

New Mexico School  
for the  
Blind & Visually Impaired  
  
Safe Schools Preparedness Plan

UNDER REVISION

Revised Safety Plan  
2011

Prepared in accordance with NM Public Education Department Safe Schools Requirements

# New Mexico Public Education Department

## Goals for Safe Schools

### in New Mexico

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

# **New Mexico Public Education Department Objectives for Safe Schools in New Mexico**

- 1. School districts and communities will understand the importance of meeting the health and social needs of students in order to promote their success in school.**
- 2. Local school district plans for safe schools will be developed and implemented to assure the safety of all students and staff at school.**
- 3. All school districts will develop and implement firm, fair, clear, and consistent discipline policies, including intervention strategies.**
- 4. Students and staff will dress in a manner that will have a positive impact on academic performance and decrease violent and negative social behavior.**
- 5. School staff will not tolerate harassment of anyone in any form at school. Diversity will be valued and respected by all.**
- 6. All students (K-12) will have skill-based health education, including life skills, conflict resolution, and character education.**
- 7. High risk children, youth and their families will be provided with health and social services to help each student stay in school and succeed.**
- 8. School districts will provide alternative educational settings from elementary through high school for non-traditional, troubled, at-risk, and disruptive students to assure that they can remain in school and graduate.**
- 9. Schools and communities will establish partnerships that foster the involvement of parents, youth and community members in promoting safe schools.**
- 10. School districts assure that school buildings and grounds are designed or adapted to promote security.**
- 11. School districts can design or adapt buildings and grounds to promote environmental safety.**

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## INTRODUCTION

The nation's seventh education goal for the year 2000 aimed to ensure safe schools for all students. This goal is a crucial one, as safe schools are important for the achievement of all other national and local education goals (National Education Goals Panel, 1994). A school's safety plan needs to be **multidimensional** and essentially **proactive**. This document needs to be seen as a **"working document"**.

The *Accountability Program for New Mexico Schools*, adopted by the State Board of Education, includes five statewide indicators. One of the indicators is School Safety. The definition of school safety includes the development and implementation of a school-level safety plan. In addition, unique school and/or district indicators of school safety can be determined by the local district as part of their Educational Plan for Student Success (EPSS).

The *New Mexico School for the Blind & Visually Impaired Safe Schools Preparedness Plan* provides a blueprint for school safety in three areas:

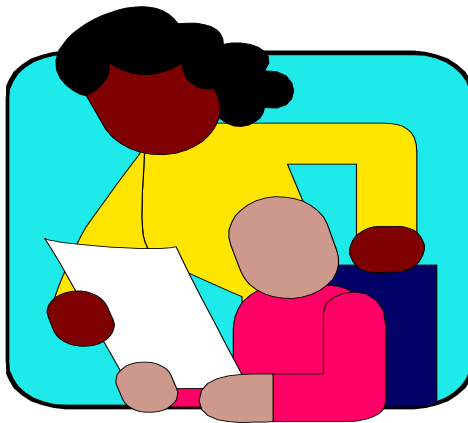
**PREVENTION** provides a guideline for ensuring a safe school environment. Prevention programs, such as health education, counseling, traffic safety, secure schools, and safe building and grounds will assist NMSBVI in providing a safe school environment conducive to learning.

**INTERVENTION** provides NMSBVI staff with direction in the areas of discipline, dress, attendance and abuse/neglect reporting. NMSBVI believes that a safe and healthy school is the heart of our community.

**RESPONSE** outlines the strategies for responding to emergency situations at NMSBVI. This will help to guarantee that the students and staff of NMSBVI will be prepared to respond appropriately to any emergency.

# SAFE SCHOOLS SAFE SCHOOLS PLAN

## Prevention





## *Prevention* INTRODUCTION



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

The goal of the **PREVENTION** section of this *Safe Schools Preparedness Plan* is to provide direction for school staff in the prevention/deterrent of potentially harmful situations from occurring.

The **SAFE SCHOOL PLAN – PREVENTION** section will be reviewed annually by school staff.

*Prevention*  
**HEALTH EDUCATION**

**K-12 INSTRUCTION**

Health Education is “A planned, sequential K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills and practices.” (Joint Committee for Health Terminology).

As a part of the New Mexico State Board of Education Regulation 6NMAC3.2: *Standards for Excellence*, New Mexico adopted Content Standards with Benchmarks for Health Education. The NMSBVI health education curriculum is aligned to these standards. NMSBVI incorporates Health Education curriculum at all grade levels with an emphasis at the 4<sup>th</sup> grade. The K-12 Health Education Curriculum is available through the school office. For specific lessons taught at NMSBVI contact individual teachers.

**NEW MEXICO  
HEALTH EDUCATION STANDARDS**

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



Health Education  
& Life Skills

## **LIFE SKILLS EDUCATION**

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

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

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

A life skills educational approach allows for health education to be taught as planned sequential K-12 instructional units designed to develop life skills based on essential knowledge. These skills are:

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

The NMSBVI health education curriculum, aligned to the New Mexico Health Education Content Standards with Benchmarks, will provide the opportunity for a life skills approach to health education at NMSBVI.

## **MEDIA LITERACY**

Health is influenced by a variety of factors that co-exist within society. These include the cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate and interpret the influence of these factors on health. The health-literate, responsible and productive citizen draws upon the contributions of culture, media, and technology to strengthen individual, family and community health.

## **PARENT EDUCATION**

The lessons children learn at school must be reinforced and practiced at home. Parent education can help parents instill lifelong healthful habits in their children. Some suggestion for parent education include:

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

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

### **Prevention**

## **SCHOOL PREVENTION PROGRAMS**

### **CONFLICT RESOLUTION/MEDIATION**

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

NMSBVI can utilize any of a variety of programs on mediation. One, developed by the New Mexico Center for Dispute Resolution for the Conflict Resolution, is the *Training and Implementation Guide for Student Mediation in Elementary Schools* program. This guide contains three program components:

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

### **PEER FACILITATION**

Older students, such as high school students visit the elementary classrooms on a regular basis to-work with students who need help academically or socially. They may tutor the student or act as a big brother or sister. This can involve eating lunch with the student, doing homework with the student, or just spending time talking to the younger student.

The peer facilitation can also involve working with groups of students. It can include presentations for middle or elementary students, or organizing discussion groups and letting the younger students talk about their experiences and/or concerns.

## **MENTORING**

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

<p style="text-align: center;"><i>Prevention</i> <b>COUNSELING AND MENTAL HEALTH SERVICES</b></p>
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### **MENTAL HEALTH PROGRAMS**

School mental health programs should focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's mental health needs. Support should be provided to linkages between youth, families, school, communities, and government agencies to create and maintain an environment in which all students can learn and thrive. School mental health programs should emphasize:

- Breaking down barriers to students' learning.
- Increasing awareness of student's social and emotional needs.
- Decreasing stigma around mental health issues.
- Linking systems to improve support, resources, advocacy, and assessment.
- Creating school-linked programs that are family-friendly, accessible, integrated and comprehensive.
- Supporting local strategies that create healthy schools.

### **STUDENT COUNSELING**

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

NMSBVI has counselors available to students, staff and families. Academic education is balanced by promoting emotional and social development. On-going groups are offered that help students in areas of friendship, grief and loss, as well as divorce related issues. Groups are open-ended and students may join or drop throughout the year. (? – ask Michala)

Students are also seen individually on an as-need basis. A non-intrusive approach, recognizing the importance of play and supporting the student's ability to solve his own problem is embraced. All regular visits to the counselor are with parental permission. (? – Ask Michala)

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

Other concerns and activities are directed through the counseling department, such as mediation training, educational neglect, physical and/or emotional abuse referrals, career day, art day, and classroom presentations as requested. Character Counts ideals and intentions should be central to the NMSBVI counseling philosophy.

## **GRIEF**

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

<p><i>Prevention</i> <b>VOCATIONAL AND CAREER EDUCATION</b></p>
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### **SKILLS TO WORK (Pre-Vocational Training)**

The Skills to Work Program improves students' educational and career opportunities through meaningful school and work-based experiences that provide:

- Health related knowledge and skills
- Improved knowledge of the importance of health and safety issues to employment productivity
- Increased understanding of the role the workplace has in enhancing the health of employees and the community
- Improved long-term health status for individuals and communities

<p><i>Prevention</i> <b>TRAFFIC SAFETY</b></p>
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Students should watch and listen to the supervising staff around the bus loop, all parking lots and in the driveways. Staff should be observant of traffic entering and exiting the campus through all campus gates. Remind students to cross the driveways only after watching and listening for traffic. Stepping between cars is absolutely impermissible, even with an adult. Remember, students learn best by watching what adult's model.

Fire lanes and passenger loading areas must be observed. Cars should not be parked in fire zones or passenger loading areas, and may be ticketed and/or towed.

The speed limit in the bus loop and parking lots is less than 5 miles per hour. Idle speed is recommended. Accelerating in these areas is not permitted.

Staff and visitors should be vigilant for student and staff foot traffic when operating a vehicle in the driveways and parking lots of the campus.

It is **NEVER** permitted to drive in reverse in the bus loops or parking lots (except when backing from parking space).

**There are designated areas and driveways for bus and emergency vehicle traffic only. It is imperative that these designated areas be kept clear of traffic and obstructions at all times.**

### *Prevention* **BICYCLE SAFETY**

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

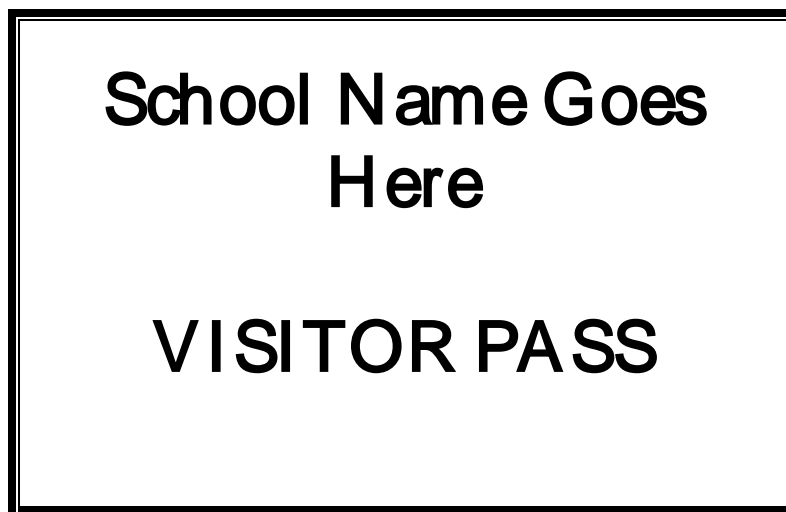
- **All students and staff riding bicycles on campus will be required to wear an approved bike helmet.** All students and staff riding bicycles while off campus should be encouraged to wear an approved bike helmet. An approved helmet has a sticker inside certifying that the helmet meets standards of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

***Prevention***  
**SECURE SCHOOLS**

**SIGN-IN/NAME TAGS**

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

- Visitors/Volunteers are to report to the administration office upon entering the campus, sign-in, and pick-up a “*Visitor*” badge to wear while they are on campus.
- All school staff are to wear identifying badges when on duty.



**ATTENDANCE PROGRAM**

The school requests that parents/guardians notify the school when their student is going to be absent. The school secretary will notify the appropriate school staff of expected absences.

Teachers are required to check attendance daily for primary classrooms, and each class period for secondary classrooms, and enter any absences or tardies in the appropriate student record database (currently PAWS).

If a student is absent, and notification of expected absence has not been received from the school secretary, or the teacher does not expect the student to be absent due to a Related Services pull-out, the teacher will immediately contact the school secretary’s office in an effort to determine the whereabouts of the student. Every effort will then be implemented to ascertain the whereabouts of the absent student.



<p style="text-align: center;"><i>Prevention</i> <b>ENVIRONMENTAL DESIGN</b></p>
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### **SAFETY CHECKS**

The NMSBVI School Safety Coordinator, and School Safety Committee checks the buildings and grounds for hazards to ensure safety standards are met and students are safe. The safety committee routinely monitors the following:

- The safety of the play/sports equipment
- The safety of playing/sports fields/gymnasium/natatorium
- The heating and ventilation of the classrooms
- The cleanliness of the school both inside and out
- Lighting both exterior and interior
- Operation of automatic door openers
- Condition of pedestrian traffic areas such as sidewalks, stairs, etc
- Access to restricted areas such as maintenance yards, flammable storage lockers, cleaning supply rooms
- Safety measures in the immediately vicinity of construction sites on campus
- Fire safety
- Traffic safety

## PLAYING FIELDS AND PLAYGROUND INSPECTIONS

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

### Play/Sports Areas/Sports Equipment/Ground Inspection

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

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

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

## BUILDING AND STRUCTURES

The building and structures are routinely inspected. Preventing school acts of violence and other emergency disasters through physical design and technology involve assessment of the physical school environment with the intention of increasing the safety and security of that environment.

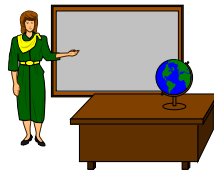
Inspection of the physical design of the school is the first crucial step in this strategy. From such an inspection, a prevention plan can be developed and enacted to address problems. Such a plan tends to focus on controlling access to school property as well as maintaining control on it. When appropriate, the plan may include some application of technology, such as use of metal detectors or surveillance cameras.

Preventing school violence through design and technology offers a strategy that enable school officials to provide a safe and secure learning environment in which students can achieve and succeed.

A three-page safety checklist located in the (*Public Schools Safety Manual for Schools and Administrative Sites*) is used as a resource in these inspections. The Building and Offices Checklists includes the following categories:

- ☐ General
- ☐ Back Injury Prevention
- ☐ Electrical
- ☐ Fire
- ☐ Floors
- ☐ Aisles
- ☐ Stairs
- ☐ Entryways
- ☐ Hazardous Materials
- ☐ Ladders
- ☐ Lighting
- ☐ Machine and Equipment
- ☐ Storage.

All vandalism to the building is reported immediately and repairs are made in a timely fashion. The building is painted periodically. Carpets are cleaned and replaced when needed.



## **LAB/SHOP INSPECTION**

The following areas of inspection should occur for school science laboratory and shops:

- ❑ Class size is appropriate for the number of work stations.
- ❑ Safety is an integral component of instruction.
- ❑ Established policies and procedures for prevention, care and reporting of accidents.
- ❑ Periodic safety inspections occur.
- ❑ Records are kept of facility and equipment maintenance, accidents and safety instructions.
- ❑ Safety and first aid procedures and staff certifications are in place.
- ❑ Facilities are free of clutter, meet safety standards, have good illumination, ventilation, heating and cooling systems, adequate storage, and are accessible to individuals with disabilities.
- ❑ Electrical standards are followed.
- ❑ The room is free of gas leaks and all gas appliances are properly isolated from flammable materials.
- ❑ Administrative policies and procedures regarding hazardous materials have been established, disseminated, and are followed. These include proper storage (i.e., in a locked, ventilated cabinet), handling and clean up.
- ❑ Adequate and proper storage is available. Approved safety containers are properly labeled and provided for chemicals, flammable and other hazardous materials.
- ❑ Adequate supervision is maintained when students are using machinery and tools.
- ❑ All machinery is in safe working order.
- ❑ Tools are adequately stored.
- ❑ All personal protective gear is provided and required for work where hazards exist.
- ❑ Emergency eye wash/shower stations are available and operable.
- ❑ Fire blankets and fully charged fire extinguishers are easily located and operating procedures are known by the instructor(s) and students.
- ❑ There is a master control kill switch for the lab/shop area.

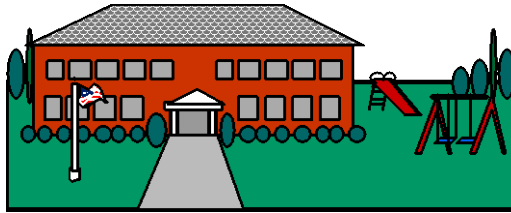
(The check list for Lab/Shop Safety Inspection is adapted from the National Standard School Laboratory Safety Inspection Checklist.)

# SAFE SCHOOLS SAFE SCHOOLS PLAN

## Intervention



## INTRODUCTION



The New Mexico School for the Blind & Visually Impaired is committed to providing a healthy, safe and secure environment for students and employees. The INTERVENTION section provides NMSBVI staff with direction in the areas of discipline, dress, attendance, and abuse/neglect reporting.

**The goal of this section of the *School-Level Safety Plan Intervention* is to provide direction for school staff for intervening in potentially harmful situations.**

## **DISCIPLINE POLICY**

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

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

### **RULES OF CONDUCT**

#### **Sample Rules of Conduct**

1. Treat everyone with respect. No fighting or physically hurting another person, teasing, or use of inappropriate language
2. Take care of school property
3. Follow school procedures and rules

## PROGRESSIVE DISCIPLINE PROCEDURE

SAMPLE



General Procedures

\*Disruptive behavior will result in a progressive discipline procedure as stated below:

- Assault/Bullying: Threatening physical harm to another, causing fear of imminent danger to a person; including threats, gestures, and verbal assaults.
- Battery/Fighting: Employing hostile contact which at minimum has contributed to a situation of verbal action or has caused bodily harm.
- Defiance of School Personnel/Authorities: Refusing to comply with any reasonable request by any school official or sponsor at places and times where school personnel have jurisdiction.
- Language, Profane and/or Abusive: Using language, which is crude, offensive, insulting, or irreverent; using coarse words to show contempt or disrespect; swearing.
- Sexual Harassment: A form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law. Examples of sexual harassment include, but are not limited to, the following: sexual assault, unwanted touching, inappropriate comments or conversation, and certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender.

The Progressive Discipline Procedure is to be administered by a staff member when a rule is broken.

First Referral	Call to Parent. Note home, signed by parent, returned.
Second Referral	Teacher (or counselor) will call the parents to create and implement a plan to change the behavior of the student. Note home, signed by parent, returned.
Third Referral	The principal will call the parents for a conference. Note home, signed by parent, returned. Possible suspension and/or other strategies identified to help student learn appropriate behaviors. If the student is suspended, a conference with the principal must be held prior to re-admittance to school.

**\*Extreme disruptive/abusive behaviors will result in immediate parental notification via telephone, letter(s) and/or parent conference.**

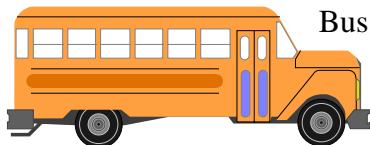


## BUS DISRUPTIONS

**SAMPLE**



**General Procedures**



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

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

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

- |                |  |
|----------------|--|
| First warning  | The bus driver issues a Incident Report stating the offense. The Incident Report is turned into the school office. Depending on the incident, a call to parents and/or a letter from the principal is sent to the parents with the report attached. The letter informs the parents that bus privileges may be revoked should a student receive a third bus incident report.  |
| Second warning | The bus driver issues a Incident Report stating the offense. The Incident Report is turned into the school office. A second letter from the principal along with the Report is sent to the parents. The letter reminds the parents that a third incident report will result in bus privileges being revoked.   |
| Third warning  | The bus driver issues a Incident Report stating the offense. The Incident Report is turned into the school office. A third letter from the principal along with the Report is sent to the parents. The letter informs the parents that bus privileges are revoked until a conference can be arranged with the parents, bus driver, and the principal. At that meeting bus privileges are reinstated on a probationary basis. The student may ride the bus until which time there is a fourth incident. A fourth incident will result in bus privileges being revoked for the remainder of the school year. |
| Fourth warning | The bus driver issues a Incident Report stating the offense. The Incident Report is turned into the school office. Bus privileges are immediately revoked for the remainder of the school year.  |

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

## SUBSTANCE USE/GANG ACTIVITY/WEAPONS



**SAMPLE**

### General Procedures

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

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

### Discipline Procedure

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



## DRESS CODE POLICY

The {name of district} Public Schools Board of Education expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. Student dress may not present a health or safety hazard, violate municipal or state law, or present a potential for disruption to the instructional program.

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

**SAMPLE**



**General Procedures**

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

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

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



## ATTENDANCE POLICY

Parents will be contacted if their student becomes ill at school and it appears advisable to send him/her home. The office must maintain current telephone numbers and emergency numbers of parents.

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

NMSBVI recognizes that children/youth are sometimes too ill to attend school. Parents should notify the school when his/her student will be absent by calling the attendance line, 575-439-4428. The school encourages parents to ensure their student attends school to maximize his/her learning and to increase his/her chances of having a successful school career.

If a student is absent 10 days in one semester the following procedure shall be implemented:



## ABUSE/NEGLECT REPORTING

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

### **Substance Abuse**

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

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

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

### **Child Abuse and Neglect**

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

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

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

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

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

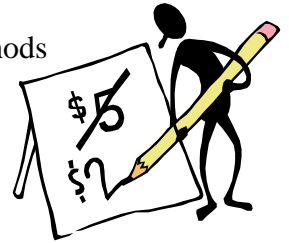
C. Any school personnel or other person who has the duty to report child abuse pursuant to Section 32-1-15 NMSA 1978 shall permit a member of a law enforcement agency or an employee of the human services department to interview the child with respect to a report without the permission of his parent,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

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

## ALTERNATIVE EDUCATION

School districts can provide alternative educational programs from elementary through high school for non-traditional, troubled, at-risk, or disruptive students to assure that they remain in school and graduate. An alternative educational program does not necessarily have to take place in a separate school, it may be a program within the traditional school setting. Alternative educational programs can include:

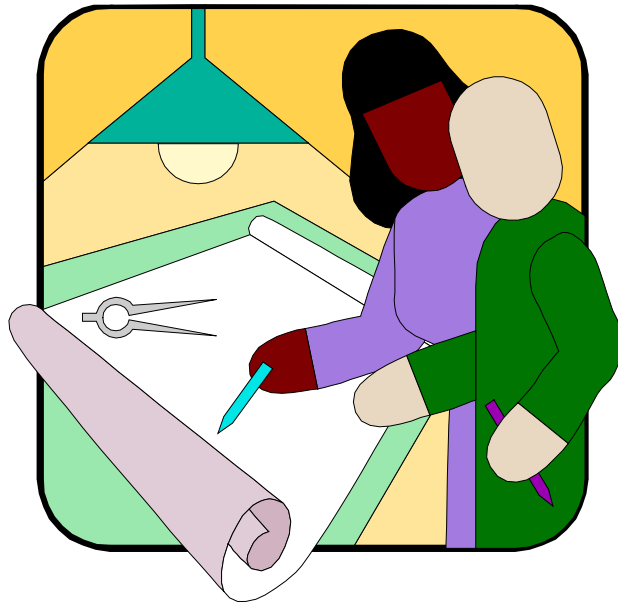
- Modifying instructional strategies to provide a variety of instructional methods and technologies to address the learning styles of students.
- The development of personal educational plans for each student, including goals for both academic and social development.
- The inclusion of community service projects, job skills training, employment placement, apprenticeship, and GED preparation.
- Community involvement in defining the alternative education environment for their schools.



(Adapted from *Planning for Safe Schools in New Mexico*, Report of the Safe Schools Forum)

# SAFE SCHOOL PLAN

## Response



## INTRODUCTION – RESPONSE

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

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

NMSBVI recognizes that each school community has unique needs and resources which must be addressed to enhance the *School-level Safety Plan*. The **SAFE SCHOOL PLAN – RESPONSE** section will be reviewed annually by school staff.

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



## EMERGENCY PHONE NUMBERS

### FIRST PRIORITY - Preserve Lives, Prevent Injuries

#### IN AN IMMEDIATE EMERGENCY:

Police, Fire, Paramedic, Toxic Spill {911 or 0}

Non-emergency phone number 575-439-4325

#### Give the following information:

This is the New Mexico School for the Blind & Visually Impaired

Address: 1900 N. White Sands Blvd., Alamogordo, NM

Cross Streets: White Sands Blvd. and Indian Wells

Site Phone Number: 575-439-4400 Site Emergency Number: 575-439-4400

Other Site Phone Numbers: 575-439-4419

### SECOND PRIORITY

#### NOTIFY {SCHOOL/LOCAL} POLICE

- Contact School Police (Officer Warren Woods, 575-430-3760)
- Give School Name, Nature of Emergency, Help Needed
- Contact Central Office with information

In the case of a district wide emergency, it will be impossible for each administrator to call his or her immediate supervisor. If phone communications become unusable or impractical, the school district will attempt to send information via the following sources:

- Local Media - TV
- Local Radio Station – AM/FM Radio Station
- e-mail
- Cellular phone communications

**NOTE:** Phones will not operate without electricity. (Establish open line communications with cell phone systems).

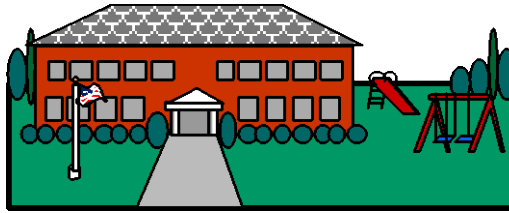
When working with your communities, please encourage them to use the telephone system during an emergency **only if absolutely necessary**; this will prevent the phone circuits from being tied up with non-essential calls.

**New Mexico School f/t  
Blind & Visually Impaired  
(NMSBVI)**

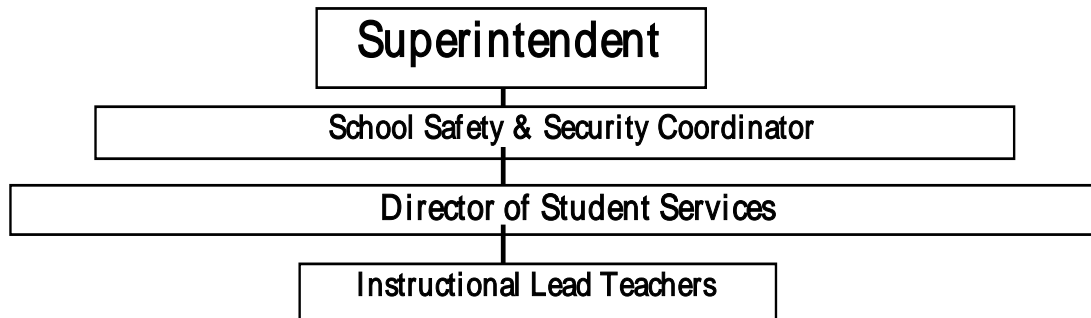
Person/Agency	Phone Number	Person/Agency	Phone Number
Superintendent Linda M. Lyle	575-439-4413	NMSBVI Bus Transportation	575-921-8317
Campus Resource Officer	575-430-3760	Loss Control Coordinator	575-439-4419
Poison Control Center	1-800—432- 6866	Health Services	575-439-4457
Maintenance Dept After Hours (No answer call School Police)	575-430-3879	Employee Assistance Program	575-921-9537
Director of Student Services	575-430-7806	Child Protective Services (CPS)	1-800-797-3260

## EMERGENCY MANAGEMENT RESPONSIBILITIES

### DISTRICT PERSONNEL DUTIES/RESPONSIBILITIES



The following NMSBVI organizational line of authority shall exist in an emergency:



#### **Superintendent or Designee**

- Coordinates assistance and maintains communication with the school affected by an emergency or disaster.
- Assigns personnel to duties in the emergency headquarters, specific school facilities, or to school sites as necessary.
- Maintains communication with the Board of Regents.

#### **School Safety & Security Coordinator**

- Responsible for coordinating the response to critical incidents.
- Provides direction to individual school sites and maintains communication with the School/Local Police, Central Office Staff, and the Community Relations Office.
- Ensures that appropriate office personnel are dispatched to the site of the emergency or disaster.
- Coordinates public relations on the release of information to the press.
  - Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the Superintendent and site principal. Duties may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

#### **Director of Student Services**

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

### **Director of School Police or Designee**

- Establishes and maintains communication with the appropriate Emergency Services and forwards information and direction to the sites affected.
- Dispatches appropriate district School Police personnel to the site of the emergency or disaster to facilitate the following:
  - Assess the severity of the disaster and report the extent of need.
  - Assist site staff with communication needs.
  - Coordinate transportation and maintenance needs.
  - Assist with pupil release and/or evacuation procedures.
- Contacts the District Critical Incident Response Team members as necessary.
- Coordinates the efforts of the various community agencies, departments and other individuals working in the emergency or disaster.

### **Chief of Facilities Planning and Operations**

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

### **Director of Risk Management**

Assists in establishing emergency procedures, assists in updating school plans annually, monitors safety compliance, assists administration in loss prevention and emergency management, and coordinates with Facilities Planning to assess cost of damage. Provide supplies for emergency care and shelter needs.

### **Food Services Manager**

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

### **Director of Human Resources**

Activates and coordinates immediate on-site psychological resources for intervention at the crisis site. Provides counseling and/or debriefing to the individuals involved and affected by the crisis.

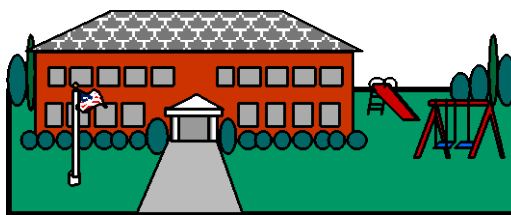
### **Health Services Manager**

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

### **School Counselor**

Coordinates school counseling services K-12.

## SCHOOL SITE PERSONNEL DUTIES AND RESPONSIBILITIES



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

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

### **Principal and/Crisis Response Team**

1. Responsible for notifying Emergency (911), Campus Resource Officer at 575-430-3760, and Safety & Security Coordinator at 575-430-3347.
2. Is the liaison between the school site and central office and maintains communication with appropriate central office staff and/or local law enforcement agencies, fire department, and medical assistance agencies as appropriate.
3. Annually reviews and initiates update of the site-level plan, with particular attention to the unique characteristics of the site.
4. Posts and regularly updates Emergency School Site Administrative stations, emergency phone numbers, emergency first aid, and chemical inventory lists.
5. Plans alternate classroom evacuation routes if standard routes are obstructed.
6. Establishes a communications system consisting of the following elements:
  - a) Use of a system of specific disaster warning signals that are well known to staff and students, to include both bell and voice signals.
  - b) Use of an alternate system for written communication with staff in the event voice-to-voice communication is not available.
  - c) Designate and enforce exclusive use of a telephone line and number to be used only by the principal {or authorized person} and the Superintendent (or designee).
  - d) Establish an Information Center in a location accessible to parents, interested community members, and media to handle inquiries, rumor control, and information in an orderly fashion.
7. Ensure that teachers are trained to carry out responsibilities during disaster and drill procedures; encourages teachers to work in teams through a buddy system.
8. Ensures that other personnel who provide services to students and staff are aware of emergency procedures.

### **During an Emergency, Principal**

- Remains highly visible
- Addresses media
- Contacts superintendent
- Sets tone and direction

## **Principal/Crisis Response Team**

1. Assigns the following duties to school staff:
  - a) Patrol entrances to direct emergency personnel, parents, district staff, and media to appropriate areas, and to prohibit unauthorized persons from entering campus.
  - b) Monitor/supervise patios, classrooms and portable to maintain a safe and secure environment.
  - c) Conduct search-and-rescue operations to systematically search every room in order to locate trapped/injured persons and to recover critical supplies and equipment.
  - d) Establish/coordinate a Communication Center.
  - e) Administer first aid.
  - f) Work with emergency medical triage teams to identify injured students and staff and to record ambulance destination.
  - g) Supervise Student Release Procedures.
2. Ensures that all School Site Emergency Team members know where utility shut-off valves are located.
3. Schedules regular emergency drills and review the emergency plans with staff, students, and parents.

### **Counselor**

- Provide counseling for students
- Plan logistics of counseling
- Coordinate all counseling activities
- Communicate with faculty
- Cancel scheduled activities
- Seek assistance from other schools
- Provide Information to parents

### **Faculty**

- Announce events to students
- Lead class discussions
- Create activities to reduce *impact of trauma*
- Identify students in need of counseling
- Structure and shorten assignments
- Postpone testing

## **GENERAL PROCEDURES**

- If possible, utilize the school library as the Information and Command Center.
- Include a **Sign-in Sheet for everyone.**
- Only the **Superintendent, Assistant Superintendent or designee are authorized to release information.** All other personnel should cordially refer the media to the public relations point person.
- Designate a person to record incidents for documentation purposes.
- Each school should annually identify individuals who respond on the crisis team, with specific duties assigned to each member.
- When the crisis is over, evaluate your plans and make any necessary modifications.

## PERSONAL SAFETY AND SECURITY

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

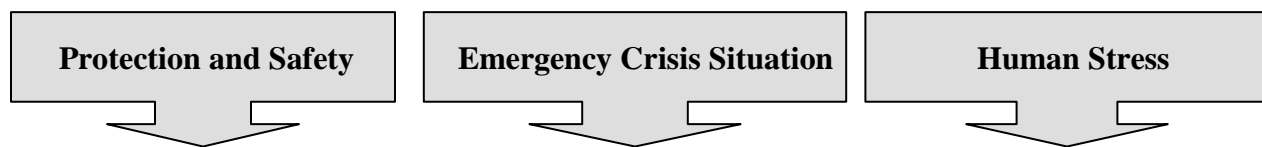
The following information outlines emergency response procedures. This should be used as a **starting point** in reviewing the adequacy of the response plans.

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

- Devise a signal for announcing an emergency situation. This signal may differ depending on the type of emergency situation.
- Identify who can declare an emergency and under what conditions.
- Provide an emergency kit to each classroom, and designate the students responsible for taking the kit when students leave the classroom during an emergency. **The kit should contain, at a minimum the following items:**
  - Copy of all class rosters and emergency telephone numbers of each student;
  - A bandage sheet;
  - Name tags for releasing students;
  - A large tarp to cover students in case of bad weather;
  - Candy and gum;
  - Playing cards, games;
  - Small blanket.

## CRITICAL INCIDENT MANGEMENT PLAN – SYNOPSIS

A Critical Incident is a crisis, which is an unexpected interruption from a previously normal state of functioning producing significant reactions such as turmoil, instability and upheaval in a system. It is further defined as any incident where students, faculty, staff or visitors are in danger and there is a need for immediate action to prevent injury or further harm.



Protection and Safety	Emergency Crisis Situation	Human Stress
<b>Communication</b> Activate a two way communication system  <b>Designate Danger Zones</b> {Identify the location where the problem is and no one should enter}  <b>Inner Perimeter</b> (Containing the problem)  <b>Outer Perimeter</b> (Limited casual access to the problem area by non-essential personnel)  <b>Command Post</b> (Designate an area outside of the Danger Zone but within the inner perimeter where the one in charge can be reached)  <b>Staging Area</b> {Indicate where resources need to gather. These can include Fire Dept., EMS, rescue trucks, buses, etc.)  <b>Resources</b> {Identify school and/or community resources needed for the incident}  Review and assess the handling of the incident and/or plan for any future incidents	Initial Crisis identification by principal or other building site administrator  Call 911 or 0 on life threatening or endangering situations. (If unsure call 911 or 0).  Report crisis to the Police/Security by principal/building site person  School Police or School Security calls:  Superintendent Office Ext. 4419  EAP Director, Ext. 4468  EAP activities psychological resources  School Police, Local Law Enforcement/ School Critical Response Team activates necessary school and community emergency resources	EAP activates immediate onsite psychological resources for intervention.  Debriefing for the staff directly involved by the crisis.  Grief counseling/debriefing teams for students and/or parents affected by the crisis.  Educational sessions on crisis management skills  Review and asses the effectiveness of the psychological services used in the crisis and plan for future interventions.  Within 72 hours with follow-up as appropriate

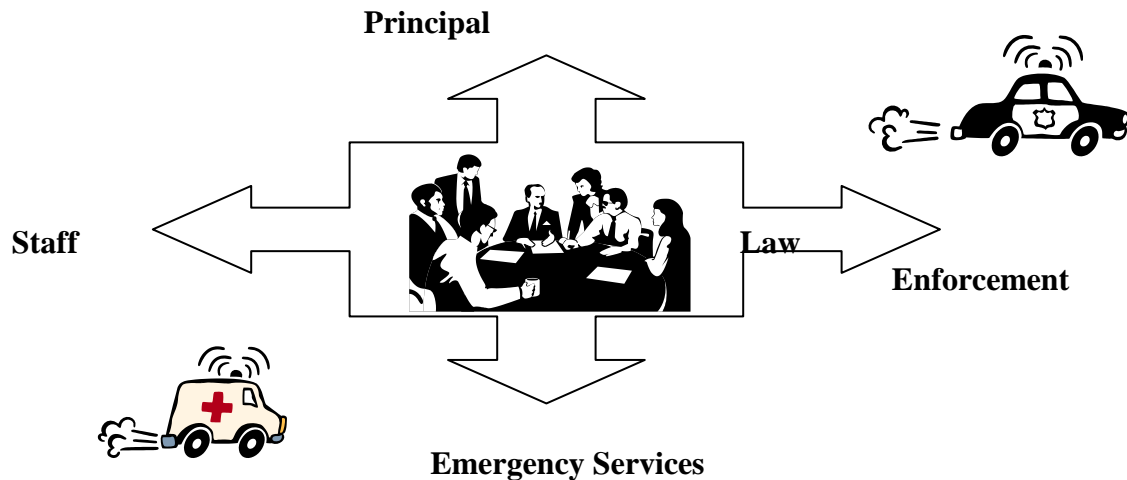


In order to maximize the effectiveness of this School-level Safety and Response Plan a team of school personnel have been identified to act as the School Incident Response Team in the case of school emergencies. The School Incident Response Team includes key personnel, who are knowledgeable of school procedures, school-building layouts, first-aid precautions, etc. Essentially, the Response Team is a nucleus of personnel which includes the School Police and/or local law enforcement agency), Employee Assistance Program, Facilities Management, Risk Management, Community Relations Officer, and others who are knowledgeable of the Safe School Response Plan.

SUPERINTENDENT	505-859-1308	Ext 4413
DIRECTOR OF STUDENT SERVICES	575-430-7806	Ext. 4432
HEALTH SERVICES	575-430-9445	Ext. 4480
CAMPUS RESOURCE OFFICER	575-430-3760	
MAINTENANCE MANAGER	575-430-1559	Ext. 4404

## PROCEDURES FOR INVOLVING LAW ENFORCEMENT

Develop specific steps to ensure smooth police involvement in a school crisis situation. The police department should be notified of any school disturbance as a matter of record and reference for any future need for assistance.



Develop a written agreement regarding coordination and police response to a school disruption before such an occurrence. The written memorandum of understanding would include clear guidelines regarding the point at which responsibility for a situation would be assumed by the assigned officer(s).

Design emergency plans with assistance from the police department that include planning for major life-threatening disorders, such as shootings and bomb threats, as well as natural disasters.

Train staff in leadership roles to recognize when police intervention is required. ( Police staff become primarily responsible for enforcing the law and will insist on final decision making in all matters involving their sworn obligations.

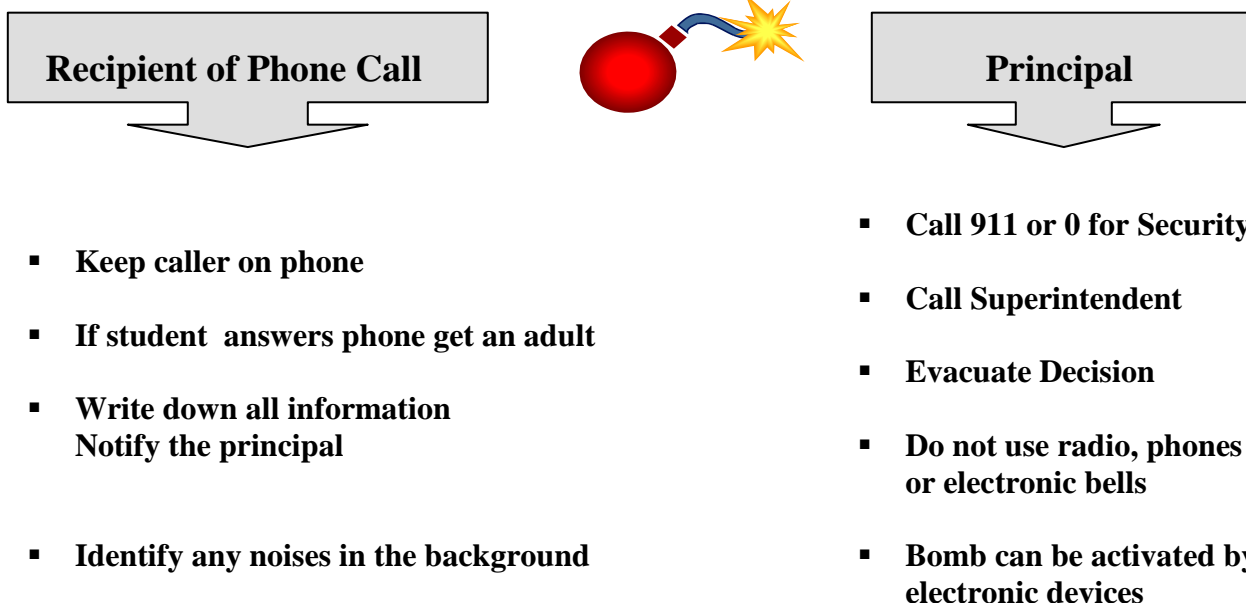
- Practice the response plans to assure that the plan is smooth running and comprehensive.
- Review the plan regularly
- Conduct monthly drills
- Prepare staff to respond to all types of emergencies.

## EMERGENCY SITUATIONS

### BOMB THREATS/BOMB EMERGENCIES

A bomb threat exists when a suspected bomb or explosive device has been reported, but not located. A bomb emergency exists if a bomb has been located, or an explosion has occurred.

Schools should have a separate type of alarm to notify staff that the evacuation is for a bomb threat. Staff can then look for items, which are suspicious, or out of place, which can be reported to the Police or Fire Dept.:



### GENERAL PROCEDURES

- Principal or person in charge will activate fire drill.
- Officers will be dispatched immediately.
- Cease radio transmissions on campus (Ham, 2-way and CB radios).
- An officer will contact school officials on site to begin immediate investigation. Avoid spreading panic; do not refer to the "bomb" or "bomb threat." Discuss the matter with the officer.
- The Police will dispatch fire/rescue equipment if necessary.
- The officer will determine how a search is made. The officer will instruct personnel familiar with the areas in search method:
  - a) Do not touch, pick up, or move any object found which is not familiar to them.
  - b) Upon finding a suspect item, which may be or may contain an explosive device, confirm that it does not belong in the area.
  - c) The officer will notify school staff when the search will be discontinued.
  - d) If the officer determines an evacuation is necessary follow the Emergency Evacuation plan.

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

## CHEMICAL SPILL IN A BUILDING

All containers must be labeled as to their contents. No chemicals should be brought onto school property without approval from the principal, and the Material Safety Data Sheet (MSDS) for the chemical should be forwarded to Central Office or Risk Management. Proper chemical hazard signs should be displayed on outside of buildings that contain chemicals.

To protect against spills, NMSBVI should maintain the MSD sheets for the Fire Department or other service provider.

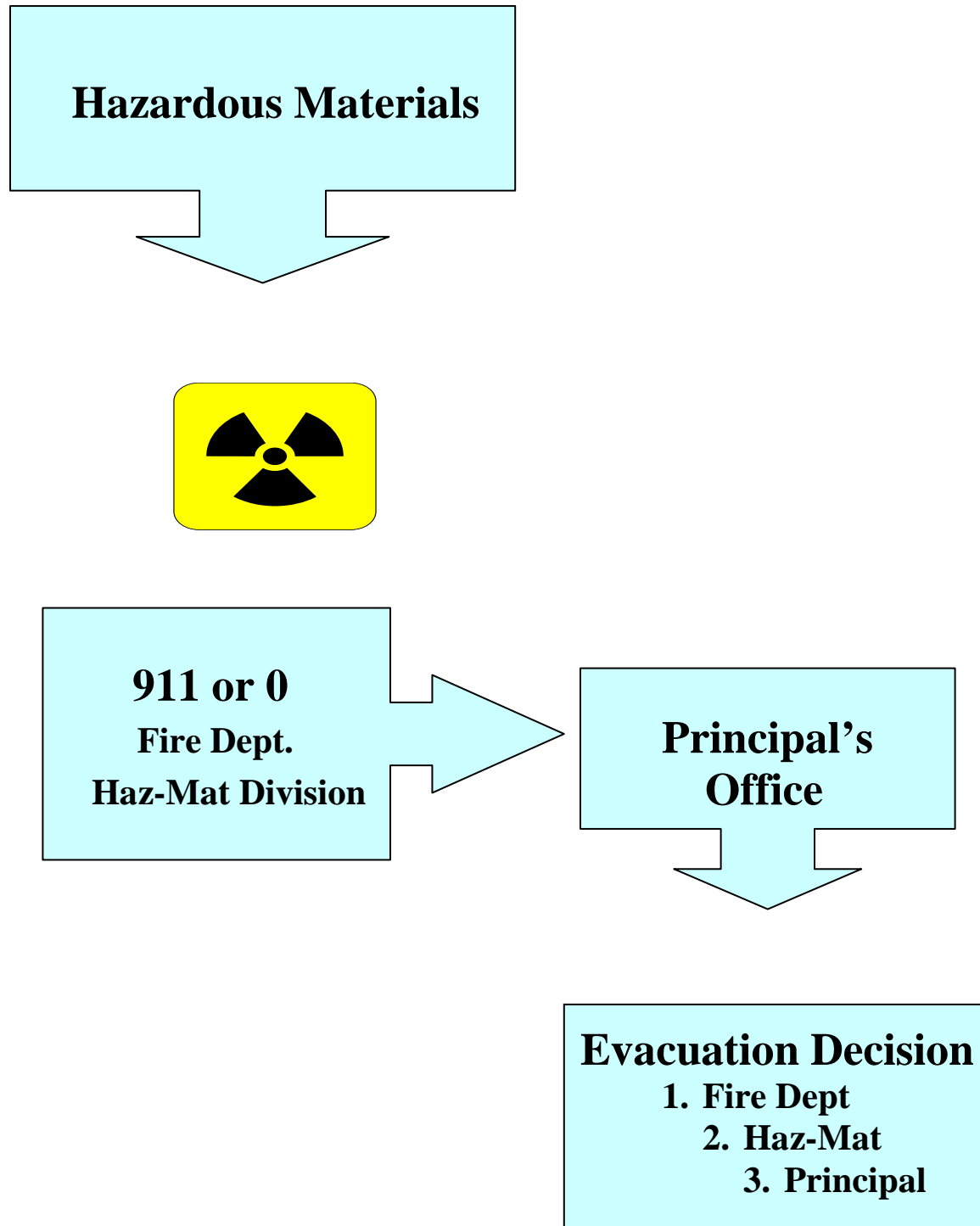
If the boiler malfunctions, or if a line leaks there may be an irritating ammonia odor. Call Maintenance Department and evacuate away from the area. Open windows if necessary.

## GENERAL PROCEDURES

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

**Note:** If media arrives, the principal or designee should usher the media to the Information Center {i.e., principal's office, school library}. The only information that should be released to the media is the phone number of the public relations point person.

**CHEMICAL SPILL**  
Sample Procedures



## **DRIVE-BY SHOOTING/SHOW-BY**

**(driving by with the intent of a show of force i.e. showing a gun out the car window, but not firing it)**

With the availability of weapons and the increase of gang activity, it is possible that a drive-by shooting could occur at or near a school site. The immediate concern is the safety of staff and all students. The locations at greater risk may be the fields utilized by physical education classes, the perimeter of the school, and the entrance areas due to accessibility by vehicles.

### **GENERAL PROCEDURES**

#### **Immediately after the incident/reported shots fired:**

- Call 911 or 0.
- Immediately notify the school office of the situation and report the extent of injuries.
- Notify the Campus Resource Officer. (school police will then contact the superintendent's office, and activate the District Critical Incident Response Team, as necessary.
- Assess injuries, if applicable.
- Have students move safely and quickly to the nearest shelter (building).
- Do not allow anyone seriously injured to move. If injured are ambulatory assist them to a shelter.
- Stay with the injured until emergency services arrive.
- The media is not allowed on campus during a critical incident. If media enters campus they should be ushered to the Information Center {i.e., school library}. They should be referred to the public relations point person for information: {Telephone number}.
- Assist the police with as much detail as possible.
- Alert nearby schools of the incident if the potential exists for them to be affected.
- All staff will remain with students until the emergency is over.

**REMEMBER – Students will model their emotional reaction after yours. STAY CALM.**

## DRIVE-BY SHOOTING/SHOW-BY

### Teacher



- **Have students and staff lie flat on the ground and keep as low as possible.**
- Notify Director of Student Services office
- Cover all door windows to the classroom
- Report injuries and provide first aid
- Keep students calm
- Return students back to the classroom
- Under no circumstances allow students to leave the building
- Take roll call and report any missing students

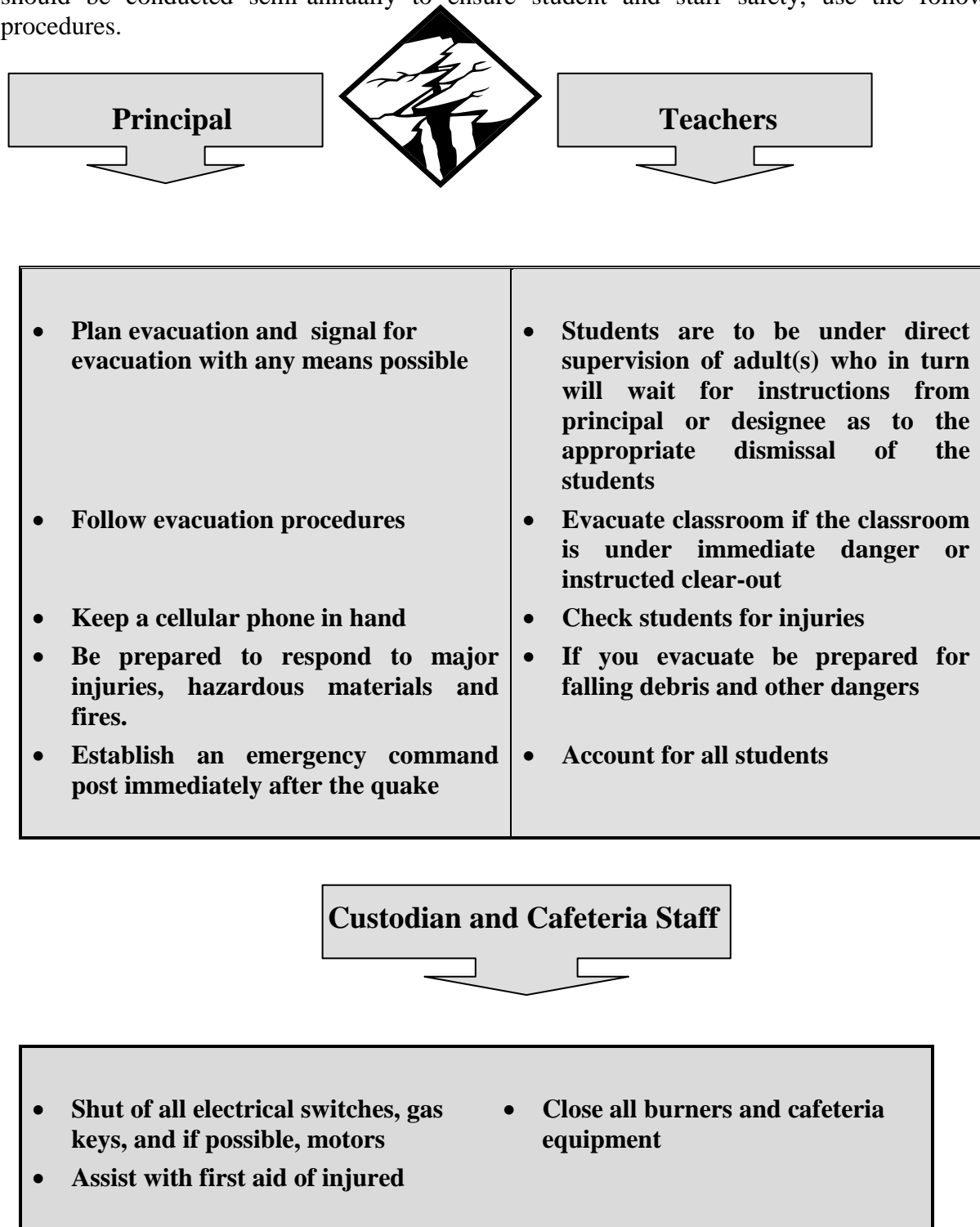
### Principal



- **Call 911 or 0**
- Initiate evacuation
- Notify the Superintendent's office
- Call nurse, prepare for injuries
- Bring all students and staff indoors
- Keep all staff in classrooms
- Call counselor for assistance for **all** students requiring counseling
- Hold students beyond dismissal time if necessary

## EARTHQUAKE

Earthquakes are a form of disaster that gives no advance warning. Therefore, earthquake drills should be conducted semi-annually to ensure student and staff safety, use the following procedures.





## GENERAL PROCEDURES

### INSIDE BUILDING

- All pupils and staff should immediately turn away from glass areas and place themselves under tables and desks.
  - Stay inside
  - Take cover under table or desk
  - Drop and tuck
- If structural damage, window breakage, etc. has been sustained, the teacher is to follow normal fire drill procedures **following termination of the quake.**
  - Extinguish all science class room gas burners
  - Stay clear of chemicals

Students are not to be dismissed from school until the appropriate clearance has been given.

### OUTSIDE BUILDING

- Students and staff are to remain in a cleared area free from any potential falling objects.
  - Move to an open area away from trees, portable backstop, power lines, buildings, etc.
  - Lie down or crunch
- **Under no circumstances should students or adults attempt to return to the building during an earthquake.**

### FOLLOW-UP

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

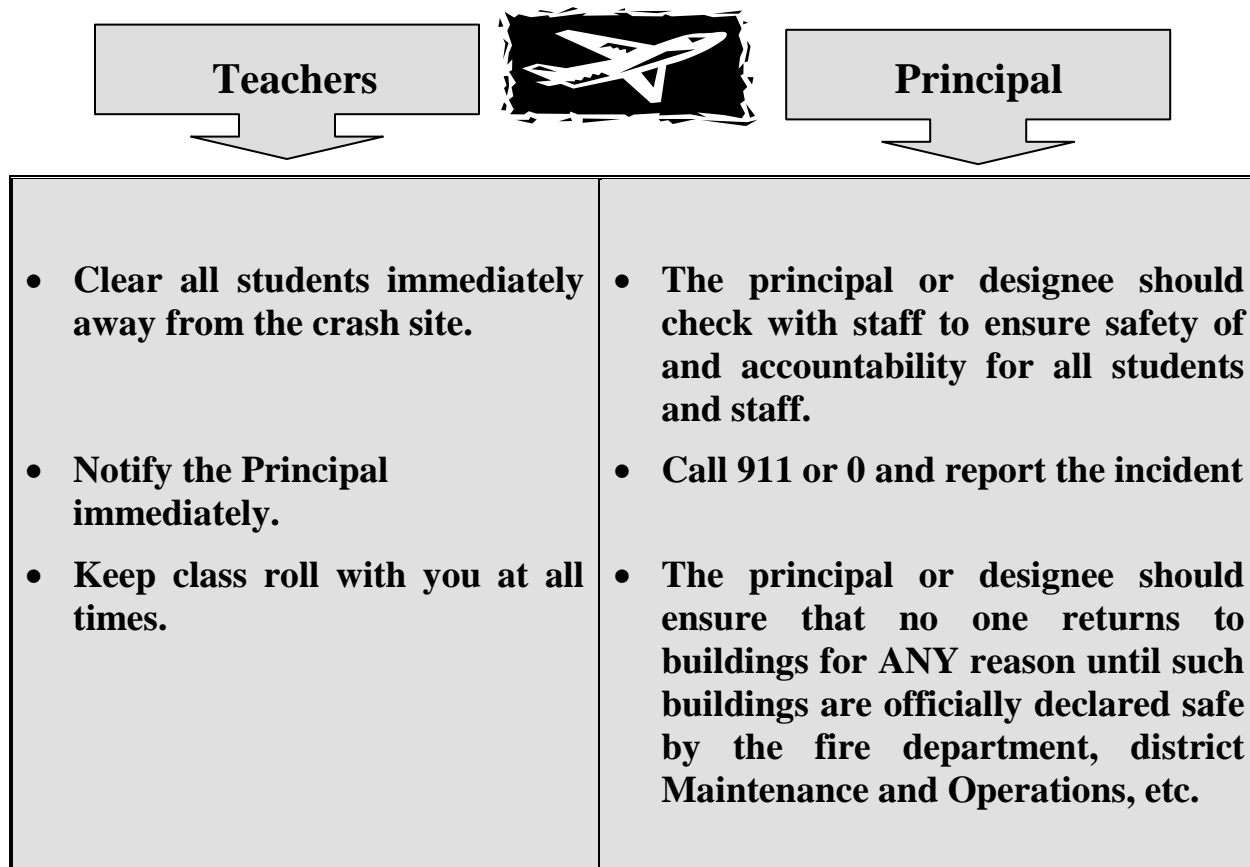
- Prepare procedures for releasing students after an earthquake.
- Provide staff training for potential earthquakes.
- Practice drills for evacuation of buildings.
- Train staff in rescue and emergency measures.
  - First Aid
  - CPR
  - Dealing With Trauma

### INSPECTIONS

**Note:** if any school buildings have signs of structural damage (including cracks in windows, walls, floors, or ceilings), do not re-enter school buildings until they have been inspected by appropriate and qualified departments.

## FALLEN AIRCRAFT (Including Hot Air Balloons)

In the event of a fallen aircraft, teachers/administrators should instruct students to implement Shelter-in-Place procedures (see Shelter-In-Place procedures). If building(s) or site is evacuated all students/staff shall:



### GENERAL PROCEDURES

All school staff and students should:

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

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

**Note:** If media arrives, the principal or designee should usher the media to the Information Center (i.e., school library or principal's office). The only information that should be released to the media is the phone number of the Public relations point person: {Phone number}.

## **FIRE**

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

### **GENERAL PROCEDURES**

#### **Internal Building Fire:**

- Sound alarm and evacuate students and staff a safe distance from building. (See fire drill map and procedures.)
- Call 911 or 0.
- Do not fight the fire if it will put you in danger.
- Notify superintendent, risk management, school police, and public relations point person.
- Do not reenter the building until fire officials declare the area safe.
- If necessary students may be reassigned to an area of the school not affected by the fire. Students should be accounted for, and if appropriate, a staff member can remain at or near the school to assist arriving parents.

#### **External fire near the school:**

- Evaluate situation.
- Evacuate if students or school buildings are in danger.
- If smoke is blowing in the direction of the school and not endangering lives, activate the Shelter-In-Place procedure (Keep students inside of classrooms, turn off ventilation systems, wait for word that it is safe before resuming any outside activity) (see Shelter-In-Place procedures).

**Note:** If media arrives, the principal or designee should keep the media in the front of the school. The only information that should be released to the media is the phone number of the public relations point person: {Phone Number}.

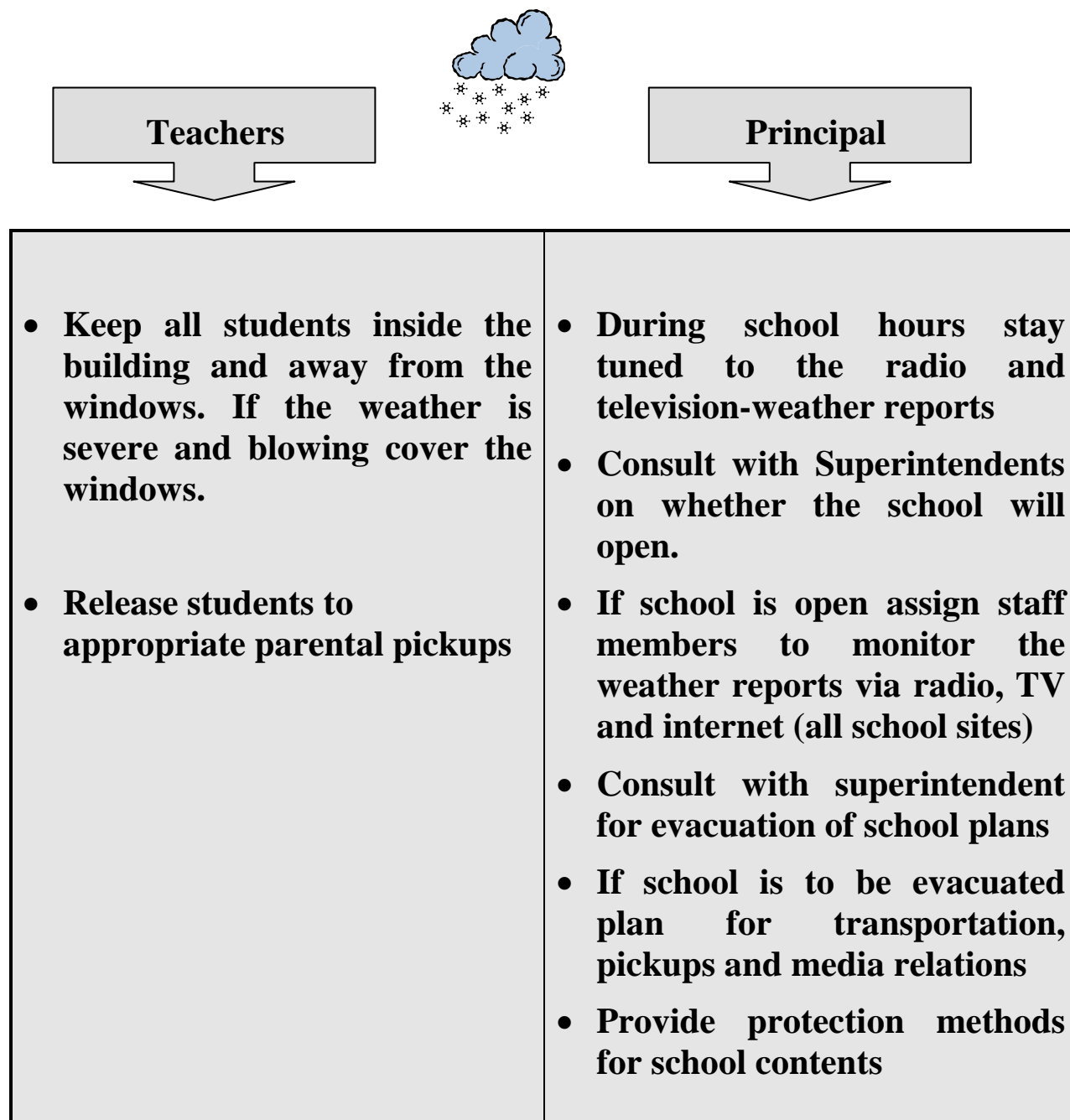
## FIRE



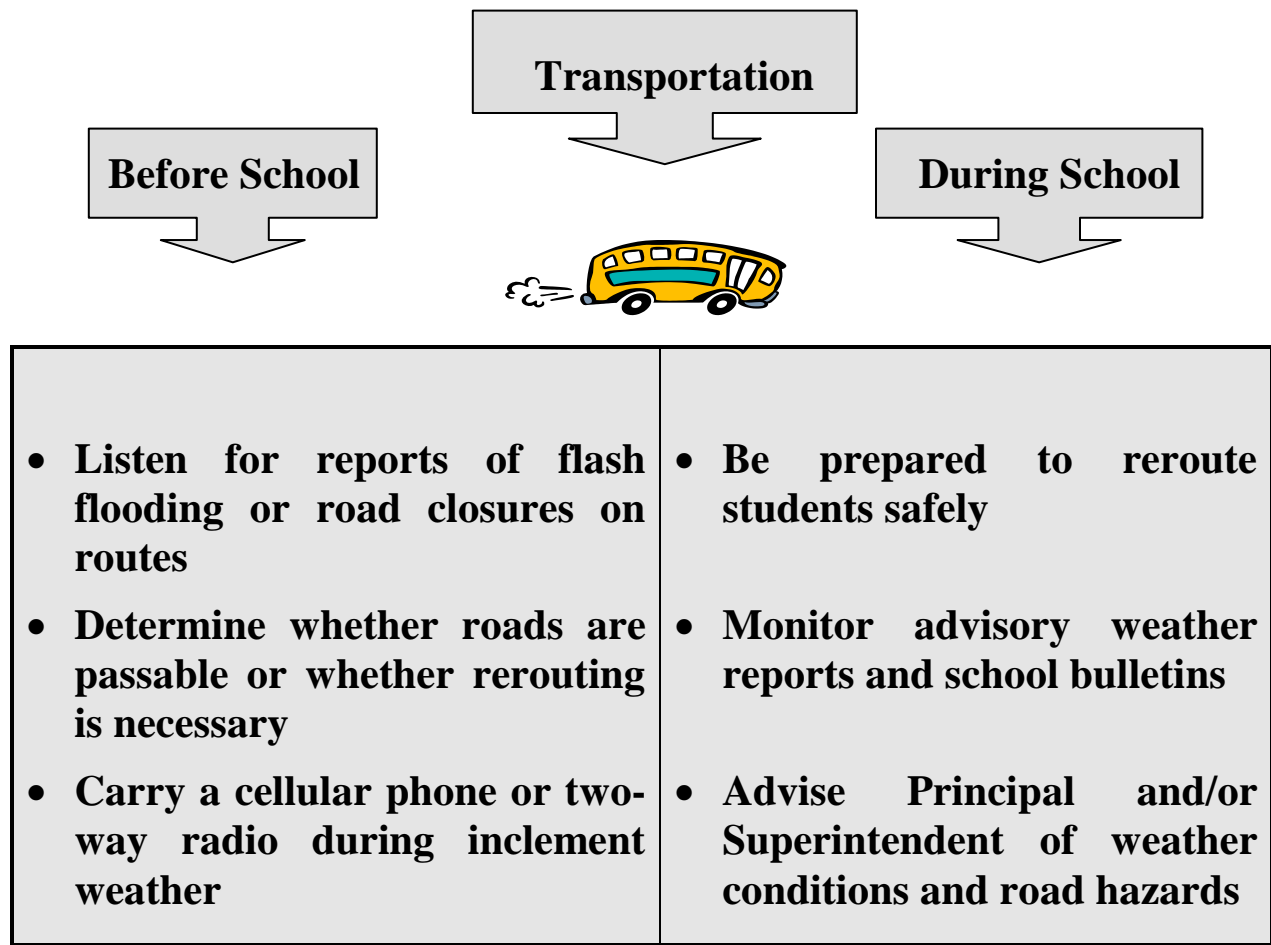
<ul style="list-style-type: none"><li>• <b>Evacuate when the alarms sound</b></li><li>• <b>Use Fire extinguisher if the fire is small and located in your room</b></li><li>• <b>Account for all students</b></li><li>• <b>Proceed with evacuation of buildings (follow fire drill procedures)</b></li><li>• <b>Provide First Aid</b></li><li>• <b>Account for all students and do not allow students to leave the area or return into the building</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Sound Alarm</b></li><li>• <b>Call 911 or 0</b></li><li>• <b>The school may have to be evacuated make a sound judgement (see evacuation plan).</b></li><li>• <b>Notify the Superintendent</b></li><li>• <b>Notify all staff when it is safe to return to building</b></li><li>• <b>Be prepared to transport students to a safe site if necessary</b></li></ul>
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## FLOOD/SNOWFALL

These natural disasters are usually Shelter-In-Place (see Shelter-In-Place procedures) emergencies, until parents can be notified. Although closing school may be appropriate, students should not be sent home if it is hazardous to do so.



Flood/Snowfall



## GENERAL PROCEDURES

If evacuation to another location is necessary, contact the Superintendent, Assistant Superintendent, or designee. A flood may require immediate evacuation. If so, it would be communicated by a governmental authority. Do not evacuate through water. If time permits have custodians turn off utilities, especially if basement is in danger of flooding. Evacuate to high ground.

## **GAS LEAK/EXPLOSION**

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

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

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

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

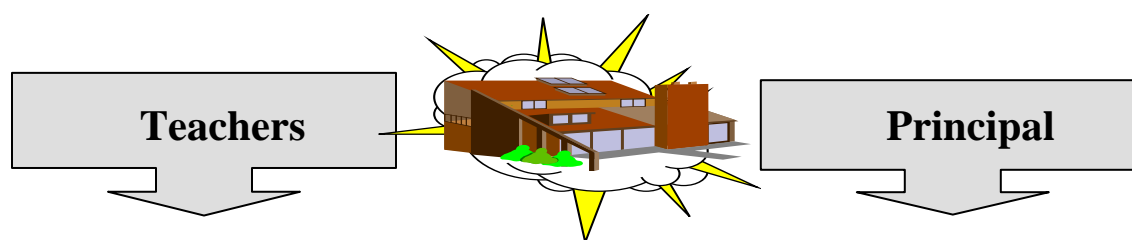
## **GENERAL PROCEDURES**

**If there is a leak, CALL 911 or 0 and:**

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

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

## Gas Leak/Explosion



<ul style="list-style-type: none"><li>• <b>Evacuate when the alarms sound</b></li><li>• <b>Be calm</b></li><li>• <b>Account for all students</b></li> <li>• <b>Evacuate the room—follow the fire drill procedures</b></li><li>• <b>Evacuate to a safe distance or designated area away from the source of the danger</b></li><li>• <b>Return to your room only after you have been instructed to return</b></li><li>• <b>Be prepared to dismiss students if necessary and provide a method for accountability of all students and staff</b></li><li>• <b>Organize the evacuation and practice drills for bus/vehicle transportation away from the danger zone</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Sound Alarm</b></li><li>• <b>Call 911 or 0-Fire Dept</b></li><li>• <b>Prepare nurses and counselors for First Aid procedures</b></li><li>• <b>Insure that all electrical, fans and cafeteria equipment is off</b></li><li>• <b>Call the Superintendent</b></li> <li>• <b>Prepare staff for transporting students to an evacuation safe site if necessary</b></li><li>• <b>Notify all staff when it is safe to return to building</b></li> <li>• <b>Prepare incident report</b></li></ul>
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## **HOSTAGE CRISIS/STUDENT WITH A WEAPON**

It is possible that students and/or staff could be drawn into a hostage crisis. If the school should be faced with this crisis, our ability to act appropriately will be of extreme importance to the safety of students and personnel, as well as your own.

All students and staff who are on site, but not in imminent danger should follow **Shelter-In-Place procedures** (see Shelter-In-Place procedures). Close and lock all doors, close curtains/blinds, stay away from the doors and windows, and wait quietly for further instructions.

### **GENERAL PROCEDURES**

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

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

**If Possible, Try To Inform Any Of The Following Agencies, But Not At The Risk Of Lives.**

- Call 911 or 0
- School Police at 575-430-3760
- Superintendent's Office at ext. 4419

**REMEMBER: Time And Remaining Calm Are Your Greatest Allies!**

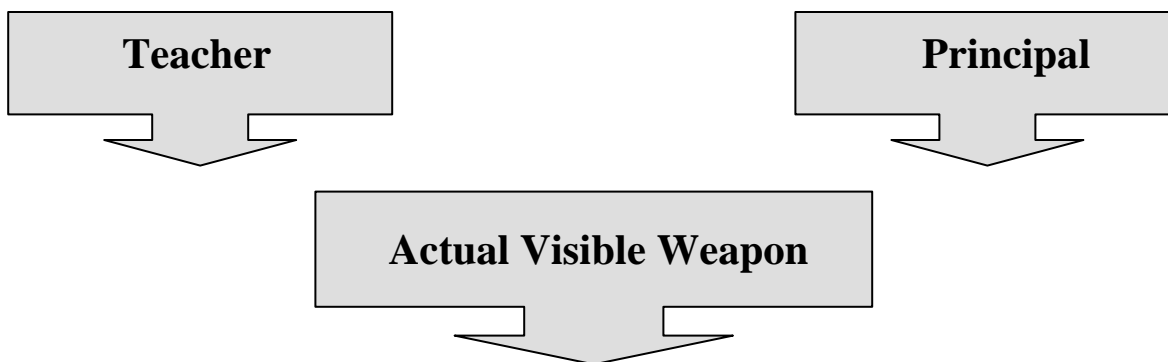
**Note:** If media arrives, the principal or designee should keep the media in the front of the school. The only information that should be released to the media is the phone number of the public relations point person: {phone number}.

## PERSON/STUDENT WITH A WEAPON



<ul style="list-style-type: none"><li>• Be calm and use common sense</li><li>• Notify the Principal immediately-even if you only suspect a weapon (gun, knife, bludgeon or other illegal weapon)</li><li>• Advise the Principal of the reported incident and possible weapon violation</li><li>• Do not attempt to confiscate the weapon from the suspect student (s)</li></ul>	<ul style="list-style-type: none"><li>• If weapon is suspected bring the student to the office along with backpack and other items belonging to the student</li><li>• Have more than two adults in this meeting with the student.</li><li>• Ask the student to empty out all items in his possession</li><li>• If no weapon is found continue the investigation further into the student's locker.</li></ul>
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## PERSON/STUDENT WITH A WEAPON



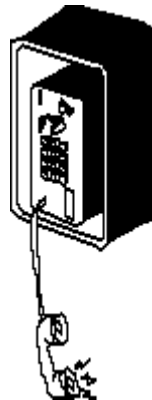
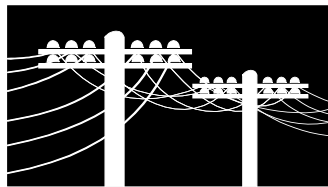
<ul style="list-style-type: none"><li>• <b>Notify the Principal</b></li><li>• <b>Be calm and use common sense</b></li><li>• <b>Do not approach the student (suspect) with the weapon</b></li><li>• <b>Evacuate the classrooms without causing aggressive moves toward the student (suspect with weapon)</b></li><li>• <b>Clear the area completely and away from sight</b></li><li>• <b>Keep students calm</b></li><li>• <b>Advise the Police of all actions taken by the suspect and describe the weapon (s)</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Call 911 or 0</b></li><li>• <b>Call superintendent's office</b></li><li>• <b>Report the name of the student and his/her location</b></li><li>• <b>Secure all teachers and students in classroom</b></li><li>• <b>Utilize passwords or code words for weapon violations</b></li><li>• <b>Stay out of sight from suspect</b></li><li>• <b>Evacuate the building by using the PA system announcement, if possible</b></li><li>• <b>Advise the police of all actions taken by the suspect and describe the weapon (s)</b></li></ul>
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## **LOSS OF POWER OR WATER**

Loss of power or water should be phoned to Maintenance Dispatch at 575-430-3879 who will, in turn notify appropriate school officials.

Maintenance will assess the situation and advise the Superintendent or Chief of Facilities Planning and Operations and the site administrator with the estimate of when the utilities will be restored.

School Police can be called at 575-430-3760 if the Maintenance dispatcher is not available.



## **SUICIDE THREATS/ATTEMPTS**

If a person demonstrates any suicidal tendencies (verbal or other signs), keep that person under close observation until a trained professional in mental health arrives.

Suicide is not a spontaneous activity. Suicide is usually the result of a long-term, gradual; wearing-away process called emotional erosion. What is being eroded is the person's ability to cope with life experiences and the emotions surrounding his/her experiences. There is no single cause of a suicide; only causes.

When working with a suicidal person look for a clustering of warning signs within a context of: recent loss, sadness, frustration, disappointment, grief, alienation, depression, loneliness, physical pain, mental anguish, or mental illness.

- **Take Suicide Threats Seriously.**
- **Remain With The Person Until Help Is Obtained.**
- **Seek Immediate Help From A Trained Professional.**

## **GENERAL PROCEDURES**

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

- Call 911 or 0 **IMMEDIATELY** and/or School Police 575-430-3760
- Notify the principal or other administrative staff.
- Isolate the person, if possible, to eliminate risk to others.
- Principal or designee should contact parent/guardian/family member **IMMEDIATELY**.
- Stay calm and await emergency personnel.
- Contact Employee Assistance for psychological services.

**FOR INTERVENTION AND ASSESSMENT SERVICES CALL THE SCHOOL  
EMPLOYEE ASSISTANCE  
Ext. 4468**

**Note:** If media arrives, the principal or designee should usher the media to the Information Center {school library}. The only information that should be released to the media is the phone number of the public relations point person: {phone number}.

## SUICIDE THREATS/ATTEMPTS

**Teacher**

**Principal**

**Suicide Threat/Attempt**

- Notify the Principal and ask for the counselor/social worker/nurse
- Evacuate students quickly and quietly without causing any disruption to the student
- Do not return students to the classroom. Find an alternative sight after the incident
- In the case of death to a student, be prepared for student grief and other trauma
- Assign all students to counseling after the incident
- Complete an incident report

- Call 911 or 0 and explain the type of incident
- Notify the Superintendent Office
- Notify the parents
- Meet with the parents in a control area
- Escort the Police directly to the scene
- In the event of a death, be prepared to contact all responsible parties and establish control of the scene and the school

**Counselor—Social Workers**

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



## **TEAR GAS/PRANKS**

In case of a tear gas prank:

- Evacuate according to the fire evacuation plan.
- Render First Aid.
- Leave doors and windows open. The gas will dissipate in about 30 minutes.
- Notify School Police 575-430-3760 and Risk Management 575-430-3347.
- 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.

Overreaction tends to encourage tear gas pranks.

### **SOME TEAR GAS CAN BE FATAL TO INDIVIDUALS WITH ASTHMA.**

**Note:** If media arrives, the principal or designee should usher the media to the Information Center {school library}. The only information that should be released to the media is the phone number of the public relations point person: {phone number}.

## WINDSTORMS

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

- Move students away from windows. Open windows slightly to equalize air pressure (tornado). Hallways also provide protection.
- 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.
- Move students from portables to main building, if time allows.
- Avoid auditoriums, gymnasiums and structures with large roof spans. Avoid rooms with glass.
- Shut down boilers.

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





## EMERGENCY PROCEDURES/GUIDELINES

### EVACUATION PLAN

#### Unscheduled Early Dismissal

School may be dismissed early due to emergency status such as severe weather conditions, power outages, etc.



<ul style="list-style-type: none"><li>• Evacuate when the alarm {bell} sound</li><li>• Be clear of evacuation routes and sites</li><li>• Close class room doors after everyone has been accounted for</li><li>• Leave the building quickly, quietly and orderly</li><li>• If the situation warrants vehicle and/or bus use, follow set procedures</li></ul>	<ul style="list-style-type: none"><li>• Sound the alarm {bell}</li><li>• Call 911 or 0/district security. Advise them of the reason for the evacuation and present the alternative plans</li><li>• If the situation warrants vehicle/bus use, notify/have transportation</li><li>• Evacuate all students and staff to pre-designated areas</li><li>• Notify parents of the evacuation and give them the central site for picking up students</li></ul>
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## **GENERAL PROCEDURES**

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

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

## Emergency Evacuation

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

### Principal and Teacher



- **The principal or designee will announce that an emergency evacuation will take place**
- **Classes will be dismissed by {grade level, campus location, etc.}.**
- **{Police, fire, civil defense, bus, and/or staff cars} will transport the students**
- **Students are transported to {location}**

## GENERAL PROCEDURES

- All students are transported to the Recreation Center.
- Do not dismiss students from school. Any interference during the evacuation could jeopardize the safety of the students.
- There will be a phone tree for each class. Staff will notify parents.
- Support Staff will post signs parents of evacuation, and giving them instructions for pick up.
- Parents/guardians arriving at the Recreation Center enter through the front door and go directly to designated area.
- Select a person for message taking and to record incidents for documentation purposes.

Before leaving the Recreation Center parents must first check out their student with his/her classroom teacher, and again at the central checkout point {office/main entrance, etc.}.

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

## **Evacuation Guide for Persons with Disabilities**

All students and staff shall evacuate in an emergency. No one shall be left in the buildings. Each school shall develop fire and disaster evacuation plan for all students including students with disabilities.

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

### **Visually Impaired**

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

### **Hearing Impaired Persons**

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

### **Wheelchair Confined**

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

### **Things to Consider for person in a wheelchair**

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



## **Evacuation with a Wheelchair**

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

## **Persons Who May Need Assistance**

- For students with disability create an emergency KIT to include the following items:  
Any person with mobility, vision or recovery problems.
  - Name cards posted by the door way;
  - Current significant medical information;
  - Agreements to include medical treatment if necessary;
  - Medications, as required;
  - Picture cue cards for neurological involved or significantly delayed students
  - American Sign Language cards.
- **The elevator must not be used during a fire drill or any emergency.** The elevator shaft may become a chimney for smoke during a fire. If the electricity fails, the occupants would also be stranded.

## **Individualized Evacuation Plan**

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

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

## **FIRE DRILL PROCEDURES**

Fire drills practice the basic evacuation method. Fire alarms are not connected to Fire Departments or School Police. Call 911 or 0 in the event of an actual or suspected fire.

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

The principal or designee will complete the "School Fire Drill Record" and forward copies to the appropriate office.

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

## **GENERAL PROCEDURES**



All personnel should evacuate according to the school's fire drill procedures developed for each building. Have students stand with backs away from building.

Custodial staff and principal ensure that all restrooms and non-classrooms are evacuated.

Close doors and windows upon leaving, if time allows.

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

**Order And Control Is More Important Than A Hasty Evacuation.**

- Teachers must take enrollment cards/ book.
- Roll must be taken in order to determine all students are present.
- If there are unaccounted absences, a runner should be sent to notify the principal.
- Students on the school grounds should go to their previously designated area.
- Enter the building only after the "all clear" bell sounds and attendance has been taken.

***SCHOOLS WITH SPECIAL NEEDS STUDENTS SHOULD FOLLOW INSTRUCTIONS IN THE EVACUATION PLAN FOR PERSONS WITH DISABILITIES.***

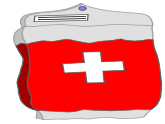
## EMERGENCY FIRST AID

In an emergency situation, any staff member may provide assistance, with due consideration to the following precautions.

### GENERAL PROCEDURES

#### Universal Precautions

- Blood and other body fluids may transmit infectious disease.
- Do not handle without proper training and equipment.
- Assume all human blood and all body fluids are infectious and are to be treated as such.
- Latex gloves shall be worn when providing first aid, followed by thorough hand washing.



#### Blood borne pathogens "Exposure Incident"

"Exposure Incident" means a specific eye, mouth, mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee's duties.

Any time an employee is involved in a possible exposure incident, it shall be reported, investigated, and documented.

**FREQUENT HAND WASHING IS THE SINGLE MOST EFFECTIVE  
MEANS OF PREVENTING THE SPREAD OF INFECTIONS.**

#### CPR Precautions

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, use mouthpieces, shields, pocket masks, or other ventilation devices. Such equipment shall be stored with first aid equipment in the nurse's office.



#### Qualified Staff/First Aid Providers Precautions

Qualified staff/first aid providers who have open lesions or weeping dermatitis shall be examined as soon as possible. These employees shall refrain from all direct patient care and from handling patient care equipment until such examination occurs.

*Annually identify those staff who have current training/certification in CPR and First Aid.*

*Provide staff with first aid kits, latex gloves, and mouthpieces.*

## SHELTER-IN-PLACE

Principal or designee receives information about a situation that requires Sheltering-In-Place rather than an evacuation. Sheltering In Place is the use of any classroom or office for the purpose of providing temporary shelter from a hazardous material release or emergency, chemical release accident, pipeline rupture etc.

### Teacher

### Principal

- **Make sure all students go inside**
- **Close all windows and doors to the shelter area**
- **Turn off all ventilation that may come from outside**
- **If the air within the shelter appears to be contaminated, inform the office of the problem**
- **Account for all students, keep track of and report all missing students to the office**
- **Continue to listen for and follow the directions given by the Principal's Office {PA, written verbal, etc.}**
- **Do not allow anyone to leave the shelter until the all clear signal is given**

- 
- **Instruct staff to Shelter-In-Place by a pre-designated signal {PA, bell system, verbal, written, etc.} that requires all persons outside to go indoors**
- **Make sure persons with special needs are given assistance in getting to shelter**
- **Ensure that maintenance shuts all exterior doors and shuts off all ventilation systems (You may wish to consider taping doors and windows)**
- **Notify superintendent/supervisor**
- **Make sure that people stay in shelters (Use your best judgment in allowing visitors into a shelter)**
- **Communicate with police and fire departments to determine any change in the situation. Get periodic updates**
- **Communicate with police and fire departments to determine any change in the situation. Get periodic updates**





## CRISIS ASSIGNMENTS

In the event of an emergency requiring an evacuation of students or limitation of those entering campus, follow these procedures:

- The office will be established as the Emergency Headquarters. The principal or designee will coordinate the effort. (The staff should have a secondary location for emergency planning in the event of need for more space or other situations that may arise).
- Telephones in rooms will **not** be used unless specifically directed by the Emergency Headquarters. Staff can be made aware of all communication mobile phones or hand held two-way radios.
- Staff will go immediately to their assigned location.

Staff	Assigned Area	Assignment
Class Room Teachers	Classrooms	Keep students in classroom until notified to release or other instructions from administration.
Staff Name	Office/Emergency Headquarters	Assist with coordinating emergency plans
Staff Name	Library/Information Center	If media or parents come on campus, they will be directed to the library where the { staff } will provide assurance. media should be redirected to { staff } or public relations point person. {cell phone number}.
Staff Name	Main entrance/Back/Side Entrances, etc.	Discourage people from entering campus. If parents or media do enter, direct them to the library.
Staff Name	Traffic	Direct Emergency traffic
Staff Name	Main Entrance	Do Not let anyone except emergency vehicles enter parking lots.
Staff Name	Alternate Entrance	Do Not let anyone except emergency vehicles enter parking lots.
Staff Name	Pedestrian/Traffic	Direct emergency pedestrian/traffic