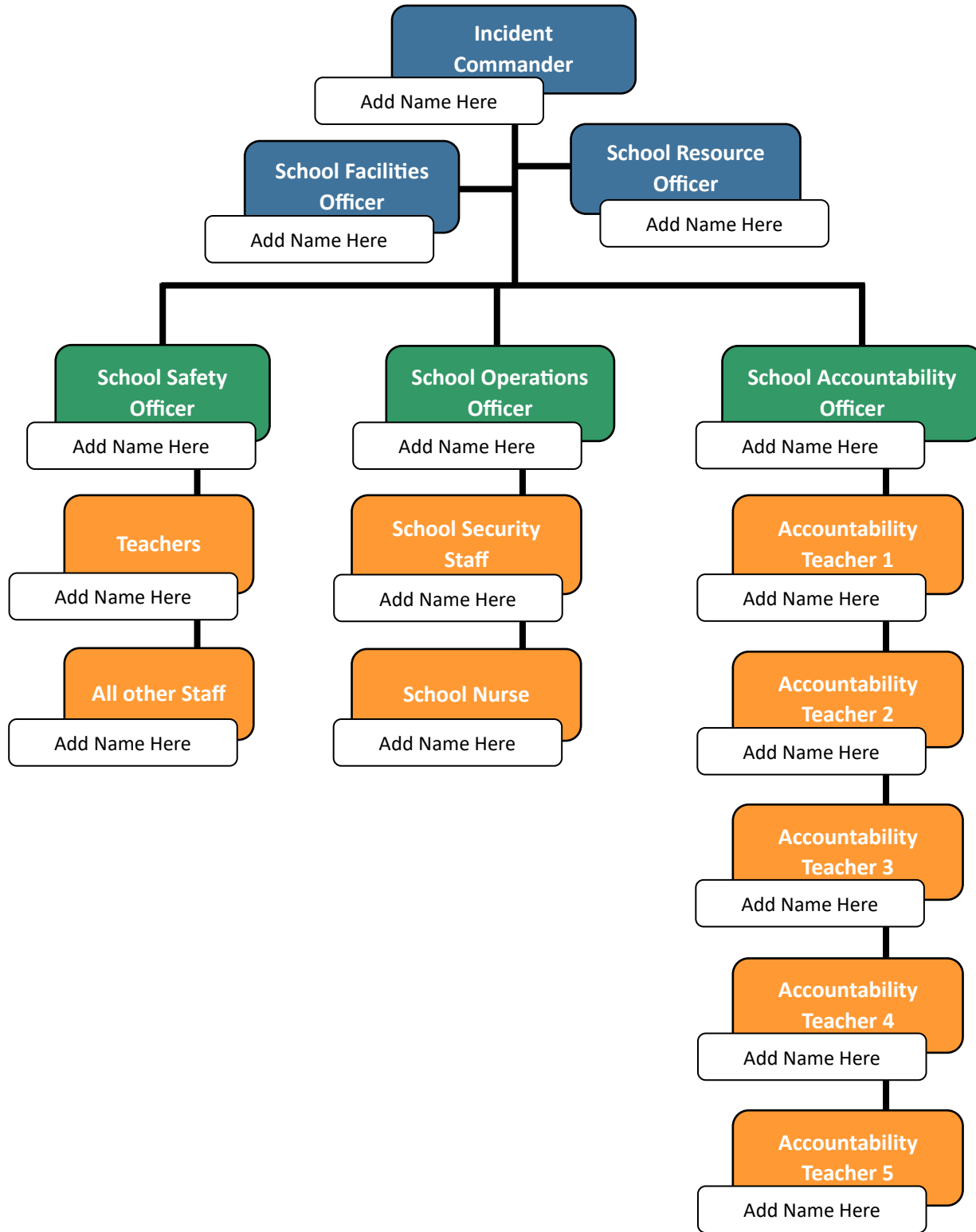
- **School Safety Officer**
 - Ensures activities are conducted in safe manner; assures safety of personnel (staff, students, volunteers, and responders).
- **School Operations Officer**
 - Ensure the schools response operations are be conducted in accordance with the school's emergency operations plans, and at the direction of the IC.
- **School Accountability Officer**
 - Ensures that all staff and students are accounted for during and after the incident.

All Other School Staff

- **Designated Accountability Staff**
 - Ensure designated groups have been accounted for and report all information to the Accountability Officer
- **School Security**
 - Follow department protocols and procedures for emergency response.
- **Teachers**
 - Responsible for the supervision of students and shall remain with students until directed otherwise.
 - Take steps deemed necessary to ensure the safety of students and render first aid if necessary.
 - Shall exercise due diligence in accounting for and reporting missing their students:
 - Will maintain rosters, First-Aid kits, and Go-Kits
- **School Nurses**
 - Provide first aid or emergency treatment and communicate first aid and emergency treatment needs to emergency service personnel.
- **All Other School Staff**
 - Shall respond at the direction of the incident commander and render first aid, if necessary.
 - Attempt to maintain established communication protocols.
 - Take steps deemed necessary to ensure the safety of students, staff, and other individuals.

School Incident Command Structure

The below table is an example of an Incident Management system specific for school personnel. This format can be changed or edited to fit the individual needs of the campus.



Emergency Operations Desktop Manual

OPTIONAL: Print the remainder of this section and place in every office and classroom

The following annexes for potential hazards were created using “Recommended Best Practices”. response protocols in this section will be communicated with county/city emergency management agency, law enforcement or fire department to coordinate the response. *The colors below correlate to the subsections that follow.*

Annex	Special Notes for School Site Plan	Special Considerations
Evacuation	Conditions outside are safer than inside. In the event of a need to evacuate or relocate studentsoff campus refer to relocation plan	See Relocation Plan
Shelter In Place	Shelter-In-Place students and staff are allowed to move around inside their classroom . They are allowed to have organized and supervised restroom breaks, medical attention, food, and water if necessary. No one is allowed in or out of the building.	See Shelter-In-Place Procedures
Lockdown Procedures	For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building—physical and workplace threats.	See Lockdown Procedures
Active Shooter	Staff should be trained to understand and expect that a law enforcement officer’s priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary.	See Plan and revert to training
Medical Emergency	During a medical emergency, remain calm and assess the situation, first make 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.	911-EMS Refer to Staff Skills roster-CPR, AED, First Aid, Stop the Bleed. See Medical Emergency Guidance
Fire	School fires are often more dangerous than they appear. Panic greatly complicates evacuation. Never assume that the fire has a single source or is minor. Cafeterias, laboratories, shops, storage rooms, and toilets are common areas for fires. To prepare, have your staff familiarize themselves with the locations and operation of fire extinguishers, fire pull stations, and hoses. All incidents of fire and fire drills should follow the EVACUATION protocol. If there is a fire external to the school, an evaluation will need to be made; SHELTER-IN-PLACE may need to occur (forest fire, brush fire).	** See Fire Special Considerations Fire Department
HAZMAT	A hazardous material is any chemical compound or biological agent that has adverse effects to health and safety. This includes natural gases, propane, and like gases. A HAZMAT release requires initiation of emergency protocol. Immediately evacuate and leave doors and windows open.	** See HAZMAT Special Considerations **Proper chemical hazard signs should be displayed on outside of buildings that contain chemicals.
Natural Hazard/Weather	Shelter in Place and follow Local Emergency Management Instructions. Dependent on type of hazard, there may be certain situations where an EVACUATION is the best response to prevent students and staff from being stranded or placed in greater danger.	Emergency Management and Weather Radio Shelter in Place Procedures Evacuation Plan
Bomb Threat Explosion	A bomb threat must always be considered a real and immediate danger to students and personnel. Personnel should follow established procedures. Schools will notify staff to EVACUATE: In the event of an explosion, there is often no time to assess the situation. In this situation follow the procedure for EVACUATION.	**Use Bomb Threat Checklist-resource section Refer to Evacuation planning
Fallen Aircraft	A fallen aircraft includes planes, hang glider, hot air balloon, helicopter, etc. that has fallen out of the sky and has crashed on or near school property. All types of aircraft that use gas to power a motor or engine have a high risk of fire or explosion after a crash.	
Transportation Emergencies	School Bus Transportation Emergencies may include but not limited to bus accident with motor vehicle or stationary object, medical emergency on bus, discipline emergency on bus, vehicle requiring evacuation and vehicle break down.	Activate Crisis Response Team and call Law Enforcement
Loss of Power/Water, Civil Disturbance, Cyber Breach	Civil Disturbance is a disruption in the educational process due to unreasonable behavior, mass disobedience, or other inappropriate behaviors. This may include sit-ins, walk-outs, protests, riots, etc.	Contact Utility Companies/Emergency Manager

Evacuation Plan

For use when conditions outside are safer than inside. In the event of a need to evacuate or relocate students off campus these steps should be followed:

When announcement is made or alarm sounded follow the checklist below:

TEACHER/SCHOOL STAFF

- Be clear of evacuation routes and sites.
- Take classroom roster for student accounting.
- Evacuate building in orderly and timely manner.
- Assist those needing special assistance.
- Do not stop for student/staff belongings.
- Close all doors and windows behind you after everyone has been accounted for
DO NOT LOCK DOORS
- All persons will leave the facilities by moving along assigned routes to the designated safe areas.
- Evacuate to the primary safe area unless directed to relocate to a secondary location
- Remain calm and keep the students as calm as possible.
- Check for injuries.
- Take attendance; report according to Student Accounting and Release procedures.
- Wait for further instructions.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Clearly communicate and instruct staff to evacuate to a pre-designated signal (verbal, written, etc.).
- Evacuate all students and staff to pre-designated areas.
- PRINCIPAL AND CUSTODIAL STAFF ensure that all restrooms and non-classrooms are evacuated.
- Implement procedures for students with special needs.
- Call emergency number Police/911 to activate ICS.
- Advise them of the reason for the evacuation and present the alternative plans.
- Establish Command Post in safe area.
- If the situation warrants relocation and vehicle/bus use, School Police will notify Transportation.
- Establish Parent-Student Reunification Center and implement sign-out procedures.
- Notify parents of the evacuation and give them the central site for picking up students.

SCHOOL POLICE (SRO):

- If no officer is assigned to campus, other security will be dispatched to location to assist.
- Lock the sites so there is no reentry until clear to do so.
- Sweep entire campus to take students/staff to safety area.
- Notify Transportation if buses are needed for relocation.
- Escort students and staff safely to relocation site.
- Traffic control (ensure students/staff cross intersections safely).
- Make sure the bus transports all individuals to relocation site.
- If needed, assist with reunification with families and transport if necessary.

Evacuation Location/s Map

Insert primary evacuation location map here. This can be an arial or street view image.

DELETE AFTER READING

Evacuation locations are for staff and students **ONLY**. These locations are for staff and students to evacuate to during an emergency, not family members. It is recommended that you have at least 2 off-site evacuation locations identified.

These are NOT **reunification locations**. Reunification locations are for family members responding to the emergency. It is recommended that you choose a primary and secondary location for reunification. Once a threat or hazard is mitigated, first responders and school officials will take accountability, and then reunite families at the reunification location. **Example below is not a New Mexico school and indicates the secondary evacuation site**

Secondary Evacuation Map

Insert secondary evacuation location map here. This can be an arial or street view image.



Shelter-in-Place

Students and staff are allowed to move around inside their classroom. Students are allowed to continue their studies in a supervised classroom, with supervised restroom breaks, medical attention, food, and water if necessary. No one is allowed in or out of the building.

All students are physically supervised during a Shelter-In-Place.

When announcement is made follow the checklist below:

TEACHER/SCHOOL STAFF

- Make sure all students are cleared from the halls immediately
- Report to nearest available classroom or other designated location.
- Assist those needing special assistance.
- If the air within the shelter appears to be contaminated, inform the office of the problem.
- Take attendance, report according to Student Accounting and Release procedures.
- Stay away from doors and windows.
- Continue to listen for and follow the directions given by the Principal's Office or Unified Command
- Do not allow anyone to leave the shelter until the "all clear" signal is given.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Call emergency number- 911 to activate an emergency response.
- Use clear verbal communication and instruct staff to Shelter-In-Place
 - All persons outside are required to go indoors.
- Make sure persons with special needs are given assistance in getting to shelter.
- Ensure that teachers and facilities personnel shut all exterior doors.
- Maintain communication with emergency response personnel.
 - Get periodic updates.

SCHOOL POLICE:

- Perimeter security outside the school.
- Communicate with other law enforcement agencies and emergency responders.
- Monitor activity related to the shelter-in-place.
- Communicate with school administrators on when to lift the shelter-in-place.
- Communicate with staff inside the school for any needs.
- Monitor security cameras for the school.

Lockdown Procedures

For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building—physical and workplace threats.

Lockdown is different than Shelter-in-place. **Lockdown means:** Lock the room and stay out of sight. Remain quiet and keep staff and students calm. Silence cell phones

When announcement is made follow the checklist below:

All school staff will:

- Clear corridors, if safe to do so
- Lockdown classroom, office or gathering area
- Keep lights on, unless told otherwise
- Silence cell phones
- Keep students, staff and others calm
- Provide First-Aid as needed, and await further instructions from first responders

Required lockdown procedures

Use the Public Address (PA) system, RAVE Panic Button or other means of communication to include verbal commands

- Use communication system to inform all students and staff members that the building will be under Lockdown Status until further notice.
- Security personnel, SROs, and administrators check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied. Ensure everyone is evacuating to the closest classroom where a teacher is present.
- Students in the main office, guidance office, health suite, cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities will remain at these locations under the direction of the staff present at the time.
- Aid individuals needing special assistance.
- Teachers close and secure windows and doors of classroom, pull down blinds, and turn off the lights.
- Students are to sit on the floor away from any windows and doors.
- Shut off the light and do not leave the room for any reason.
- Stay quiet and await further instructions.
- Security will be responsible for locking the front lobby doors and office doors. Building services workers check and verify that all exterior doors are securely closed and locked.
- An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible concerning the nature of the emergency.

Required post-lockdown procedures

- On conclusion of the emergency and it is confirmed the safety of students and staff are no longer threatened, personnel will implement the following procedures:
- Administer first aid (if necessary).
- Teacher report to the front office and inform administration that all students are accounted for or there are students unaccounted for.
- Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to District Office.

Follow-up notifications

- Follow-up notifications should be made based on the nature of the emergency to staff, students, families, school community and other designees as appropriate.

Active Shooter

School staff will follow **Name Training Here** in an Active Shooter situation.

All school staff/personnel are empowered to initiate an **Active Shooter protocol** at first notice of an emergency:

RUN

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

HIDE

- Hide in an area out of the active shooter's view
- Block entry to your hiding place and lock the doors

FIGHT

- As a last resort and only when your life is in imminent danger
- Attempt to incapacitate the active shooter
- Act with physical aggression and throw items at the active shooter

INTERACTING WITH FIRST RESPONDERS (FBI: Active Shooter Event Quick Reference Guide)

- Staff should be trained to understand and expect that a law enforcement officer's priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary.
- Participate in Tabletop Exercises (TTXs) and spend time with law enforcement, emergency medical services and fire department to understand their processes and to explain yours.
- Each event prompts first responders to initiate national incident command protocol (ICS) that calls for establishment of a command staff, made up of the primary agencies involved in response.
- Local and federal resources are available to respond, depending on the severity and scope of the event.
- Once the scene is secured, first responders will work with school officials to transport the injured, interview witnesses, and initiate the investigation.

WHEN LAW ENFORCEMENT ARRIVES:

- Staff are not to leave a safe area to contact law enforcement. Wait for law enforcement to contact you and identify positively themselves as law enforcement, before leaving a secure area.
- Should medical attention be needed, that information should be relayed utilizing any type of communication available at the time. (Cell phone, land lines, radios, voice, etc.)
- Remain calm and follow instructions.
- Drop items from your hands (i.e., bags, jackets).
- Raise hands and spread fingers.
- Always keep hands visible.
- Avoid quick movements toward officers, such as holding on to them for safety.
- Avoid pointing, screaming, or yelling.
- Do not ask questions when evacuating.

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.

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 provide as much information as possible to dispatchers
- Contact 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.
- A responsible adult should stay with the injured/seriously ill student until first responders arrive.
- **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 necessary for immediate safety.
- Follow all other school/district regulations for medical emergencies that may exist.
- 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.

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)

Fire Special Considerations

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

- All incidents of fire and fire drills should follow the **EVACUATION** protocol.
- If there is a fire external to the school, an evaluation will need to be made; **SHELTER-IN-PLACE** may need to occur (*i.e.*, forest fire, brush fire).

It is illegal to conduct school with an inoperative fire alarm.

INTERNAL-FIRE EVACUATION

TEACHER/SCHOOL STAFF

- EVACUATE when the alarms sound.
- Take classroom roster for student accounting.
- Use Fire extinguisher if the fire is small and located in your room.
- Do not attempt to extinguish the fire if it will put anyone in danger.
- Provide First Aid.
- Account for all students and do not allow students to leave the area or return to the building.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Evaluate the situation.
- Sound alarm.
- Call emergency number 911 to activate ICS.
- EVACUATE if students or school buildings are in danger.
- Be prepared to transport students to a safe site, if necessary
- Notify all staff when it is safe to return to building.

EXTERNAL FIRE-SHELTER IN PLACE

ALL STAFF

- If SHELTER-IN-PLACE, follow procedures.
- Turn off ventilation systems, wait for word that it is safe before resuming any outside activity.

Hazardous Material Release:

A **hazardous material** is any chemical compound or biological agent that has adverse effects to health and safety. This includes natural gases, propane, and like gases. A **hazardous material release** is a release of a chemical compound or biological agent that requires initiation of emergency protocol.

INTERIOR:

EVACUATE all students and staff.

TEACHER/SCHOOL STAFF

- Notify principal or designee of hazardous material release.
- Do not clean up or touch any chemical spill.
- Take appropriate action (shelter-in-place, lockdown, or evacuation) when announcement is made or alarm is sounded.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Determine the appropriate course of action (shelter- in-place, lockdown, or evacuation).
- Call emergency number 911 to activate ICS.
- It is not necessary to evacuate the entire school if one building is affected. In the event of inclement weather, students should be moved to an unaffected building.
- The only information that should be released to the media is the phone number of the district public information officer (PIO).

EXTERIOR:

Shelter-in-place

All School Staff

- Render First-Aid. Use the shower or eyewash, as needed, for 15 minutes to clean contaminated persons.
- Contain or neutralize the spill. Spills occur most often in science, art, and vocational shops. Certain chemicals, such as paint, can be cleaned up and put in a container.

Natural Hazards

Natural hazards can include: Hail, Tornado, Earthquake, Lightning, Snow/Ice Storm, Wind/Sandstorm, and Flood. In the event of a natural hazard, there is often no time to assess the situation. In this situation follow the procedure for **SHELTER-IN-PLACE**.

There may be certain situations where an **EVACUATION** is the best response to prevent students and staff from being stranded on school grounds or placed in greater danger. **Students should not be released if it is hazardous to do so.**

EARTHQUAKE

Inside Building

TEACHER/SCHOOL STAFF

- Immediately turn away from glass areas and take cover under tables and desks and hold on.
- EVACUATE classroom if the classroom is under immediate danger or instructed clear-out.
- If structural damage, window breakage, etc. has been sustained, follow evacuation drill procedures following termination of the quake.
- Extinguish all science classroom gas burners. Stay clear of chemicals.
- Check students for injuries
- If you evacuate be prepared for falling debris and other dangers.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

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

Outside Building

TEACHER/SCHOOL STAFF

- Move to an open area away from trees, portable backstop, power lines, buildings, etc.
- Remain in a cleared area.
- Adults and students DO NOT attempt to return to the building.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Establish an emergency command post immediately after the quake.
- Keep a cellular phone in hand.
- Be prepared to respond to major injuries, hazardous materials, and fires.

Flood, Snowfall, High Winds and Severe Weather

These natural disasters are usually **SHELTER-IN-PLACE** until parents can be notified. Although closing school may be appropriate, students should not be sent home if it is hazardous to do so. Tornadoes/strong winds travel in an erratic path 5 to 50 miles in length at 25 to 40 miles per hour. Since the danger is present outside, follow the procedure for **SHELTER-IN-PLACE**. Dangers are from wind, flying debris, and collapse of buildings, trees, etc.

TEACHER/SCHOOL STAFF

- Follow SHELTER-IN-PLACE procedures.
- Keep all students inside the building and away from the windows. If the weather is severe and blowing, cover the windows.
- If TORNADO, Open windows slightly to equalize air pressure (tornado). Hallways also provide protection.
- Avoid auditoriums, gymnasiums, and structures with large roof spans. Avoid rooms with glass.
- If TORNADO, Lowest floor, interior spaces on the opposite side of the wind – closets and other similar framed construction are safer areas. Poured in place concrete buildings are probably the safest types of building.
- If EVACUATION, release students to appropriate parental pickups.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Clearly instruct staff to SHELTER-IN-PLACE.
- Move students from portables to main building if time allows.
- During school hours, assign staff members to monitor the weather reports via radio, TV, and internet (all school sites).
- During school hours, assign staff members to monitor the weather reports via radio, TV, and internet (all school sites).
- Consult with pre-designated district official for evacuation of school plans.
- If school is to be EVACUATED, plan for transportation, pickups, and media relations.
- Provide protection protocol for school contents.

Bomb Threat Special Considerations:

YOU'VE RECEIVED A BOMB THREAT

A bomb threat must always be considered a real and immediate danger to students and personnel. Personnel should follow established procedures. Bomb threats may be an unidentified object or item which may be found on school grounds. Bomb threats may also be received by phone, mail, email, or text message.

By Telephone

It is very important that the person receiving the threat gets as much information as possible from the caller, i.e., where the bomb is located, what time it is scheduled to explode, why he/she placed the bomb in the school, what the bomb looks like. The recipient should note the following: sex of caller and approximate age -man, woman, boy or girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type), motors, traffic. Use the Bomb Threat Report form.

By Written Message

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

NEXT STEPS

The principal or designee will **Evacuate** based on the situation and in coordination with first responders.

Using the **BOMB THREAT REPORT** as a reporting form will provide an orderly procedure for maintaining the safety and welfare of students and staff. In addition, this form serves as a precise record of all incident responses and actions. It is especially useful in a phone call threat.

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

TEACHER/SCHOOL STAFF

- Keep caller on phone.
- If student answers phone, get an adult immediately.
- Remain calm and began to talk to the suspect
- Utilize the FEMA BOMB THREAT PROCEDUERS document and document the call.
- Follow EVACUATION procedures if initiated

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Clearly communicate and instruct staff to follow
- EVACUATION procedures.
- Call emergency number_ or 911 to activate ICS.
- Do not use radio, phones, or electronic bells.
- Avoid spreading panic; do not refer to the "bomb" or "bomb threat."
- Do not touch, pick up, or move any object found which is not familiar.
- If the officer determines an evacuation is necessary, follow the EVACUATION procedures

Explosion Special Considerations:

In the event of an explosion, there is often no time to assess the situation. In this situation follow the procedure for **EVACUATION**.

INSIDE BUILDING

TEACHER/SCHOOL STAFF

- Immediately turn away from glass areas and take cover under tables and desks.
- Follow EVACUATION procedures.
- Extinguish all science classroom gas burners.
- Check students for injuries.
- If you evacuate, be prepared for falling debris and other dangers.
- Account for all students

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Call emergency number 911 to activate ICS.
- Plan EVACUATION and clearly signal staff for evacuation with any means possible.
- Follow evacuation procedures.
- Keep a cellular phone in hand.
- Be prepared to respond to major injuries, hazardous materials, and fires.
- Establish an emergency command post.

OUTSIDE BUILDING

TEACHER/SCHOOL STAFF

- Move to an area away from building.
- Adults and students DO NOT attempt to return to the building.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Keep a cellular phone in hand.
- Be prepared to respond to major injuries, hazardous materials, and fires.
- Establish an emergency command post immediately after the explosion.

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

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Female
- Laughter
- Lisp
- Loud
- Male
- Nasal
- Normal
- Ragged
- Rapid
- Raspy
- Slow
- Slurred
- Soft
- Stutter

Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA system
- Conversation
- Music
- Motor
- Clear
- Static
- Office machinery
- Factory machinery
- Local
- Long distance

Threat Language:

- Incoherent
- Message read
- Taped
- Irrational
- Profane
- Well-spoken

Other Information:



Homeland Security

Fallen Aircraft (Including Hot Air Balloons)

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

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

TEACHER/SCHOOL STAFF

- If a building is involved in a crash, all students/staff shall be EVACUATED.
- Follow SHELTER-IN-PLACE or EVACUATION procedures.
- Clear all students immediately away from the crash site. Maintain a safe distance from aircraft (Minimum of 400 yards. For military aircraft, use greater caution.)
- Move away and upwind from aircraft, allowing for possible explosion.
- Do not attempt to assist at the crash site.
- Notify the Principal immediately.
- Take classroom roster for student accounting.
- Take attendance. Report according to Student Accounting and Release procedures.

INCIDENT COMMANDER/PRINCIPAL/ASSIGNED STAFF

- Call emergency number 911 to activate ICS. Initiate SHELTER-IN-PLACE or EVACUATION procedures campus-wide.
- Check with staff to ensure safety of and accountability for all students and staff.
- Ensure that no one returns to buildings for ANY reason until such buildings are officially declared safe by the fire department, district Maintenance and Operations, etc.
- The only information that should be released to the media is the phone number of the district public information officer (PIO).

Transportation Emergencies

School Bus Transportation Emergencies may include but not limited to bus accident with other motor vehicle, bus accident with stationary object, medical emergency on board bus, discipline emergency on board bus, vehicle emergency requiring evacuation, vehicle emergency not requiring evacuation, and vehicle break down. Procedures for dealing with school bus emergencies are:

Vehicle trouble requiring evacuation:

- Driver contacts dispatch if time permits.
- Bus evacuates immediately to safe location if time does not permit to contact dispatch first.
- Contractor/dispatch contacts required assistance (e.g., police, medical, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

Vehicle trouble not requiring evacuation:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., police, medical, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

Passenger trouble requiring transportation personnel intervention:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., Police, medical, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

Passenger trouble requiring police intervention:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., Police, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

Passenger trouble requiring medical intervention:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., Medical, school).
- To save time, driver may transport to nearby school or fire station if in proximity and notify dispatch of location.
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and STS responds to scene to gather information to document incident.

Principal of the receiving school:

- Driver contacts dispatch.
- Contractor/dispatch contacts Principal/Administration.
- Principal/School Administration will contact parents and or send out message through district parent/guardian communication system.

For further information on all transportation, regulations please see NMAC 6.41.4 Standards for Providing Transportation for Eligible Students.

Loss of Power or Water

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

- Loss of power or water should be phoned to District Maintenance and Operations at _____.
- Maintenance and Operations will assess the situation and advise the Superintendent or Chief Operations Officer and the site administrator with the estimate of when the utilities will be restored.
- The decision to close school or change hours of the school day is the responsibility of the Superintendent or designee. School principal will determine if a **SHELTER-IN-PLACE** is necessary.
- If the situation occurs after hours, the Maintenance and Operations Emergency Work Order Line should be phoned at _____.

Civil Disturbance

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

- Coming from within school- follow **SHELTER-IN-PLACE** procedures.
- Disturbance outside school property-follow **SHELTER-IN-PLACE** procedures, depending on the situation.

Cyber Breach

Cyberattacks are malicious attempts to access or damage a computer or network system. Cyberattacks can lead to the loss of money or the theft of personal, financial and medical information. These attacks can damage your reputation and safety.

Cybersecurity involves preventing, detecting and responding to those cyberattacks that can have wide-ranging effects on individuals, organizations, the community and the nation.

- Technology will open a ticket.
- Depending on the severity of the incident, Technology will disable network traffic to and from the school site.
- Depending on the attack vector, IT field technicians may also be dispatched for imaging and remediation on school devices.
- After device and/or network remediation, the IT Security Director will review and re-enable access for the school site.

Missing Student: Amber Alert™

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

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

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

Media Relations

Though there are not many certainties in a school crisis, it is guaranteed that the media will be at the scene. Instead of being overwhelmed by the media, be prepared to follow district protocol, and refer all media inquiries to the district level PIO.

District level PIO: _____

- The district level PIO is the designated representative to deal with the media and local first responder's PIO.
- The PIO will lead efforts to inform the media on the situation as it develops.

Important tips for schools when dealing with the media:

- Emphasize that only the designated representative will give information to the media. Every effort should be made to keep students away from media during the event.
- Designate a predetermined site for the media to assemble. If this site is not safe during the incident, the principal or Incident Commander should designate an alternate site.
- Be prepared to deal with media trying to get live coverage, pictures, and interviews. Direct them to the district level PIO.
- If the incident requires the presence of various government agencies, work collaboratively with all PIO representatives to share accurate information.
- Ensure all district personnel and other involved parties follow safety protocols, such as use of gloves, facial masks, and protective gear, if necessary.

Special Events

Special events can include sporting events, graduations, dances, memorials, etc. School administration needs to plan for these special events using current emergency procedures and event specific protocols.

On Campus Events:

- 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 Events:

- 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 if the vehicles/buses used to arrive are not available to return from an event.

Athletic Events:

- Provide the local emergency medical services division with site information (i.e., address, map, and emergency access points) for each district athletic facility.
- Post site information for each district athletic facility in an area accessible to event staff.
- Prepare public address announcements specific to a situation (i.e., weather, emergency, etc.) that provides direction for evacuating a district athletic facility - have announcements readily available for designated event staff.
- Provide event managers with contact information for local police and fire departments.
- Review district athletic facility site information and evacuation routes with event staff and security.
- Train event staff and security to work with local police and fire departments when an emergency arises and to assist with evacuations when necessary.
- Incorporate public address announcements at the beginning of each athletic event that provides direction for reporting an emergency, problem, or illegal activity at a district athletic facility.

Parent/Guardian Notification of Emergency Protocols

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

In addition to advance notification, it is important to let parents know when an emergency has occurred, and the school and district response to that emergency.

Parents/Guardians shall be notified when an emergency has occurred through the district communication system via phone and/or email. Information will also be available through the school website, social mobile app.

It is critical that schools have updated contact information.

Parent/Guardian contact information is collected during registration. The parent/guardian is responsible for contacting the school with any updates thereafter.

A SAMPLE LETTER IS INCLUDED IN RESOURCE GUIDE-located on PED website.

(SCHOOL NAME)

The Parent Letter on Emergency Procedures – Before an Incident Occurs was sent out via the following format _____ date: _____

Copy and paste here a copy of the letter that was sent out and include how information was sent out to families (newsletter, website, etc.).

Section V: Recovery

Insert School Logo Here. Delete box if not using

Reunification Plan

It is the responsibility of the school and district to maintain a chain of custody for every student. A pre-determined reunification plan in cases of crisis ensures the process will not further complicate what is probably already a chaotic, anxiety-filled scene. Schools should share their reunification plan with families, so they know what to expect. It is important to note that this plan may be adjusted as needed depending on the circumstances.

When to Initiate the Relocation/Reunification Plan

The plan may be initiated during abnormal incidents at or near the school, including but not limited to:

- Severe weather
- Hazmat incident
- Urgent health threat
- Bomb threat
- Power outage
- Criminal activity in the area
- Active violence at the school
- Sudden school closure due to health threat

Initiating the Reunification Plan

In most cases school and district leaders, determine whether to evacuate/relocate students and staff. In the case of an active shooter, students and staff **should immediately** evacuate and run from danger when possible.

- Students and staff may first evacuate to another part of campus or nearby location before being moved to a reunification site. Teachers, staff, and police escort students to the reunification site.
- Teachers need to make sure they have their class rosters with them in a “Go Kit” so they can take roll and report any missing students to a designated administrator who will contact Police who will assist in tracking down missing students.
- Index reunification cards will be included in Teacher “Go Kit.”
- If the relocation/reunification site is not within walking distance, Transportation will be notified, and students will be transported by bus from the initial evacuation location, accompanied by teachers, staff, and police.
- Communications will notify families about any type of evacuation and the location of the staging area using School Messenger phone calls and emails, social media, school and district websites, and the media.
- Establish a media staging area. Communications will periodically update media.
- Dispatch a response team to the reunification site and set up a parent check-in location. Public safety and mental health personnel should be on hand as well.
- Deliver students to a reunification site and stage them designated area (if possible, keep students inside and parents outside until all processes are organized to reunify).
- Once students are on site, Communications notifies parents of the reunification site and moves the media staging area near the reunification site.
- “Greeters” direct families to a parent check-in location and help them understand the process.
- Parents show ID and fill out an index card that includes:
 - Student Name
 - Student Grade
 - Teacher’s Name
 - Student’s Cell Phone Number
 - Name and Relationship of Person Picking Up Student

- Identified district or school staff research emergency contact information for release of student.
- “Reunifiers”/Runners recover students from the student staging area and deliver them to parents/guardians.
- Direct reunited students and parents/guardians from the site to keep the process flowing.
- 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 students

It is suggested that schools have parents fill out the designated reunification card, so they don’t have to rely on cell service to retrieve student information. This also helps streamline the reunification process.

Reunification Team

Individuals identified for this team have been provided in **Appendix B-1**. This team will be comprised of district- and school-level personnel and other community stakeholders who have an expertise in or desire to help with reunification operations. Reunification Team operations are conducted at an off-site location from the main school campus and after a re-location of the student body for any crisis or emergent event.

The make-up of the Reunification Team will be dependent upon the capacity and characteristics of your school, district, and surrounding community. An Incident Command Team and structure should be deployed for reunification.

- **Note:** An Example of the ICS structure that could be utilized is included in the Resource Section of this plan.
 - A sample form and checklist for this process is included in the Resource Section of this plan.
 - Photo Identification of Parents/Guardians is required for Reunification at time of pick-up

Reunification Locations

On Campus: If an emergency dictates that family reunification needs to occur on campus ensure that family and student separation is in-place. Utilize pick-up/drop-off procedures to help facilitate family reunification.

Off- Campus: If reunification is required off-campus, ensure that reunification locations are separated from evacuation locations. Reunification locations are ONLY for responding family members. Evacuation sites are for students and staff. Contact your local emergency manager as they may have pre-established reunification centers already established.

Primary Reunification Location Map

Insert primary evacuation location map here. This can be an arial or street view image.

DELETE AFTER READING

Reunification locations are **ONLY** for family members responding to the emergency. It is recommended that you choose a primary and secondary location for reunification. Once a threat or hazard is mitigated, first responders and school officials will take accountability, and then reunite families at the reunification location.

Evacuation locations are for staff and students **ONLY**. These locations are for staff and students to evacuate to during an emergency, not family members. It is recommended that you have at least 2 off-site evacuation locations identified. These are **NOT** reunification locations. **Example below is not a New Mexico school and indicates the primary reunification location.**

Primary Reunification Location Map

Insert primary reunification location map here. This can be an arial or street view image.



Continuity of Operations Planning (COOP)

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.

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]

District/School COOP Planning/Procedures/Resources

Type here or state (N/A) if not using this box.

Provide written summary of COOP that addresses continuity of essential school functions following a school closure or crisis. Below are some bullet points of a COOP Template

- **Purpose:** The introduction to the continuity of operations plan should explain the importance of continuity of operations planning to the organization and why the organization is developing a continuity of operations plan. It may also discuss the background for planning, referencing recent events that have led to the increased emphasis on the importance of a continuity of operations capability for the organization.
- **Scope:** Describes the applicability of the plan to the organization as a whole, headquarters as well as subordinate activities, co-located and geographically dispersed, and to specific personnel groups in the organization. It should also include the scope of the plan. Ideally, plans should address the full spectrum of potential threats, crises, and emergencies (natural and man-made).
- **Situation Overview:** The situation section characterizes the “planning environment,” making it clear why a continuity of operations plan is necessary. In this section, organizations should reference their risk assessment to summarize the hazards faced by their organization and the relative probability and impact of the hazards.
- **Planning Assumptions:** This section should briefly describe the layout of the continuity of operations plan and familiarize the readers with underlying assumptions made during the planning process.
- **Objectives:** All plans and procedures should list the objectives that the plans are designed to meet.
 - 1) Ensure that [Organization Name] can perform its Mission Essential Functions (MEFs) and Primary Mission Essential Functions (PMEFs), if applicable, under all conditions
 - 2) Reduce the loss of life and minimize property damage and loss
 - 3) Execute a successful order of succession with accompanying authorities in the event a disruption renders [Organization Name] leadership unable, unavailable, or incapable of assuming and performing their authorities and responsibilities of the office
 - 4) Reduce or mitigate disruptions to operations
 - 5) Ensure that [Organization Name] has facilities where it can continue to perform its MEFs and PMEFS, as appropriate, during a continuity event
 - 6) Protect essential facilities, equipment, records, and other assets, in the event of a disruption
 - 7) Achieve [Organization Name]’s timely and orderly recovery and reconstitution from an emergency
 - 8) Ensure and validate continuity readiness through a dynamic and integrated continuity test, training, and exercise program and operational capability

Psychological and Emotional Recovery Procedures

HOW TO NOTIFY

See Resource Section for additional information and templates on PED website. [Safe Schools – New Mexico Public Education Department \(state.nm.us\)](https://www.state.nm.us/education/safe-schools/)

Death, Serious Injury, Crisis, Terrorism, or Disaster Event

Staff MUST: Obtain 100% confirmation of all information before notifying students and staff. Never use the public address system (intercom) to notify students or staff of a death or serious injury.

A school announcement of the death of a student or staff that affects a school community is critical and needs to be done as soon as possible, to reduce distress caused by rumors and misinformation. A staff person should be designated as the single school spokesperson. If during school hours, a written statement for staff should be used to disseminate information on the death or crisis. Staff is expected to notify their students at a time determined by the Incident Commander, only sharing information that has been verified by the RECOVERY Team. It is not uncommon that a highly impacted Staff member may need assistance with the notification.

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

Guidelines for student notification include:

- The announcement should only include accurate information that has been verified and released by the family or the authorities to help control rumors. We will no longer include the cause of death in any announcements or correspondence. The name of the student will only be released internally to staff and students after a good faith effort has been made to reach the family for permission. The cause of death and student name will never be released in any correspondence to the community.
- The students need to get the same information at the same time (e.g., homeroom, first period class, or in small groups) from someone they know (if possible).
- The announcement should be appropriate to grade level of the students, especially in primary and middle schools.
- Never use public address systems or school assemblies to announce a death.
- **NEVER notify anyone of a death or tragedy without including information on mental health support services and how to access them.**

A prepared statement for parents/guardians is very important. A letter should be sent home to notify their parents/guardians about the tragedy and what services are being offered to students. Provide parents/ guardians with helpful ways to support students, including signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

Section VI: Assurances & Appendices

A-K

Insert School Logo Here. Delete box if not using

Note:

The following Assurances are required as part of the Safe School Plan (SSP) NMAC 6.12.6 and are to be completed for review and compliance on an annual basis at the school level. The PED reviews all school plans on a three-year cycle. Assurances may be updated each year by the NM PED based on changing New Mexico Administrative Code, New Mexico Statutory Requirements, and any other Public Education Department Rule that may affect the safety and health of emergency operational planning and/or liability concerns from the New Mexico Public Schools Insurance Authority.

APPENDIX A- Armed and Unarmed School Security Staff or Police Requirements

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

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

Complete Appendix A-1-required

I assure that the school named above has completed information related to **armed and unarmed school security** as noted in **Appendix A-1**. Additionally, if any armed school security staff is/are employed the following requirements apply and must be coordinated through the New Mexico Public Schools Insurance Authority.

Armed, School Employed, Security Staff or Police - must have either; (1) former law enforcement officer experience (minimum 3 years) or (2) must be Department of Public Safety certified and must be commissioned by a sponsoring law enforcement agency.

Prior to employment of armed security staff mandatory training will occur per NMAC 6.12.12

- The 16-hour program of training for working with students with special needs; it is to be provided by a program approved by the department in collaboration with the New Mexico Public School Insurance Authority.
- The 4-hour program of training (cultural competency and prohibited profiling practices), it is to be provided by a program approved by the department in collaboration with the New Mexico Public School Insurance Authority.
- The 8-hour initial use of force training **and** Initial firearms training 16 hours, is to be provided by a certified use-of-force instructor through a local law enforcement agency, or through a New Mexico law enforcement academy certified firearms instructor approved by a local law enforcement agency in the jurisdiction in which the school district or charter school is located.
- A 4 -hour annual firearms and firearms manipulation training is required.

Explanation of Why Assurance Must Be Provided

All schools in the state of NM must comply with **TITLE 6 PRIMARY AND SECONDARY EDUCATION CHAPTER 12 PUBLIC SCHOOL ADMINISTRATION – HEALTH AND SAFETY PART 12-ARMED PUBLIC SCHOOL SECURITY PERSONNEL**

APPENDIX A-1-Armed and Unarmed Security Reporting-Required

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

Note: All Security Companies used or contracted by school districts **must** be licensed, insured, and bonded through New Mexico Regulation and Licensing.

Security Type	Commissioning Agency	Name of Security Company	Level of Licensure	Number
SRO/s w/commissioning agency		NA	NA	
Unarmed School Employed Staff (Educational Assistant Position or Equivalent)	NA	NA	NA	
Armed School Employed Staff/Police- Non- law enforcement -must have former law enforcement officer experience minimum 3 yrs.	NA	NA	See Training Requirements Resource Page prior to hiring and consult w/NMPSIA loss control representative.	
Security Type	Commissioning Agency	Name of Security Company	Level of Licensure	Number
Contracted Unarmed Security- Level 1 or Level 2 Licensure- Guard Cards must be available upon request and inspection.	NA			
Contracted Armed Security- Level 3 Licensure- Guard Cards must be available upon request and inspection	NA			
No school security school relies on city/county/state law enforcement	NA	NA	NA	NA

APPENDIX B-Response Teams Development and Trainings Required

New Mexico Public Education Department (NM PED)
PED for Public and State Charter Schools

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

I assure that I have reviewed the training and response team requirements and have approved the assigned staff to response teams per the **required and completed Appendix B-1 roster**.

- Staff has been trained or training is scheduled to be completed as noted on roster.
- *Appendix B will be maintained as a living document within our plan. It will be updated annually at a minimum.*

Explanation of Why Assurance Must Be Provided

NMAC and NMSA as noted in this plan require that specific trainings be completed by some or all the school staff to ensure competency, techniques, professional development, and potentially reduce any liability issues that may arise during an incident or event.

The attached document in Appendix B, has compiled all the trainings and associated teams into one place to enable effective and efficient verification by school administrators and safe school plan reviews on annual basis.

APPENDIX B-1- Safe School Plan Teams Development & Training Schedule

**New Mexico Public Education Department (NM PED)
PED for Public and State Charter Schools**

Safe School Plan (SSP) Team Development and Training Schedule & Roster				
SSP Prevention-Response-Recovery-Teams	**Asterisk Expert or Special Training Is Required	Date of Training	Contact Info	Comments/Notes
Incident Command (IC) Team Member Names ** Designate Back-up Positions	Required **IS 100			Online course. An individual certificate will be issued w/ date of completion. Keep certificates on file. link for course. FEMA - Emergency Management Institute (EMI) Course IS-100.C: Introduction to the Incident Command System, ICS 100
Incident Commander-	**			Recommend-Principal
Back-up IC-	**			Asst Principal or designee
Public Information-	**			Recommend District Superintendent/Charter Director
Public Information Back-up	**			Recommend District Representative/Executive Director
School Safety Officer-	**			Recommend security or coaching staff
School Safety Officer-back up	**			Recommend security or coaching staff
Facilities Operations Officer	**			Recommend maintenance or custodial staff
Facilities Operations-backup	**			Recommend maintenance or custodial staff
School Accountability Officer	**			Recommend administrative personnel or human resources
School Accountability-back-up	**			Recommend administrative personnel or human resources
Safety Committee Member Names	Recommend Training: IS-100, CPR, AED, First Aid, Stop the Bleed, NARCAN			The Principal or Safety/Security personnel should convene meetings and oversee team responsibilities. A Special Ed expert is required.
Special Education Expert- AED Training	**			** Required for coaching staff 7-12
Crisis Intervention Team Members	Required Gatekeeper Training for all team members ** example QPR			Once every three years (QPR or other approved best practice)
Suicide Intervention Coordinator (district or school level)	**			
Behavioral Threat Assessment Team Members	Recommend: Dr. Dewey Cornell model, or other best practices.			

Counselor/Mental Health-				
SRO-				
Law Enforcement-				
Administrator-				
Other Staff-				
Reunification Team Members	**Training required on your plan.			Annually-See training resource page
District or School Mental Health Professional	**			
All Staff Required Trainings	Date of Training	Instructor	Agency	Frequency of Training
Safe School Plan Technical Support Training Webinar dates will be provided	**	Kathryn Bolkovac	PED SHSB	Once every three years during PED review cycle
Emergency Drills Maintain a living document. First 4 weeks: 2 Fire Drills-1 Evacuation Drill to Secondary Location-1 Active Shooter Drill Remainder of year: 4 additional Drill of which 2 will be fire drills.	**Dates and Invitations see signed assurance page and attached schedule for drills	NA	NA See Assurance Page	Annually
Active Shooter (Designate Name of Training Here)	**			Annually- and all staff empowered to activate
Reunification Training	**			Annually
Anti-Bullying and Cyber-Bullying Prevention Training/also see signed assurance	**			Annually
Recommended Technology and Training	Dates of Training	Instructor	Name the type of technology being used	Frequency of Training
Suicide Prevention (QPR or other Gatekeeper-Training)				Annually
Anonymous Reporting System Training (example "STOPit")				Annually or as needed for new staff
Panic Button-Communications with Law Enforcement/PSAPs (examples: RAVE, Navigation 360 or similar)				Annually or as needed for new staff
PREPaRE Crisis Prevention and Intervention				Once every three years
Psychological First Aid				Annually
Youth Mental Health First Aid				Annually
Restorative Practices Training				Annually
Social Emotional Learning Framework				Annually
Narcan Training				Annually
Human Trafficking Awareness Training				Once every three years
Cultural Awareness Training				Annually or as needed for new staff

Appendix C-Emergency Drills with Considerations for AFN/LEP

New Mexico Public Education Department (NM PED)
PED for Public and State Charter Schools

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

Completion of Appendix C required.

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. **A living document will be maintained and updated annually through use of noted Appendix C.**

Requirements

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; (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 educational instruction and recommendations for all **8 drills**.

Fire department attendance is at the discretion of available resources.

- 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 Provide 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 Public Education Department may report non-compliance to the state Fire Marshal or local fire department to ensure prompt corrective action and future compliance. *The process and procedures for suspension or revocation of a license fall under the Uniform Licensing Act (Sections 61-1-1 through 61-1-31 NMSA 1978) shall apply.*

EMERGENCY DRILL CONSIDERATIONS FOR AFN AND LEP STUDENTS, STAFF AND PARENTS/GUARDIANS

**New Mexico Public Education Department (NM PED)
PED for Public and State Charter Schools**

(School Name) will include considerations for AFN and LEP students, staff and parents/guardians in drill and exercise plans.

Add school site specific narrative that explains plan on considerations for Access Functional Needs (AFN) and Limited English Proficiency (LEP) students, including staff and parents/guardians in developing the plan for safety drills to meet students' needs

Appendix C-1 -Drills-Required

New Mexico Public Education Department (NM PED)
 PED for Public and State Charter Schools

Complete this document or provide a similar document within your plan. Maintain as a Living Document (Note ** first four weeks)

Invitation Date	Agency Invited	Name/Title	Drill Requirements-verify first 4-week status	Date of Actual Drill
			Fire-Primary Location**	
			Fire-Primary Location**	
			Evacuation to offsite location-Secondary location**	
			Active Shooter/Shelter in Place**	
			Fire Drill	
			Fire Drill	
			Drill school Choice	
			Drill School Choice	

Appendix D- New Mexico Public Schools Insurance Authority (NMPSIA)

Security Assessment

New Mexico Public Education Department (NM PED)
PED for Public and State Charter Schools

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

I assure that the school district named above is in compliance with the following requirement:

Appendix D-1 may be required if school chooses to do self-administered security assessment.

****All Schools shall have an annual Security Assessment conducted using one of the following methods:**

Choice of completing either (a) or (b) as noted below for Security Assessment.

a) *Option 1: Security assessment completed by NMPSIA representative (no fee)*

Date Completed or Scheduled: _____ Contact: James Vautier jvautier@pomsassoc.com

b) *Option 2: The school has completed a Self-Assessment by qualified school maintenance and/or administrative staff.*

See Appendix (D) School Self-Administered Security Assessment Date Completed _____

Explanation of Why Assurance Must Be Provided

22-29-7 (D), NMSA 1978, directs NMPSIA to promulgate necessary rules, regulations, and procedures, for the implementation of the New Mexico Public Schools Insurance Authority Act (22-29-1, NMSA 1978). The objective is to establish a loss prevention management system for the purpose of reducing claims and costs. The NMPSIA loss prevention representative/s or other city/county/state professionals shall conduct above specified audits/assessments for the purpose of the identification of hazards, health, and safety standards.

Appendix D-1-Self-Administered Security Assessment

New Mexico Public Education Department (NM PED)

PED for Public and State Charter Schools

(Optional see Assurance Instructions)

Criterion	Yes	No	Noted	N/A	Further Study	Comments
BUILDING ACCESS						
1	<input type="checkbox"/>	<input type="checkbox"/>				
2	<input type="checkbox"/>	<input type="checkbox"/>				
3	<input type="checkbox"/>	<input type="checkbox"/>				
4	<input type="checkbox"/>	<input type="checkbox"/>				
5	<input type="checkbox"/>	<input type="checkbox"/>				
6	<input type="checkbox"/>	<input type="checkbox"/>				
7	<input type="checkbox"/>	<input type="checkbox"/>				
8	<input type="checkbox"/>	<input type="checkbox"/>				
9	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion	Yes	No	Noted	N/A	Further Study	Comments
KEYS & IDENTIFICATION						
1	<input type="checkbox"/>	<input type="checkbox"/>				
2	<input type="checkbox"/>	<input type="checkbox"/>				
3	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion	Yes	No	Noted	N/A	Further Study	Comments
VISITOR PROCEDURES						
1	<input type="checkbox"/>	<input type="checkbox"/>				
2	<input type="checkbox"/>	<input type="checkbox"/>				
a)	<input type="checkbox"/>	<input type="checkbox"/>				
b)	<input type="checkbox"/>	<input type="checkbox"/>				
3	<input type="checkbox"/>	<input type="checkbox"/>				
4	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion	Yes	No	Noted	N/A	Further Study	Comments
STAFF TRAINING						

1	Staff receive training in:	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Threat assessment	<input type="checkbox"/>	<input type="checkbox"/>				
	b) All required drills/evacuation routes	<input type="checkbox"/>	<input type="checkbox"/>				
	c) Awareness of any suspicious or unusual activity	<input type="checkbox"/>	<input type="checkbox"/>				
	d) Awareness of irregularities in the surroundings (e.g., suspicious vehicles, containers, broken air vents, etc.)	<input type="checkbox"/>	<input type="checkbox"/>				
	e) Proper procedures for checking suspicious packages and deliveries	<input type="checkbox"/>	<input type="checkbox"/>				
	f) Proper response to bomb threats or other threatening/suspicious phone calls	<input type="checkbox"/>	<input type="checkbox"/>				
2	Is there a Mass Notification Communication System in place that can reach all occupants	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Is there a back-up Mass Notification Communication System in place that can reach all occupants	<input type="checkbox"/>	<input type="checkbox"/>				
3	School emergency response teams practice regularly scheduled and unscheduled drills and exercises to ensure competency.	<input type="checkbox"/>	<input type="checkbox"/>				
	Criterion	Yes	No	Noted	N/A	Further Study	Comments
PHYSICAL CLIMATE							
1	There is a school discipline plan that is communicated to staff, students and parents.	<input type="checkbox"/>	<input type="checkbox"/>				
2	There is an anti-bullying program.	<input type="checkbox"/>	<input type="checkbox"/>				
	Criterion	Yes	No	Noted	N/A	Further Study	Comments
COMMUNICATIONS							
School Communication Systems							
1	There is a 2-way Communication modality between the main office and the:	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Classrooms	<input type="checkbox"/>	<input type="checkbox"/>				
	b) School-based security staff	<input type="checkbox"/>	<input type="checkbox"/>				
	c) Playground staff	<input type="checkbox"/>	<input type="checkbox"/>				
	d) Portable classrooms/buildings	<input type="checkbox"/>	<input type="checkbox"/>				
	e) Ball fields	<input type="checkbox"/>	<input type="checkbox"/>				
	f) Health services	<input type="checkbox"/>	<input type="checkbox"/>				
	g) Custodial staff	<input type="checkbox"/>	<input type="checkbox"/>				
	h) Transportation dispatcher	<input type="checkbox"/>	<input type="checkbox"/>				
	i) other student services personnel (counselors, social workers, assistant principals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>				
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.	<input type="checkbox"/>	<input type="checkbox"/>				
3	A process is in place to communicate security instructions to staff in a timely and understandable manner.	<input type="checkbox"/>	<input type="checkbox"/>				

4	Filters or other such mechanisms are in place to routinely monitor suspicious internet activity on school computers.	<input type="checkbox"/>	<input type="checkbox"/>				
5	A reporting system is in place in the event of discovering suspicious internet activity.	<input type="checkbox"/>	<input type="checkbox"/>				
6	An anonymous tip line is in place and is used for incident or suspicious activity reporting.	<input type="checkbox"/>	<input type="checkbox"/>				
District/Media Emergency Communications							
1	1. The school/district communicates with parents throughout the year about emergency procedures via newsletters, emails, website, etc.	<input type="checkbox"/>	<input type="checkbox"/>				
2	2. The district has a protocol for working with the media in the event of an emergency.	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion		Yes	No	Noted	N/A	Further Study	Comments
GENERAL EXTERIOR							
1	School has marquee, visible from road.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Grounds are fenced in appropriate areas.	<input type="checkbox"/>	<input type="checkbox"/>				
3	Gates if present are secured when not in use (if allowed by the fire code).	<input type="checkbox"/>	<input type="checkbox"/>				
4	Mechanical, electrical and other such equipment on ground level is surrounded by a protective enclosure.	<input type="checkbox"/>	<input type="checkbox"/>				
5	Shrubs and foliage are trimmed low to allow for good sightlines.	<input type="checkbox"/>	<input type="checkbox"/>				
6	Building(s) are free of graffiti.	<input type="checkbox"/>	<input type="checkbox"/>				
7	Posted signs indicate restricted areas.	<input type="checkbox"/>	<input type="checkbox"/>				
8	Ground floor windows have functional locks and unbroken panes.	<input type="checkbox"/>	<input type="checkbox"/>				
9	Roof access is restricted.	<input type="checkbox"/>	<input type="checkbox"/>				
10	Areas around buildings are adequately lit.	<input type="checkbox"/>	<input type="checkbox"/>				
11	Exterior doors:	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Have a sturdy center mullion and/or are equipped with appropriate security.	<input type="checkbox"/>	<input type="checkbox"/>				
	b) Have non-removable hinge pins	<input type="checkbox"/>	<input type="checkbox"/>				
	c) Unless designated for entry, lack exterior hardware	<input type="checkbox"/>	<input type="checkbox"/>				
	d) Are coded on the outside and clearly visible	<input type="checkbox"/>	<input type="checkbox"/>				
	e) Are coded on the inside matching exterior numbers	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion		Yes	No	Noted	N/A	Further Study	Comments
BUSES AND PARKING							
1	Buses are prevented from creating a visual obstacle where crime may occur.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Bus loading and drop off zones are clearly marked.	<input type="checkbox"/>	<input type="checkbox"/>				
3	Parking areas are lit.	<input type="checkbox"/>	<input type="checkbox"/>				

4	Parent drop off and pick up areas are clearly marked.	<input type="checkbox"/>	<input type="checkbox"/>				
5	Fire zones are always maintained free of cars and buses.	<input type="checkbox"/>	<input type="checkbox"/>				
6	Parking lot has signs to direct staff, students, and visitors to designated parking areas.	<input type="checkbox"/>	<input type="checkbox"/>				
7	Student cars are properly marked using identification.	<input type="checkbox"/>	<input type="checkbox"/>				
8	Bicycle or motorcycle parking is in view of the building or monitored by security.	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion		Yes	No	Noted	N/A	Further Study	Comments
PLAYGROUND/RECREATION AREAS							
1	Play and recreation areas are protected by fencing.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Vehicular access is restricted around play areas	<input type="checkbox"/>	<input type="checkbox"/>				
3	Emergency vehicles access play and recreation areas easily.	<input type="checkbox"/>	<input type="checkbox"/>				
4	Recess monitors have equipment to warn children in case of emergency.	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion		Yes	No	Noted	N/A	Further Study	Comments
DELIVERIES							
1	Deliveries are accepted only at designated receiving areas.	<input type="checkbox"/>	<input type="checkbox"/>				
GENERAL INTERIOR							
1	Stairwells are uniformly and adequately lit.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Hallways are:	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Uniformly and adequately lit	<input type="checkbox"/>	<input type="checkbox"/>				
	b) Free of graffiti	<input type="checkbox"/>	<input type="checkbox"/>				
3	Restrooms:	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Are uniformly and adequately lit	<input type="checkbox"/>	<input type="checkbox"/>				
	b) Are free of graffiti	<input type="checkbox"/>	<input type="checkbox"/>				
	c) Have hardware that prevents the main entrance from locking from the inside	<input type="checkbox"/>	<input type="checkbox"/>				
4	Doors and locks are in good condition.	<input type="checkbox"/>	<input type="checkbox"/>				
5	Classroom doors can be locked from inside.	<input type="checkbox"/>	<input type="checkbox"/>				
6	All rooms are locked when not in use.	<input type="checkbox"/>	<input type="checkbox"/>				
7	Controlled access by specialized staff is required for:	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Electrical panel access doors	<input type="checkbox"/>	<input type="checkbox"/>				
	b) Boiler and mechanical rooms	<input type="checkbox"/>	<input type="checkbox"/>				
	c) Custodial closets	<input type="checkbox"/>	<input type="checkbox"/>				
8	Doors opening into interior areas like courtyards are kept locked with limited access.	<input type="checkbox"/>	<input type="checkbox"/>				
9	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.	<input type="checkbox"/>	<input type="checkbox"/>				

10	Emergency response team staff members are identified by lanyards or some other clear form of designation daily.	<input type="checkbox"/>	<input type="checkbox"/>				
11	All rooms have emergency procedures posted.	<input type="checkbox"/>	<input type="checkbox"/>				
12	All rooms have evacuation routes and severe weather safe areas posted.	<input type="checkbox"/>	<input type="checkbox"/>				
Criterion		Yes	No	Noted	N/A	Further Study	Comments
CAFETERIA							
1	Is uniformly andadequately lit.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Cafeteria is supervisedadequately by staff.	<input type="checkbox"/>	<input type="checkbox"/>				
3	Physical layout of cafeteria allows for quick, safe entry AND exit of students.	<input type="checkbox"/>	<input type="checkbox"/>				
4	Physical layout of cafeteria allows for good sightlines.	<input type="checkbox"/>	<input type="checkbox"/>				
SPECIALIZED AREAS <i>(reference fire code for other essential safety elements)</i>							
Science, Art, Theater, Shop							
1	Phones are present in primary workspaces (e.g., scene shop) and office areas.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Emergency proceduresare posted and readily available; students are trained in procedures.	<input type="checkbox"/>	<input type="checkbox"/>				
MONITORING AND SURVEILLANCE							
1	Security cameras are stationed outside the school.	<input type="checkbox"/>	<input type="checkbox"/>				
2	Security camera locationsprovide maximum coveragepossible of grounds.	<input type="checkbox"/>	<input type="checkbox"/>				
3	Security cameras are stationed inside the school.	<input type="checkbox"/>	<input type="checkbox"/>				
4	Security cameras are monitored throughout the day by trained staff.	<input type="checkbox"/>	<input type="checkbox"/>				
5	Remote and isolated hallways are monitored bysecurity cameras.	<input type="checkbox"/>	<input type="checkbox"/>				
6	There is a retention period for recorded data.Retention period is days.	<input type="checkbox"/>	<input type="checkbox"/>				
7	There is a central securityalarm system which is connected to a monitoring company.	<input type="checkbox"/>	<input type="checkbox"/>				
8	School Resource Officers(SROs) are on site.	<input type="checkbox"/>	<input type="checkbox"/>				
9	School security officers (non-law enforcement) are on site.	<input type="checkbox"/>	<input type="checkbox"/>				
10	Staff members monitor: <input type="checkbox"/> Hallways <input type="checkbox"/> Stairwells <input type="checkbox"/> Restrooms	<input type="checkbox"/>	<input type="checkbox"/>				
11	Bus loading areamonitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	<input type="checkbox"/>	<input type="checkbox"/>				
12	Parent pick-up/drop-offarea monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	<input type="checkbox"/>	<input type="checkbox"/>				

13	Play/recreation areas are monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	<input type="checkbox"/>	<input type="checkbox"/>				
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	<input type="checkbox"/>	<input type="checkbox"/>				
15	Parking lots are monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	<input type="checkbox"/>	<input type="checkbox"/>				
16	If the building is used after school or on weekends, supervision is present.	<input type="checkbox"/>	<input type="checkbox"/>				
	a) Specific persons are designated to secure buildings after activities.	<input type="checkbox"/>	<input type="checkbox"/>				
	b) School staff conducts daily visual inspections of the school for suspicious packages and other items.	<input type="checkbox"/>	<input type="checkbox"/>				
	c) A designated staff member is assigned to check the following:	<input type="checkbox"/>	<input type="checkbox"/>				
	i. All classrooms are locked	<input type="checkbox"/>	<input type="checkbox"/>				
	ii. All bathrooms unoccupied and/or locked	<input type="checkbox"/>	<input type="checkbox"/>				
	iii. All exterior doors locked	<input type="checkbox"/>	<input type="checkbox"/>				
	iv. All security lights are on	<input type="checkbox"/>	<input type="checkbox"/>				
	v. Building alarm is activated	<input type="checkbox"/>	<input type="checkbox"/>				
17	There are written job descriptions for security personnel and/or monitors.	<input type="checkbox"/>	<input type="checkbox"/>				
18	School requires staff background checks.	<input type="checkbox"/>	<input type="checkbox"/>				
19	Classrooms are equipped with a system to communicate in an emergency.	<input type="checkbox"/>	<input type="checkbox"/>				

Conducted by: _____ Date: _____

Weaknesses: _____

Strengths: _____

Appendix E-ADA and LEP Assurance to NM

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

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

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 are available at:
 - <http://www.ada.gov>
- Additional information about the obligations of public schools about 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: <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 assurances above in accordance with ADA and LEP standards for the NMPED's approval.

Appendix F-Bullying and Cyberbullying Policy and Prevention Training

New Mexico Public Education Department (NM PED)
 PED for Public and State Charter Schools

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

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, **shall** 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, that are shaped by the three considerations noted below,
 - 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.

That will limit the restrictive nature of consequences for bullying incidents, such that, while correcting bullying behavior and preventing further incidents of bullying, students can participate in, or benefit from, the services, activities, or privileges, provided by the school to the greatest extent possible.

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 based on 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.
- 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 schools 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 and cyberbullying 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

Appendix G-Discipline Policy

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

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

I assure that the school named above has a Discipline Policy that is in compliance with the following:

- 6.11.2.10 (E) NMAC Restraint or Seclusion § 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 6.11.2.10 (I) NMAC.
- 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act of 2001, Title IX, Part A, as amended by Every Student Succeeds Act (ESSA), Sections 721, 722(g)(1)(I), 722(g)(7) and

A School Policy on the use of restraint 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: ((6.11.2.10 (E) 1 (A-D)
 - 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
 - Less(er) restrictive intervention(s) appear insufficient to mitigate the imminent danger of serious physical harm.
- Restraint 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 does not allow a 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. (6.11.2.10 (E) 6 (A-D)
- Schools shall review strategies used to address a student’s behavior if restraint or seclusion are used with individual students two or more times during any 30 calendar-day period. {6.11.2.10 (E) 5 (A-D)}

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.). {6.11.2.10 (H)}
- 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. All schools must comply with §22-5-4.12 NMSA 1978 that provides parameters on the use of restraint and seclusion techniques with students.

All schools must comply with to 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 required that SSPs include the above elements in their discipline policy.

APPENDIX H-Identification and Badging

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

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

I assure that the school named above has an **Identification and Badging Policy** that contains the following:

- All visitors, contractors, 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 always worn on campus. 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, contractors, visitors, and volunteers are required to wear identifying badges 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

All staff, contractors, visitors, and volunteers at the school are required to check in at the office and wear a visitor pass as identification.

Failure to Provide Assurance to the NM PED

It is a requirement of the New Mexico Public Education Department that NM public and charter schools issue an identification badge to monitor all persons noted above entering and leaving school premises.

APPENDIX I-Integrated Pest Management

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

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

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 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.

APPENDIX J-Review, Revise, Secure and Share Plan

New Mexico Public Education Department (NM PED) PED for Public and State Charter Schools

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

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

- The Safe School Plan is **reviewed with the school safety committee**, at a minimum, annually, or more frequently, such as following a school emergency, and revised as necessary.
- The Safe School Plan is secured (i.e., not available on a public website or sent via email).
- The Safe School Plan is shared with relevant partners, named below:
- **Completion of below table is required.**

Agency	Name & Title	Date of Annual Review	Date shared with agency
Fire Department			
Law Enforcement Agency			
County or City Emergency Manager			
Other (such as relocation and reunification site)			
Other			

Explanation of Why Assurance Must Be Provided

Review: SSPs evolve as events take place and lessons are learned that provide new information and insights, updated priorities, and best practices. Annual reviews of SSPs are required after any of the following occurrences:

- 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 with action items to correct in the plan.
- Changes in school and surrounding community have occurred.
- Threats or hazards change or emerge.

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. The SSP may also be shared with organizations that may use the school building(s). **Organizations that play a role in activating parts of the plan, such as relocation, reunification, or continuity of operations, should only have information pertaining to those pertinent sections of the plan that they may be involved in.**

APPENDIX K- Acknowledgment of New Mexico’s Age of Consent for Mental Health Services

New Mexico Public Education Department (NM PED)
PED for Public and State Charter Schools

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

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

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.**