

CUBA INDEPENDENT SCHOOL



SAFETY SCHOOL PLAN 22-23

Section I: Introduction

The Cuba Independent School District is committed to providing a healthy, safe and secure environment for students and employees. The SAFETY 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 the district in providing a school environment that is healthy, safe and conducive to learning.

The goal of the PREVENTION section of the School-Level Safety Plan is to decrease the need for response as opposed to simply increasing response capability. The CISD recognizes that the school community has unique needs and resources which must be addressed to enhance the District-Level Safety Plan. The SAFE SCHOOL PLAN – PREVENTION section will be reviewed annually by school staff. The CISD staff will be appointed by the principals between the end of August and the end of September each year.

Cuba Schools are committed to providing a safe and secure environment for students, employees and their families.

IMPORTANT: As per Homeland Security direction, Site Safety Plans are exempt from public review as they contain "tactical response plans."

Table of Contents

School Safety Team	3
School Maps	4
Assurances	5
ADA and LEP Assurance to NM	5
Bullying Prevention Assurance to NM	7
Discipline Policy Assurance to NM	10
Emergency Drill Assurance to NM	12
Identification and Badging Assurance to NM	14
Pest Management Assurance to NM	15
Review, Revise, Secure and Share Assurance to NM	17

Safety Team

SAFETY TEAM

The safety team is an extension of the district team. The principal(s) oversees the safety process and convenes a school-level safety team for emergency management planning and response.

Each safety team should consist of district and **school staff** (e.g., school administrators, counselor, social worker, nurse, school psychologist, SRO, teacher, facilities staff, and transportation), **community stakeholders** (e.g., parents, mental health professionals, public health, etc.), organizations likely to respond to a school emergency (e.g., law enforcement and fire). **It is required that each School Safety Team have a special education expert (schoolteacher or district staff) on the team.**

School Safety Committee Meeting

CISD Safety Committee Members will meet two times per year to review the School Safe Plan and make any changes necessary as a team. Meetings will be conducted: October, and February.

These meetings will be planned in advance, an agenda published and minutes of the meeting kept in CISD Safety Committee Members binder and in the back of the SSP original binder located in the Principal's office at each respective school.

Prior to and after all drills and exercises the –CISD Safety Committee Members will meet to discuss plan of action and after-action review.

After all incidents and emergencies, the CISD Safety Committee Members will meet to discuss, debrief the incident, and after-action review.

Each year, a safety committee appointed is comprised of key personnel that are critical at each school site during an emergency or other safety issue. This team meets on a monthly basis to review school functioning and any potential safety or hazardous school condition. Although the team members may change as personnel do, the positions and responsibilities stay the same. During the 2017- 2018 school year, the following staff members were identified as the safety team.

District Staff and First Responders (If Applicable)

TITLE	NAME	PHONE #	EMAIL
Superintendent/Compliance Director	Dr. Karen Sanchez-Griego	575-289-3211 ext. 613	ksanchez-griego@cuba.k12.nm.us
Assistant Superintendent of Business/Finance	Rhiannon Chavez	575-289-3211 ext. 103	rchavez@cuba.k12.nm.us

Chief of Staff	Sheldon Toledo	575-289-3211 ext. 612	stoledo@cuba.k12.nm.us
Special Education Director	Laura Saucedo	575-289-3211 ext. 228	lsaucedo@cuba.k12.nm.us
Director of Indian Education	Raphaelita Phillips	575-289-3211 ext. 609	rphillips@cuba.k12.nm.us
Elementary Principal	Judy Atencio	575-289-3211 ext. 403	jatencio@cuba.k12.nm.us
Middle School Principal	John Sandoval	575-289-3211 ext. 302	jsandoval@cuba.k12.nm.us
High School Principal	Gilbert Dominguez	575-289-3211 ext. 202	gdominguez@cuba.k12.nm.us
Maintenance	Lorendo Lopez	505-362-2875	lolopez@cuba.k12.nm.us
Technology Director	Tim Chavez	575-289-3211 ext. 604	timc@cuba.k12.nm.us
Food Service Director	John Hartley	575-289-3211 ext. 251	jhartley@cuba.k12.nm.us
Cuba CARES/Community Schools Director	Victoria Dominguez	575-289-3211 ext. 402	vdominguez@cuba.k12.nm.us
District Nurse	Carol Chase	575-289-3211 ext. 404	cchase@cuba.k12.nm.us
Health Coordinator	Ana Bridge	575-289-3211 ext. 214	abridge@cuba.k12.nm.us

Local Emergency/First Responders/School Resource

NAME	PERSON TO CONTACT	PHONE #	EMAIL
International Protective Services	Aaron T. Jones & Associates	505-897--2420	metrodispatch@ipsglobal.com
Cuba Police Department	Chief	575-289-9157 Emergency: 911	N/A
Cuba Fire Department	Chief Romero	575-289-3456	N/A
New Mexico State Police	N/A	575-289-3443	N/A
Sandoval County Sheriff's Department	Dispatch/Sheriff Romero	800-862-4357 505-867-7526	eoc@sandovalcountynm.gov

Updated on: 11/18/2022

Unified Command

Once police, fire **departments are** on the scene, it becomes a Unified Command structure. In CIS, Unified Command is a unified team effort which allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of

incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility or accountability.

CIS Team Roles

Principal/Designee

Mrs. Atencio shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the **ELEMENTARY** school or support building site.

Mr. Sandoval shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the **MIDDLE** school or support building site.

Mr. Dominguez shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the **HIGH** school or support building site.

Their responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
2. Determine which situation is appropriate (Evacuation; Shelter-In-Place; Lockdown) Activate the School Incident Command System (SICS).
3. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
4. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department, **who** may have jurisdiction for investigations, rescue procedures, etc.)
5. Maintain a line of communication with the Superintendent's Office and District Incident Command Team (DICT).

District Incident Command Team

The District Incident Command Team's role is to support the school when the need exceeds the resources of the school to handle a situation:

- Provide guidance regarding questions that may arise.
- Direct additional support personnel, including District Team Staff members as needed.
- Monitor the emergency situation and facilitate major decisions that need to be made. Provide a district contact for release of information to the media.

Lead Principals

The Lead Principals, **1. Mrs. Judy Atencio, 2. Mr. John Sandoval, 3. Mr. Dominguez** shall be responsible for assisting the overall direction of the emergency procedures at their site.

Responsibilities may include:

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocols.
- Direct students in their charge according to school CIS.
- Render first aid if necessary.
- Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Help coordinate the activities of emergency service personnel.
- Maintain a line of communication with the Incident Command Team.
- Assist as directed by the principal/designee.

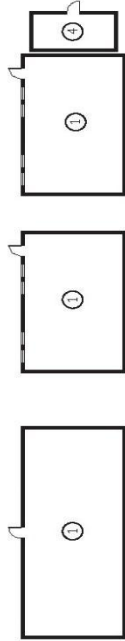
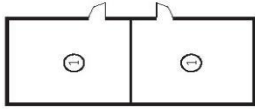
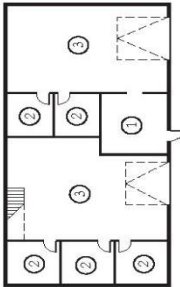
Facility Manager

- Survey and report damage to principal/designee.
- Assist emergency management protocols as directed.
- Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- Assist in the conservation, use, and disbursement of supplies and equipment.

School Maps

Campus Map (Aerial View)

Floor Plan of all Buildings on Campus



Legend

- 1 - General Storage
- 2 - Office
- 3 - Maintenance Garage
- 4 - Storage Shed

Floor Plan
scale 1/32"=1'-0"

Cuba Mainten. Warehouse
Floor Plan:

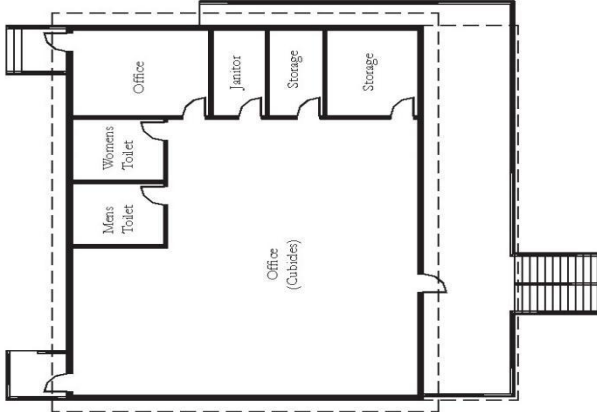
Cuba Business Office
Floor Plan:



Floor Plan
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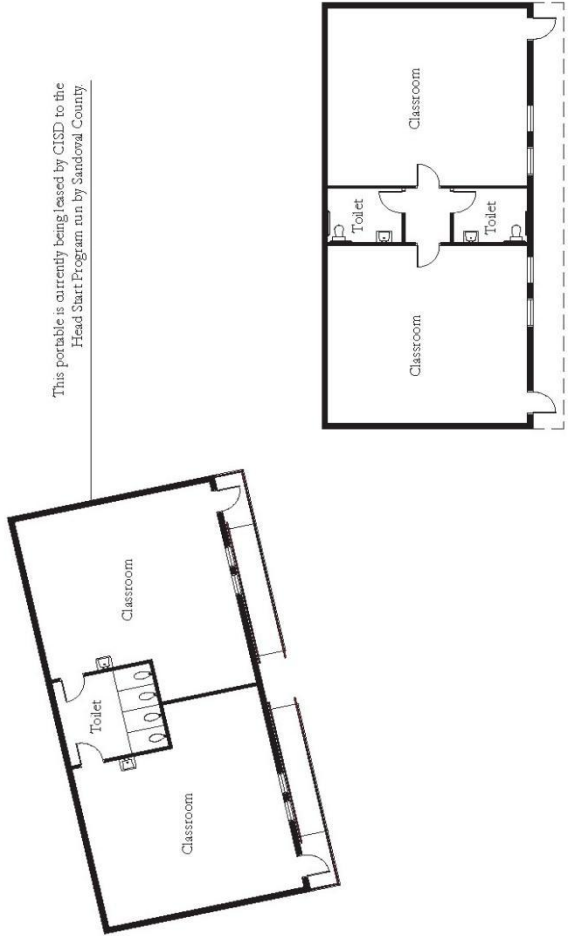
North Arrow
Floor Plan
scale: 1/8"=1'-0"



Cuba Admin. Building
Floor Plan:

* Recently changed to Cuba CARES Building in 2020

Cuba Pre-School
Floor Plan:



Floor Plan
scale: 1/16"=1'-0"

Cuba Elementary School:

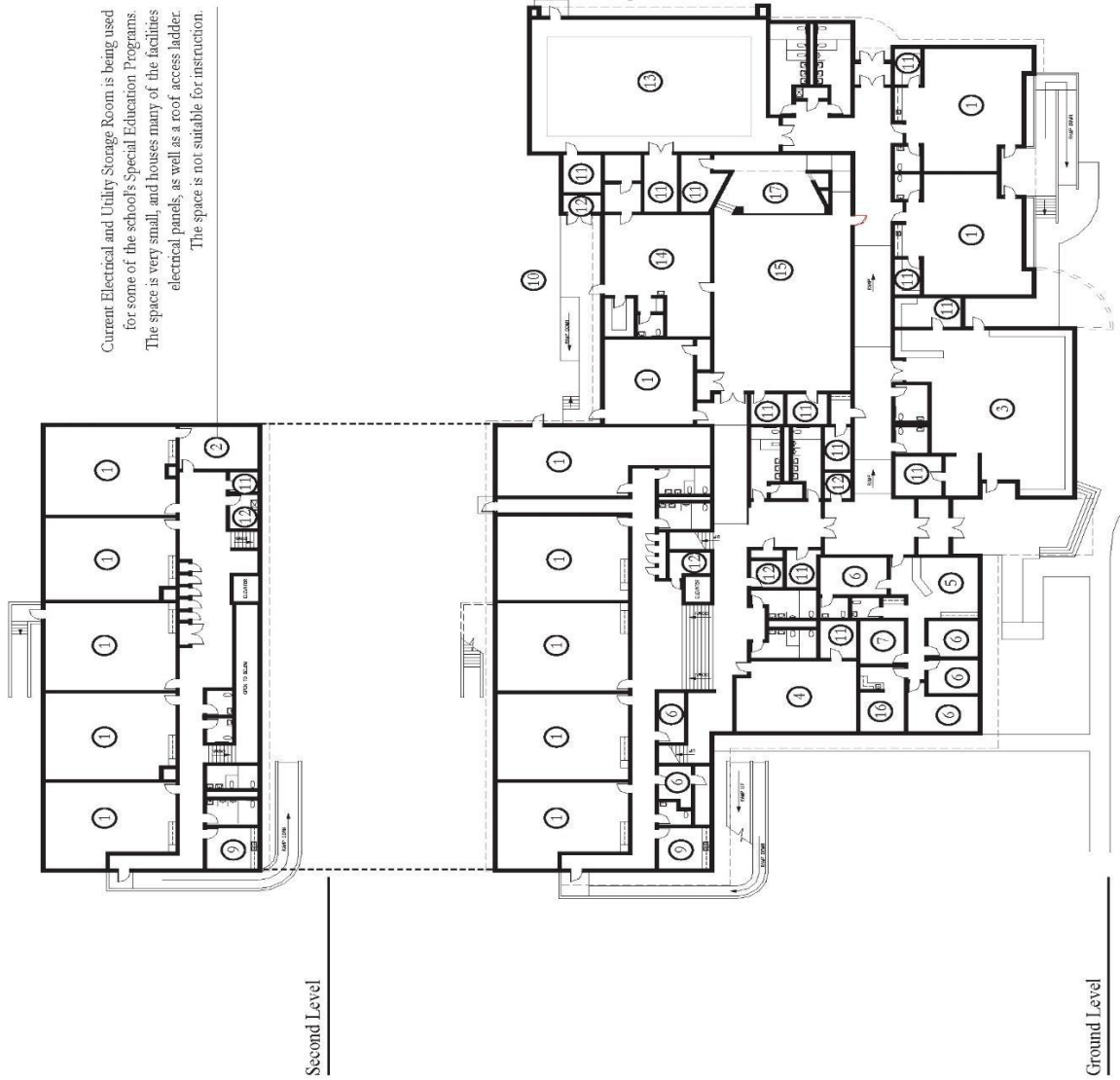


- Pre-K/Kindergarten Classroom
- First Grade-Fifth Grade Classroom
- Specialty Classroom
(Music, Art, Computer Lab, Science)
- Multi-Purpose
(cafeteria, library, media room, gym, etc.)

Floor Plan

N
 drawing not to scale

Cuba Elementary School Floor Plan:



Legend

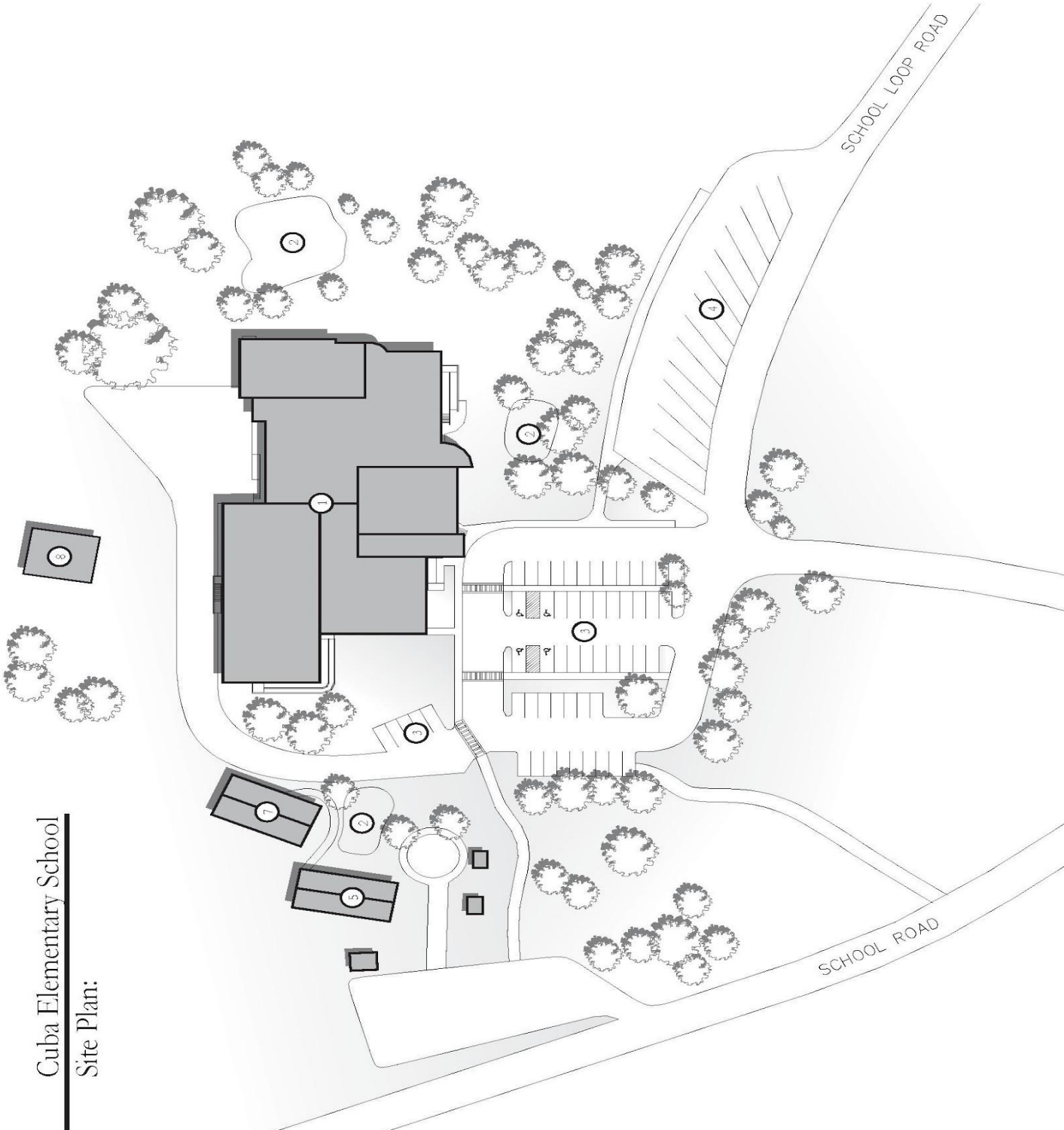
- 1 - General Education Classroom
- 2 - Special Education Classroom
- 3 - Media Center
- 4 - Computer Lab
- 5 - Administration Reception
- 6 - Office / Conference
- 7 - Nurse
- 8 - Counselor
- 9 - Lounge / Teacher Workspace
- 10 - Loading & Delivery Area
- 11 - General Storage
- 12 - Utility / Janitorial
- 13 - Gymnasium / Multi-Purpose
- 14 - Kitchen
- 15 - Cafeteria
- 16 - Parent Workspace
- 17 - Stage

Floor Plan
scale: 1/32" = 1'-0"

Site Plan
Scale: 1"=60'-0"

Legend

- 1 - Main Education Building
- 2 - Playground
- 3 - Paved Parking
- 4 - Bus Loading
- 5 - Head Start Program
- 6 - Loading Area
- 7 - Cuba Pre-School
- 8 - Storage Containers



Cuba Elementary School
Site Plan:

Cuba Middle School:

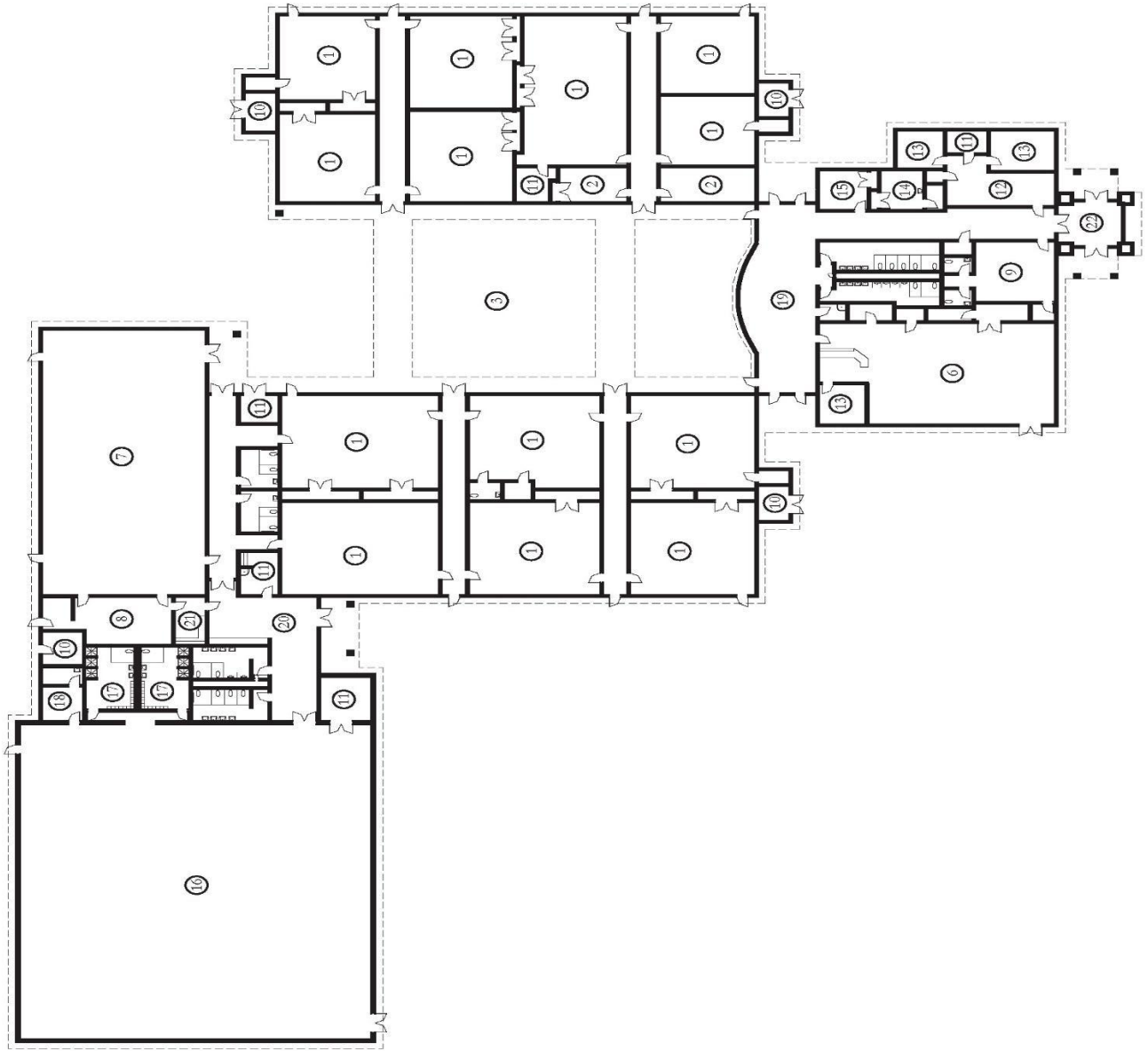


- General Classroom (Grades 6-8)
- Specialty Classroom (Music, Art, Computer Lab, Science)
- Special Needs Classroom
- Multi-Purpose (cafeteria, library, media room, gym, etc.)

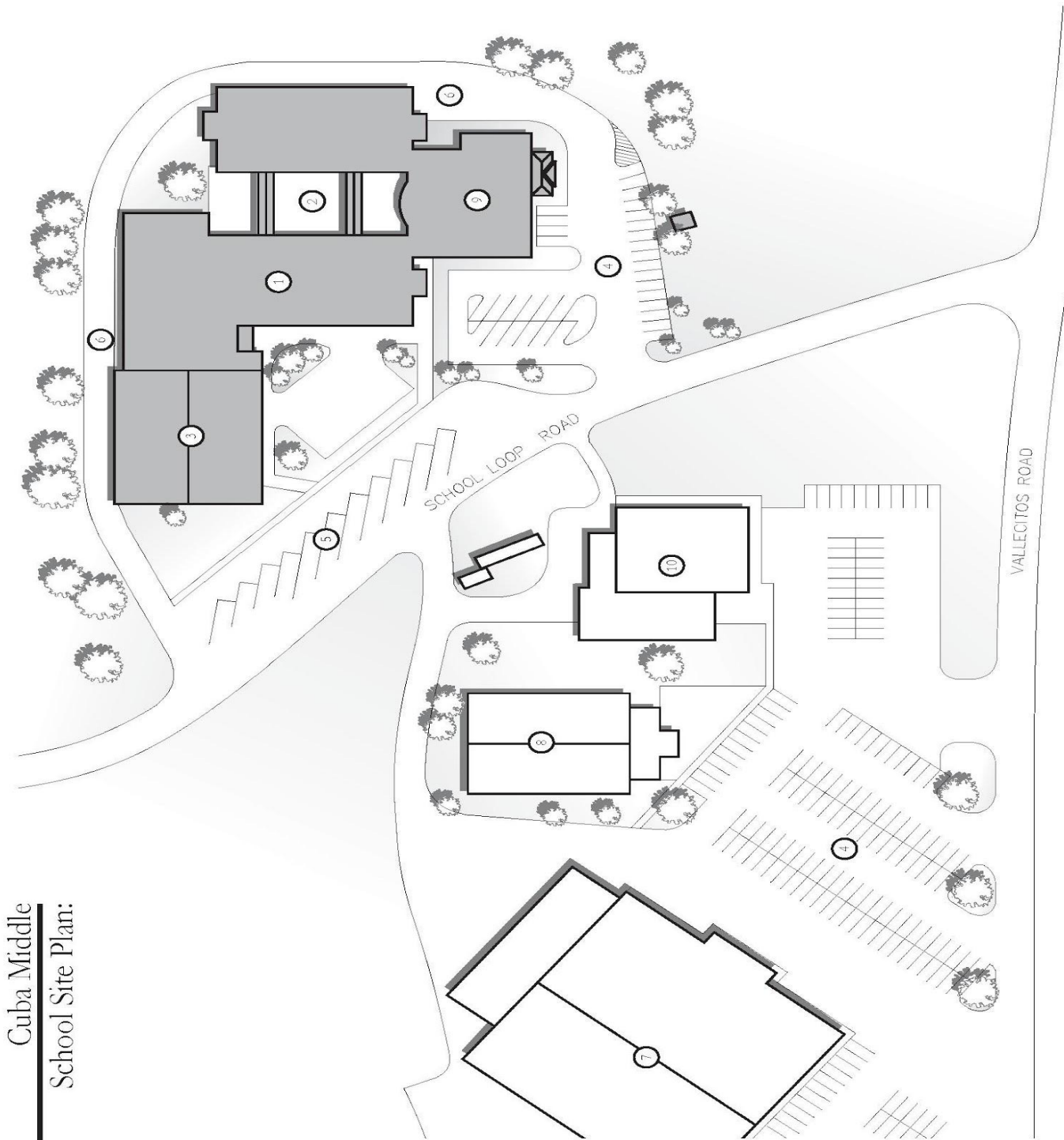
Floor Plan

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Cuba Middle School Floor Plan:



Floor Plan
scale 1/16"=1'-0"



Legend

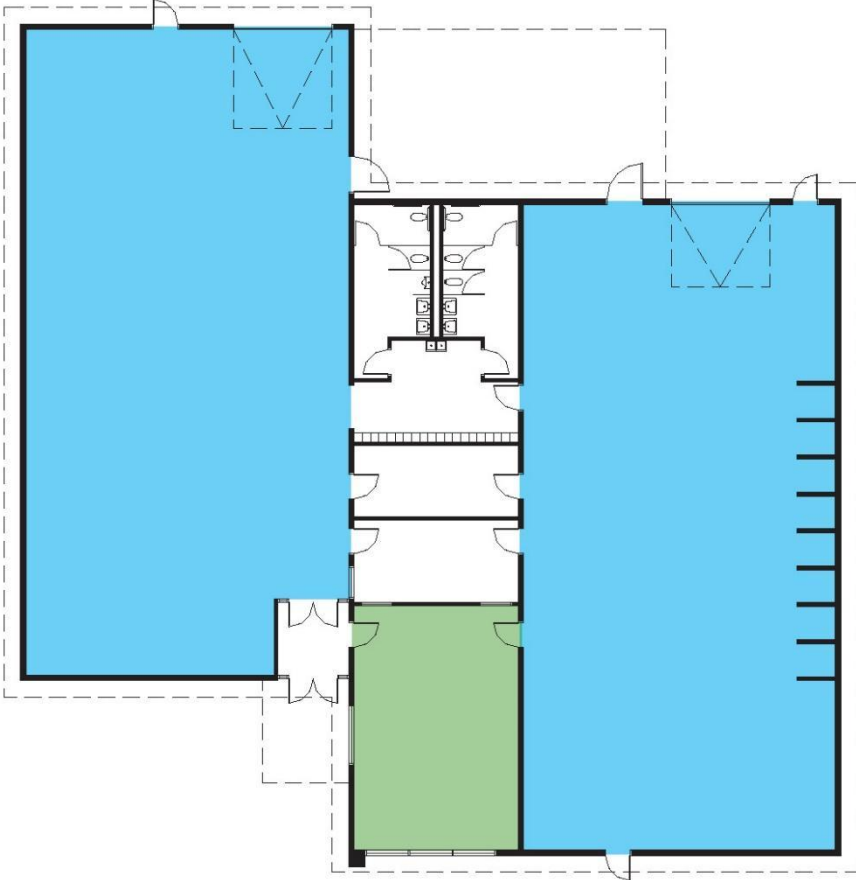
- 1 - Main Education Building
- 2 - Interior Courtyard
- 3 - Gymnasium Wing
- 4 - Paved Parking
- 5 - Bus Loading Area
- 6 - Loading/Deliveries Area
- 7 - High School Gymnasium
- 8 - District Indoor Pool
- 9 - Administration Wing
- 10 - Vocational Education Building

Site Plan

scale: 1"=200'-0"


Cuba Middle School Site Plan:

Cuba
Vocational Building:

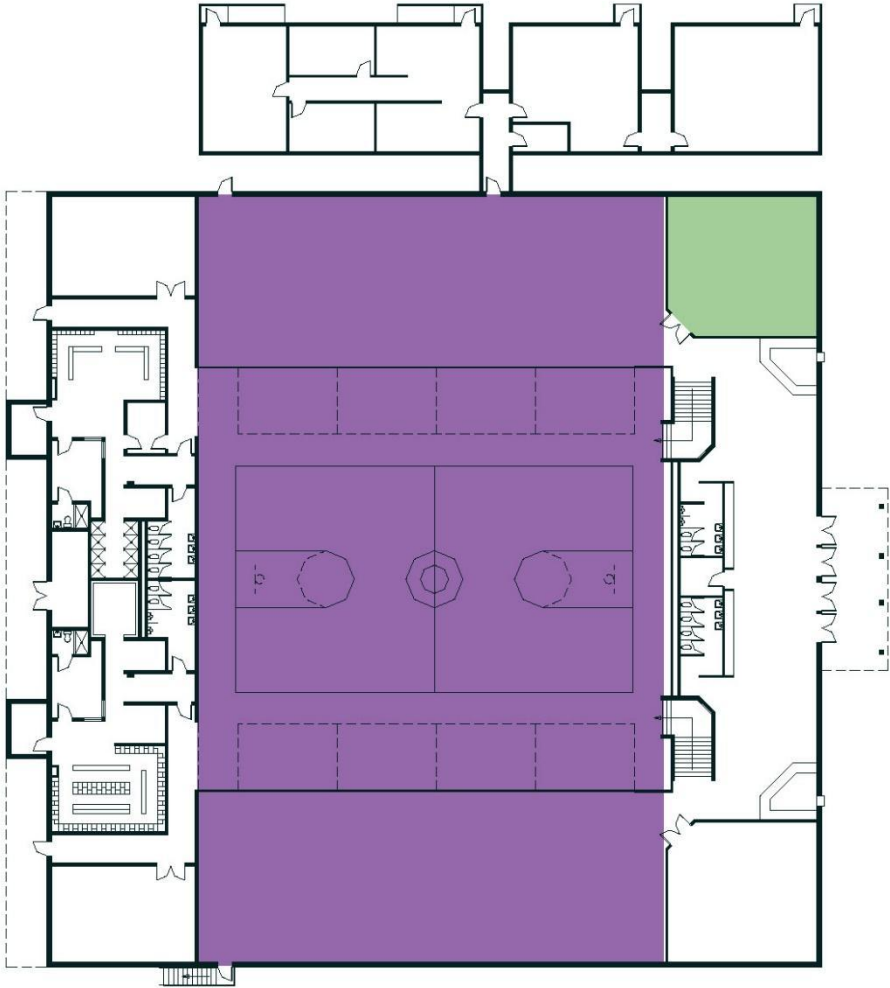


- General Classroom (Grades 7-12)
- Vocational Classroom

Floor Plan

 drawing not to scale

Cuba
Gymnasium:



- General Classroom (Grades 7-12)
- Multi-Purpose
(cafeteria, library, media room, gym, etc.)

Floor Plan

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↑ drawing not to scale

Cuba High School:

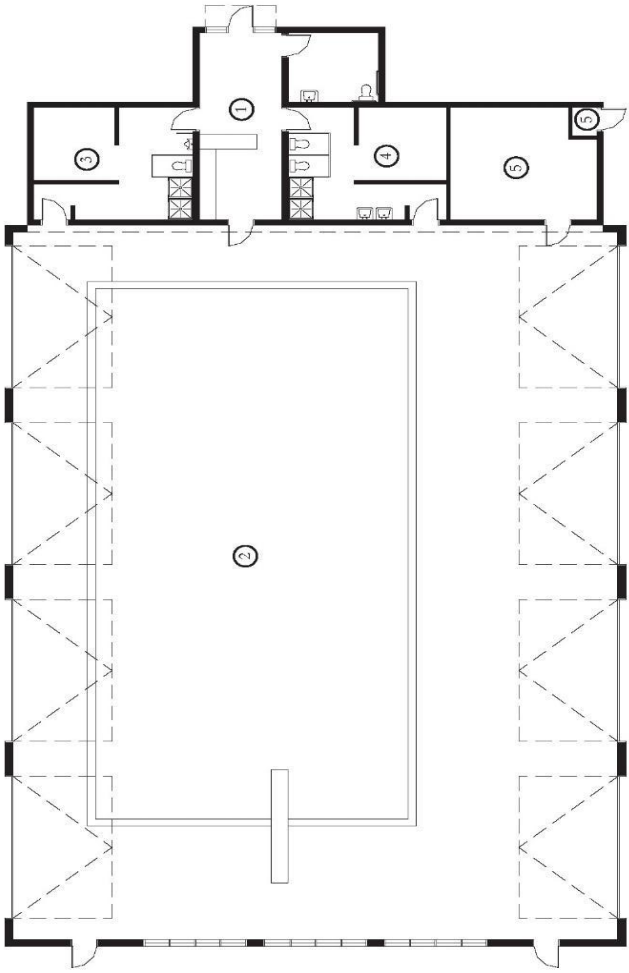


- General Classroom (Grades 7-12)
- Specialty Classroom
(Music, Art, Computer Lab, Science)
- Special Needs Classroom
- Multi-Purpose
(cafeteria, library, media room, gym, etc.)
- Vocational Classroom

Floor Plan-Main Building

N
 drawing not to scale

Cuba Pool
Floor Plan:



Legend

- 1 - Main Entrance/ Reception
- 2 - Pool
- 3 - Mens Changing Room
- 4 - Womens Changing Room
- 5 - Utility/ Janitorial

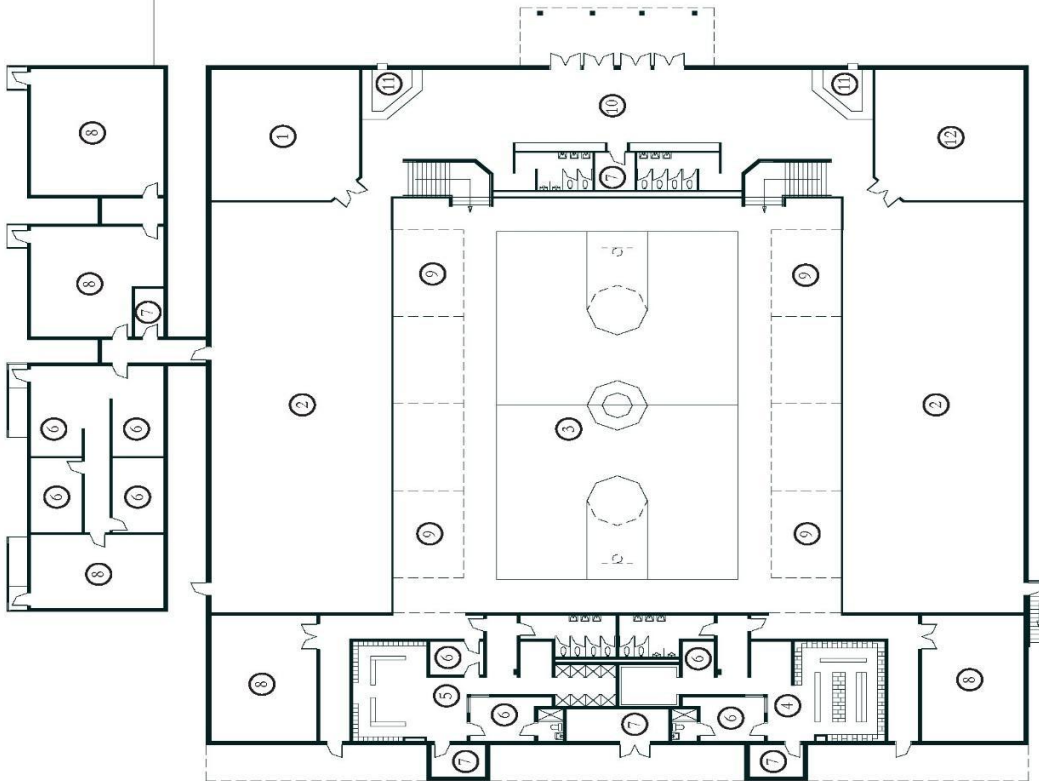


Floor Plan

scale: 1/16"=1'-0"

Cuba Gymnasium
Floor Plan:

The north side of the building is 3 portables
connected to the Main Gym by a hallway. This is
the location of the Technology Department.



Legend

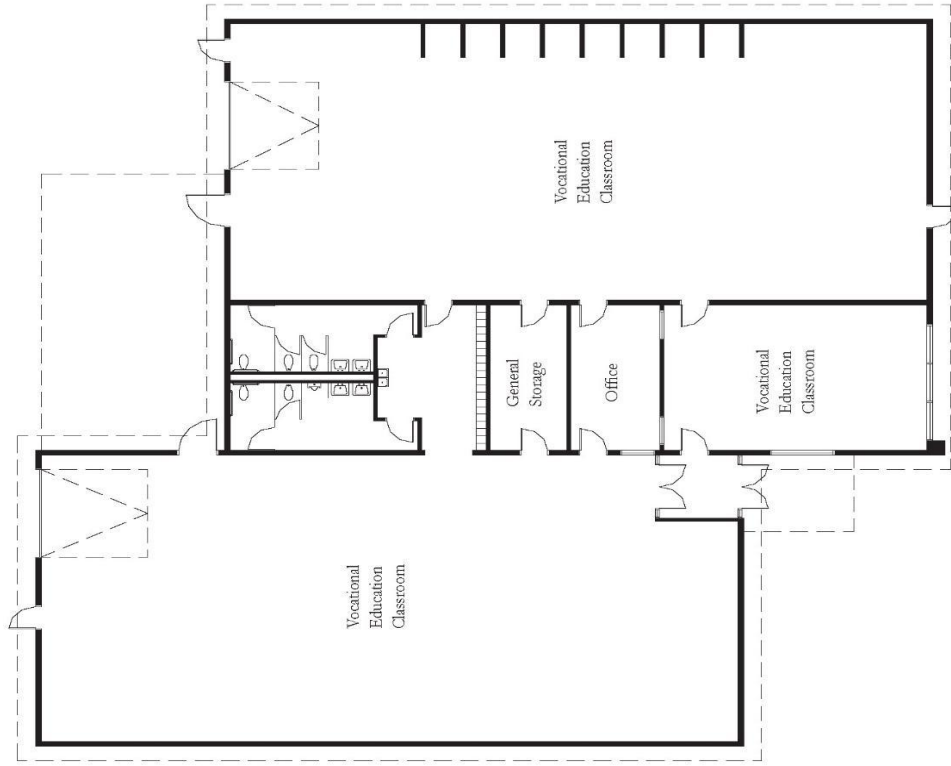
- 1 - General Education Classroom
- 2 - Physical Education Classroom
- 3 - Gymnasium
- 4 - Boys Locker Room
- 5 - Girls Locker Room
- 6 - Office/Conference
- 7 - Utility/Janitorial
- 8 - General Storage
- 9 - Bleachers
- 10 - Main Entrance/Student Commons
- 11 - Ticket Booth
- 12 - Concession Stand

Floor Plan

scale: 1/32" = 1'-0"

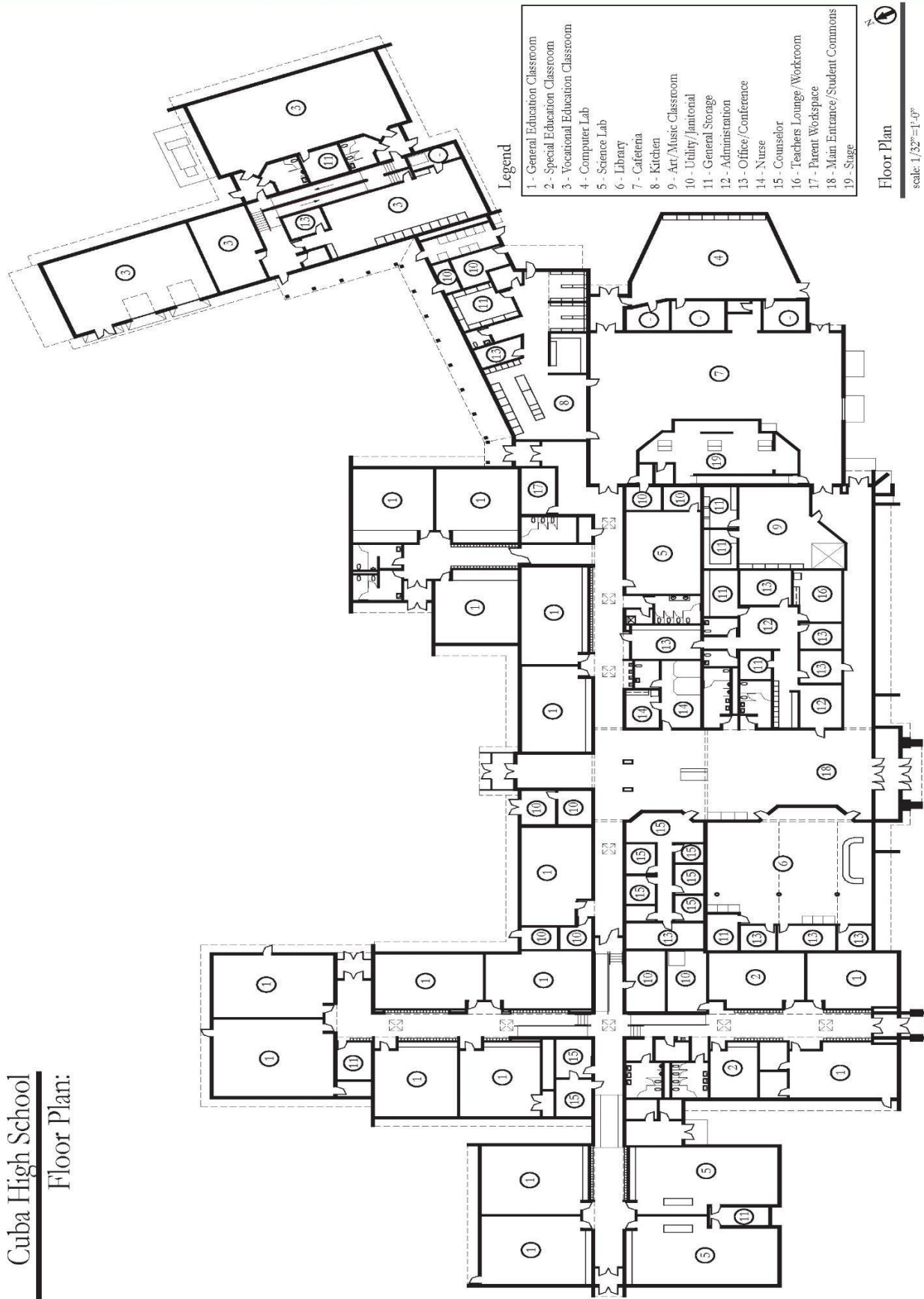


Cuba Vocational Building Floor Plan:



Floor Plan
scale: 1/16"=1'-0"
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Cuba High School Floor Plan:



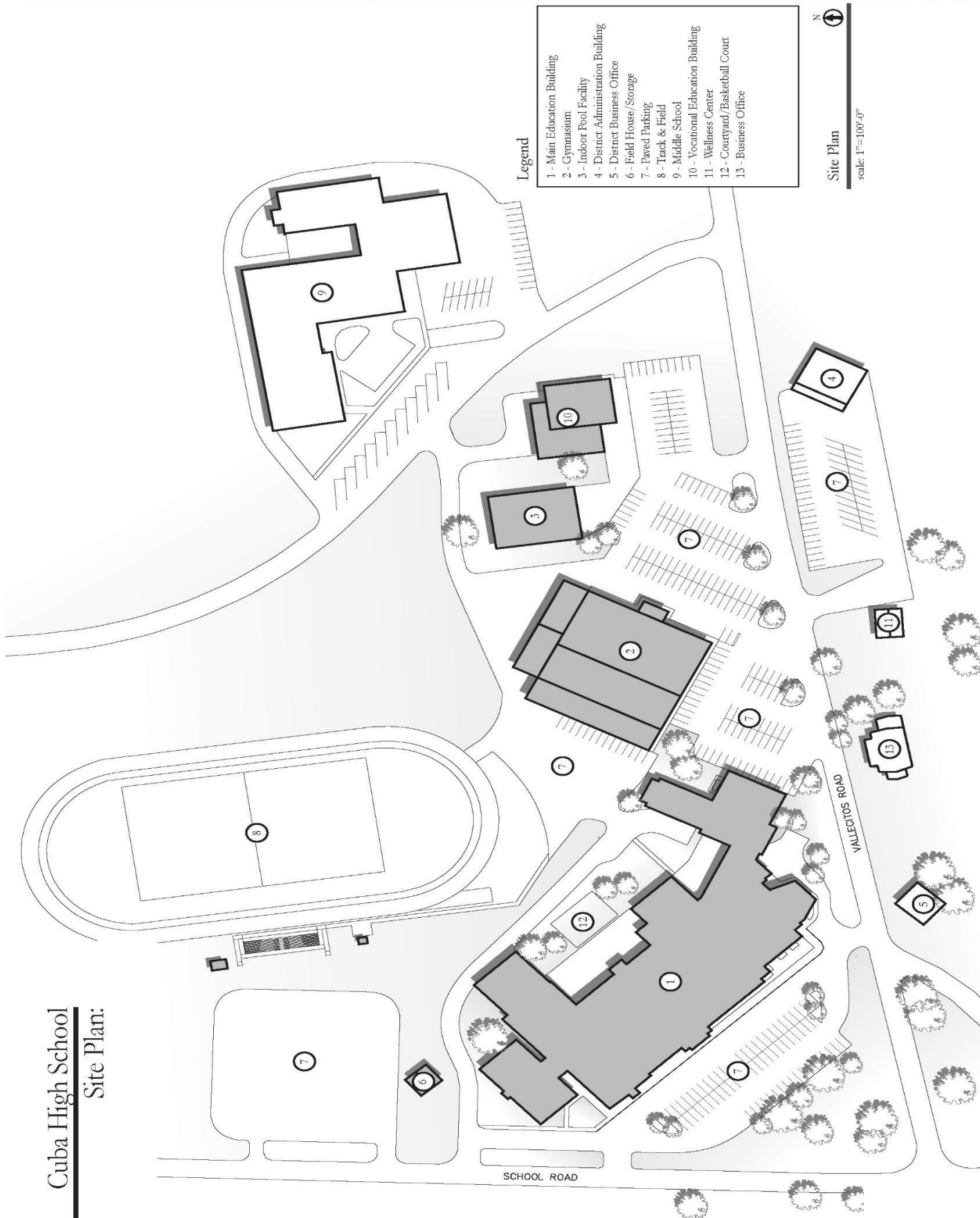
Legend

- 1 - General Education Classroom
- 2 - Special Education Classroom
- 3 - Vocational Education Classroom
- 4 - Computer Lab
- 5 - Science Lab
- 6 - Library
- 7 - Cafeteria
- 8 - Kitchen
- 9 - Art/Music Classroom
- 10 - Utility/Janitorial
- 11 - General Storage
- 12 - Administration
- 13 - Office/Conference
- 14 - Nurse
- 15 - Counselor
- 16 - Teachers Lounge/Workroom
- 17 - Parent Workspace
- 18 - Main Entrance/Student Commons
- 19 - Stage

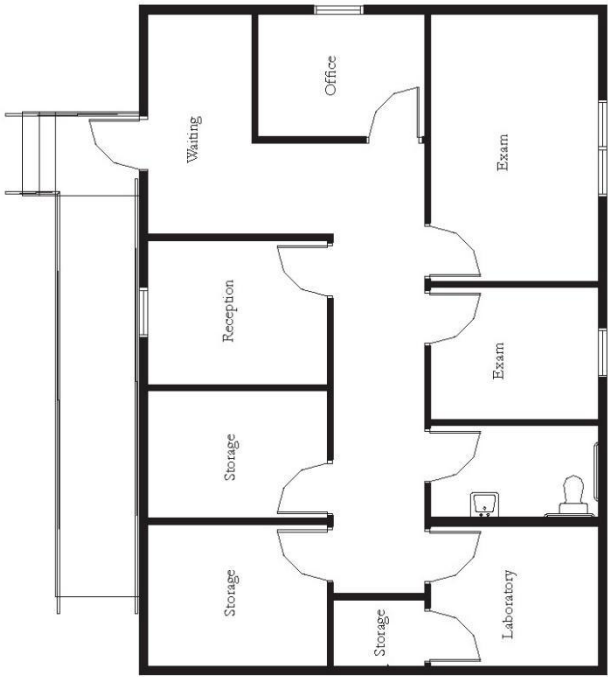
Floor Plan

scale: 1/32"=1'-0"

Cuba High School
Site Plan:



Cuba Wellness Center
Floor Plan:



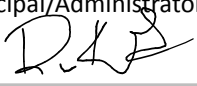
Floor Plan
scale: 1/8"=1'-0"

Assurances

New Mexico Public Education Department (NM PED)

ADA and LEP Assurance to NM

PED for Public and State Charter Schools

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator: DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT	Principal/Administrator Signature: 

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

- Americans with Disabilities Act
- Limited English Proficiency

Explanation of Why Assurance Must Be Provided Americans with Disabilities Act (ADA)

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

Among other things, SSPs must:

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

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

Information and technical assistance about the ADA are available at:

<http://www.ada.gov>

Additional information about the obligations of public schools about the ADA is available at:

<https://nod.org/issues/education/k-12/section-504-and-ada-obligations>

Limited English Proficiency (LEP)

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

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

Information on Title VI of the Civil Rights Act is available at:

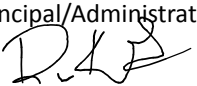
<http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html>

Additional information on LEP is available at <http://www.lep.gov/>

Failure to Provide Assurances to the NM PED

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

New Mexico Public Education Department (NM PED)**Bullying Prevention Assurance to NM****PED for Public and State
Charter Schools**

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT:	Principal/Administrator Signature: 

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

School/District Bullying Prevention Policy

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

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

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

NM School Bullying Policy Requirements

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

- The definitions related to bullying as included in the Safe Schools for All Act
- A statement prohibiting bullying
- A statement prohibiting retaliation against persons who report or witness incidents

- A list of consequences—exclusive of suspension and expulsion, and shaped by the three considerations bulleted below—that will limit the restrictive nature of consequences for cyberbullying incidents, such that, while correcting cyberbullying behavior and preventing further incidents of cyberbullying, a
- Student with cyberbullying behavior can participate in, or benefit from, the services, activities, or privileges provided by the school to the greatest extent possible. Three considerations include:
 - The nature of the incident.
 - The developmental age and/or cognitive level of the student who is bullying.
 - Historical problem behavior from the student who is bullying.
- A prohibition on electronic communication directed at a student that is published with the intent that it be seen by, or disclosed to, that student and that substantially interferes with the student's ability to participate in, or benefit from, the services, activities, or privileges provided by the public school. It includes a procedure for
 - Reporting bullying and for reporting retaliation for reporting an act of bullying, including:
 - An allowance for reporting orally and in the preferred language of the person reporting.
 - A method for anonymous reporting, provided that no formal disciplinary measures shall be taken solely based on an anonymous report of an actual bullying incident.
 - A method for parent to file written reports of suspected bullying.
 - A prompt investigation of reports of violations of the bullying prevention policy and of complaints of bullying or retaliation, including:
 - Designation of a school or district administrator who has the responsibility to:
 - Investigate or supervise the investigation of all reports of bullying; and
 - Ensure that investigations are completed promptly after the receipt of any report made under this rule.
 - Notification of the parents of the student alleged to have committed an act of bullying and the parents of the student targeted by the alleged act, including:
 - The provision that if, in the administrator's professional opinion, notifying the parents would endanger the health or well-being of a student, the administrator may delay such notification as appropriate.
 - A requirement that school employees who witness bullying or who receive reports of bullying notify the designated administrator within two calendar days of the employee witnessing or receiving a report of bullying.
 - An appeal process for a student who is accused of bullying or who is the target of bullying and who is unsatisfied with the outcome of the initial investigation.
 - Development of a student safety support plan for students who are targets of bullying that addresses safety measures the school will take to protect targeted students against further acts of bullying.

- Bullying prevention policies and procedures for reporting bullying in student handbooks using developmentally and culturally appropriate language. Policies shall be produced and disseminated in appropriate languages for any school district in which a substantial portion of the student population speaks a language other than English at home.
- Procedures established by each local school board for public schools to report aggregate incidents of bullying and/or harassment under any applicable Federal or State law, responses to these incidents, and the annual reporting of this information to the NM PED.

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

- Establish an annual bullying prevention program for students included in New Mexico's health education content standards with benchmarks and performance standards.
- Provide annual training on bullying prevention to all employees and volunteers who have significant contact with students; and
- Incorporate information on the bullying prevention policy into new employee training.


Each school district and public school shall develop a plan for the way in which the policy is to be publicized, including:

- Making each school district's anti-bullying policy—and developmentally, culturally, and linguistically appropriate variants of the policy—available on public websites.
- Identifying a point of contact for bullying-related concerns.
- Informing parents and students about the policy, at least annually, through student handbooks and/or other resources.

Failure to Provide Assurances to the NM PED

It is required that SSPs include the assurances above, in accordance with New Mexico Administrative Code (NMAC) 6.12.7.7 for NM PED's approval.

New Mexico Public Education Department (NM PED)**Discipline Policy Assurance to NM****PED for Public and State
Charter Schools**

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator: DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT	Principal/Administrator Signature: 

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

- 6.11.2.1 - 6.11.2.9B (8) NMAC
- § 22-5-4.12 NMSA 1978
- Documents and implements special considerations for students with disabilities in the student's Individualized Education Program under Special Considerations, including disciplinary removal for students with disabilities in accordance with 6.11.2.11 NMAC.
- 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act of 2001, Title IX, Part A, as amended by the Every Student Succeeds Act (ESSA), Sections 721, 722(g)(1)(I), 722(g)(7) and
- 6.11.2 NMAC.

A model School Discipline Policy using USDE Guiding Principles contains the following:

- A commitment to maintaining a campus environment that is pleasant, safe, and conducive to learning for all.
- A consistent discipline policy that encourages appropriate and socially acceptable behavior (e.g., a progressive discipline matrix).
- A discipline procedure for school bus disruptions that is consistent with the school's overall discipline policy and incorporates a formal incident reporting process and reporting form.
- An acknowledgement that responsibility for the above carries authority from every employee to every student and shall not be limited by position, assignment, or job description; and
- A focus on Positive Behavioral Interventions and Supports.

A School Policy on the use of restraint and seclusion techniques shall contain the following:

- A school may permit the use of restraint or seclusion on a student only if both of the following two (2) conditions apply:
 1. The student's behavior presents an imminent danger of serious physical harm to the student or others (students, staff, visitors, substitute teachers, contractors, etc.); and
 2. Less(er) restrictive intervention(s) appear insufficient to mitigate the imminent danger of serious physical harm.

- Restraint and seclusion techniques shall only be used and applied by school employees who are trained in the safe and effective use of restraint and seclusion unless an emergency situation does not allow sufficient time to summon those trained employees.
- Schools are required to establish reporting and documentation procedures that must be followed when a restraint or seclusion technique has been used with a student.
- Schools shall review strategies used to address a student's behavior if restraint or seclusion are used with individual students two (2) or more times during any thirty-calendar-day period.

School discipline policies and practices that do not disproportionately impact students experiencing homelessness shall include the following:

- Annual review of discipline policies while taking into consideration issues related to the student's homelessness (e.g., change in residence or caregivers, transportation, truancy, tardiness, trauma and toxic stress, mental and physical health issues, lack of basic needs like sleep, food, proper hygiene, etc.).
- Revising policies so that they do not disproportionately impact homeless students; and
- Reviewing data and discipline records to identify patterns in punishment that could indicate an unfair bias against students experiencing homelessness.

Explanation of Why Assurance Must Be Provided

It is required that local school boards and school districts create discipline policies that are compliant with 6.11.2 NMAC, which provides a comprehensive framework within which local school boards and local school districts can carry out their educational mission and exercise their authority and responsibility to provide a safe environment for student learning, and further to provide students and parents with an understanding of the basic rights and requirements necessary to effectively function in the educational community.

All schools must comply with §22-5-4.12 NMSA 1978 that provides parameters on the use of restraint and seclusion techniques with students. Additional information and resources can be found in Section II of the Planning for Safe Schools in New Mexico Guide (Revised 2017).

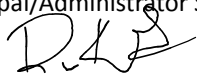
All schools must comply with 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act, and its amendments, which provides additional protections for disciplinary actions for students experiencing homelessness.

It is required that local school boards and local school districts provide assurance of adherence to 6.11.2 NMAC, §22- 5-4.12 NMSA 1978 and 42 U.S.C. 11431 et seq., the McKinney-Vento Homelessness Assistance Act for the NM PED's approval, and it is recommended that SSPs include the above elements in their discipline policy.

New Mexico Public Education Department (NM PED)

Emergency Drill Assurance to NM

PED for Public and State
Charter Schools

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator: DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT	Principal/Administrator Signature: 

I assure that the school named above conducted and will continue to conduct the required emergency drills as outlined in Subsection O of 6.29.1.9 NMAC and is in compliance with the following:

Requirements

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

- During the first four weeks of school, schools shall conduct:
 - two fire drills; (primary location)
 - one evacuation drill (secondary location); and
 - one active shooter/shelter in place drill.
- During the rest of the school year, each school shall conduct at least 4 additional emergency drills, at least 2 of which shall be fire drills.

In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance for the purpose of giving instruction and constructive criticism to **ALL 8 drills**. (Please fill in chart.)

PLEASE ADD MORE LINES AS NECESSARY: Invitation dates are needed for SY 20-21, SY 21-22, Fall SY 22-23

Date:	School	Name	Title
08/08/2022	District wide	Active Shooter	Poms & Associates
08/08/2022	District wide	Evacuation/Safety Drill	IPS/Poms & Associates
08/18/2022	Middle School	Fire Drill	School/Fire Department
08/18/2022	Elementary School	Lockdown	IPS
08/25/2022	Elementary School	Fire Drill	School/Fire Department
08/26/2022	Middle School	Fire Drill	School/Fire Department
08/31/2022	Middle School	Fire Drill	School/Fire Department
09/01/2022	Middle School	Lockdown	IPS/Law Enforcement
09/01/2022	High School	Fire Drill	School/Fire Department
09/02/2022	High School	Lockdown	IPS/Law Enforcement
09/02/2022	Elementary School	Fire Drill	School/Fire Department
09/21/2022	Middle School	Shelter in place	IPS/Law Enforcement

09/21/2022	High School	Shelter in place	IPS/Law Enforcement
10/18/2022	High School	Fire Drill	School/Fire Department
10/25/2022	High School	Shelter in place	IPS/Law Enforcement
11/03/2022	High School	Lockdown	IPS/Law Enforcement
11/03/2022	Middle School	Lockdown	IPS/Law Enforcement
11/10/2022	Middle School	Fire Drill	School/Fire Department
11/15/2022	Elementary School	Evacuation/Relocation	IPS/Law Enforcement
11/17/2022	High School	Fire Drill	School/Fire Department
11/18/2022	Elementary School	Fire Drill	School/Fire Department
01/02/2023	District Wide	Active Shooter	IPS/Law Enforcement

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

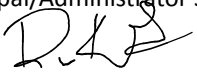
Explanation of Why Assurance Must Be Provided

Revised school emergency drill requirements, per Senate Bill 147 (SB147)-School Safety Drill Requirements became law on July 1, 2019. It is required that SSPs include the above assurance in compliance with 6.29.1.9(O) NMAC for the NM PED's approval.

Failure to Provided Assurance to the NM PED

Failure or refusal to comply with the requirements in Subsection O of 6.29.1.9 NMAC for holding emergency drills shall constitute grounds to suspend or revoke the license of the person responsible for compliance. The due process procedures under the Uniform Licensing Act (Sections 61-1-1 through 61- 1-31 NMSA 1978) shall apply.

New Mexico Public Education Department (NM PED)**Identification and Badging Assurance to NM****PED for Public and State
Charter Schools**

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator: DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT	Principal/Administrator Signature: 

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

- All visitors and volunteers who are not school staff/employees are required to report to the office upon entering the campus to sign in and will be issued a “Visitor” pass/badge that is to be worn on campus at all times. Upon leaving campus, badges will be returned and visitors will sign out at the front desk, so that they can be accounted for in an emergency.
- All school staff/employees are required to wear identifying badges at all times during school hours and while on campus.
- All school staff/employees are required to question anyone seen on campus without an appropriate identification pass/badge.

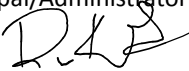
Explanation of Why Assurance(s) Must Be Provided

In an effort to monitor all individuals on campus, all persons entering a school campus who are not school staff/employees or students are considered either visitors or volunteers. All visitors and volunteers at the school are required to check in at the office and wear a visitor pass as identification. Badging of visitors is important not only to protect students and staff from unauthorized persons on campus, but also to help account for all persons on campus in case of a school emergency. Visitor passes/badges should contain the name of the visitor and the date for which it is valid and should be returned to the office upon leaving the campus. Staff/employee identifying badges should be worn at all times while on campus.

Failure to Provided Assurance to the NM PED

It is required that schools or districts issue staff/employee identification badges and monitor visitors by means of visitor passes/badges for SSP approval by the NM PED.

New Mexico Public Education Department (NM PED)**Pest Management Assurance to NM****PED for Public and State
Charter Schools**

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator: DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT	Principal/Administrator Signature: 

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

- [6.29.1.P\(6\) NMAC](#)
- Food and Drug Administration's [Hazardous Analysis Critical Control Point](#), regarding the storage of poisonous or toxic materials. (Chapter 7)

I assure that the school named above has a Pest Management Policy that contains the following:

No pesticide is applied to school property and no pest control device, as defined in the [New Mexico Pesticide Control Act](#), Sections 76-4-1 through 76-4-39 NMSA 1978, is used on school property except those pesticides and devices currently registered for legal use in the state by the [New Mexico Department of Agriculture \(NMDA\)](#).

- No pesticide is applied to school property except by those persons certified in the applicable category and currently licensed by the New Mexico Department of Agriculture or by employees under their direct supervision.
- Pesticides are only be applied in or on the outside of school buildings when a pest is present and will not be applied on a regular or calendar basis unless it is to treat an infestation and is a part of a pest management system being implemented to address a particular target pest. A pest is present when it is observed directly or can reasonably be expected to be present based on finding evidence, such as droppings, body parts, or damage that is typically done by the pest. This section of the regulation does not apply to pre-construction termite treatments or the use of outdoor herbicides.
- Pesticides that are applied in a liquid, aerosolized or gaseous form through spraying, aerosol cans, bombs, fumigation or injections into the ground, foundation or plants are not applied on school property when students, staff or visitors are present, or may reasonably be expected to be present within 6 hours of the application. In emergency cases, where a pest infestation threatens the health or safety of the occupants of public-school property, and which requires the immediate application of a pesticide to remediate [the infestation], students, staff and other school occupants will be removed from the treatment area prior to the application. Small amounts of gel or liquid pesticides applied to cracks and crevices or baits used to treat pest infestation are exempt from this section.
- At the beginning of each year, and when new students register, the school develops a list of parents and guardians who wish to be notified prior to pesticide application during the school year. These parents / guardians are notified in writing, prior to pesticide application. General notification of anticipated pesticide applications occurs by posting or dissemination of notices, by oral

communication or other means of communication. In emergency cases where a pest infestation threatens the health or safety of the occupants of public-school property, no pre-notification is required. Immediately following the application of a pesticide in emergency cases, signs will be posted, indicating that an application was made.

- Written records of pesticide applications are kept for three years at this school site and are available upon request to parents, guardians, students, teachers, and staff.

Explanation of Why Assurance Must Be Provided

It is important for a school to provide a safe learning environment that maintains the health and safety of its students, faculty, staff, and visitors when developing policy and procedures for the implementation of pest management. State statute [6.29.1.P \(6\)NMAC](#) establishes standards of excellence that require districts and charter schools to develop procedures for the implementation of pest management with consideration for reducing the possible impact of pesticide use on human health and the environment, including people with pesticide sensitivities.

Pesticides are powerful tools for controlling pests. However, pesticides need to be used carefully and judiciously, especially when used in areas where children are or will be present. Children are more sensitive than adults to pesticides. Young children can have greater exposure to pesticides from crawling, exploring, or other hand-to-mouth activities.

The [Environmental Protection Agency](#) (EPA) recommends that schools use integrated pest management (IPM) to reduce pesticide risk and exposure to children. A school IPM program uses common sense strategies to reduce sources of food, water, and shelter for pests in school buildings and grounds. An IPM program takes advantage of all pest management strategies, including the judicious and careful use of pesticides when necessary.

Since children spend so much of their day at school, integrated pest management provides an opportunity to create a safer learning environment—to reduce children's exposure to pesticides as well as eliminate pests. EPA is encouraging school officials to adopt IPM practices to reduce children's exposure to pesticides. Two other resources that the EPA recommends for schools are: [STOP School Pests](#) and [iSchool Pest Manager](#).

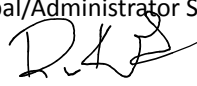
Failure to Provided Assurance to the NM PED

It is required that SSPs include the above assurances in compliance with the NMDA guidelines and 6.29.P (6) NMAC statute for the NM PED's approval.

New Mexico Public Education Department (NM PED)

Review, Revise, Secure and Share Assurance to NM

**PED for Public and State
Charter Schools**

District/Charter Name: CUBA INDEPENDENT SCHOOL DISTRICT	School Name: CUBA ELEMENTARY SCHOOL, CUBA MIDDLE SCHOOL, CUBA HIGH SCHOOL
Print Name of Principal/Administrator: DR. KAREN SANCHEZ-GRIEGO, ED.D SUPERINTENDENT	Principal/Administrator Signature: 

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

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

Agency <i>(Required- Fire Dept., Law Enforcement, Emergency Manager)</i>	Name	Date
Emergency Manager	District Leadership	Every monday
Community schools Meeting	Community Schools Meeting	11/30/2022
Safety Schools Committee	District team	11/18/2022

Explanation of Why Assurance Must Be Provided

Review and Revise

Review of and revision to Safe Schools Plans (SSP) should be done on a continual basis, even after the plan is first published. SSPs should evolve as the school and Safety Team learn lessons, obtain new information and insights, and update priorities. Annual review of SSPs is recommended, however, schools should also consider reviewing and updating plans, if necessary, after:

- Actual emergencies.
- Changes have been made in policy, personnel, organizational structure, facilities, or equipment.
- Formal updates of planning guidance or standards have been changed.
- Formal exercises have taken place.
- Changes in school and surrounding community have occurred.
- Threats or hazards change or emerge; or
- Ongoing assessments generate new information.

Secure

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

Share

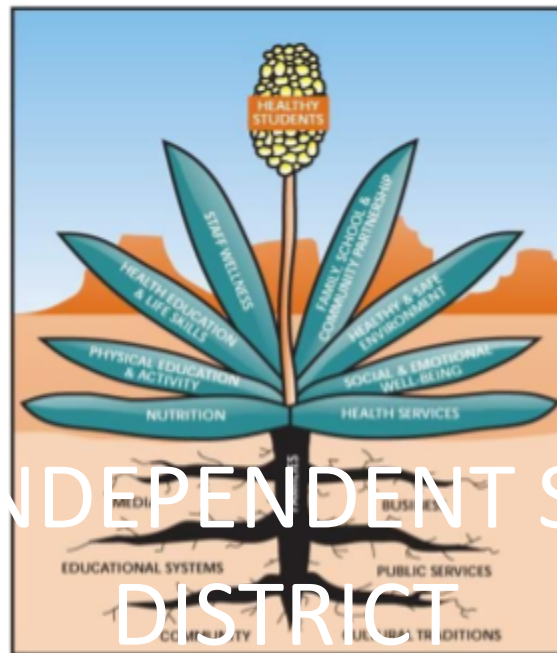
The School Safety Team should ensure that all community partners (**e.g., first responders, local emergency management**) have the most *current* version of the SSP. Additionally, other community partners who have a responsibility in the SSP should also have the most *current* version. This includes relevant local business, faith-based organizations, local health and/or mental health organizations and other local, regional, or state agencies with whom the school coordinates in an emergency. The SSP should also be shared with organizations that may use the school building(s).

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

It is required that SSPs include the assurances above for the NM PED's approval.

SITE SAFETY PLAN

HEALTHIER SCHOOLS - NEW MEXICO
A Model of Coordinated School Health



CUBA INDEPENDENT SCHOOL DISTRICT

Section II: Prevention

Table of Contents

Table of Contents	2
Introduction	3
Health Services	4
Infectious and Communicable Disease Guidance	5
Communicable Disease Outbreak	7
Behavioral and Mental Health	8
Suicide Awareness and Prevention	13
Intervening With a Potentially Suicidal Student	14
CRISIS INTERVENTION TEAM ROSTER	16
Crisis Intervention Team Training	17

Introduction

The **Site Safety Plan – PREVENTION** section provides guidelines for ensuring a safe school environment. Prevention programs (such as health services, behavioral and mental health, bullying and suicide prevention, etc.) will assist this school site in providing a school environment that is healthy, safe, and conducive to learning.

The goal of the **PREVENTION** section of the **Site Safety Plan** is to decrease the need for response as opposed to simply increasing response capability. Our school site recognizes that each school community has unique needs and resources which must be addressed to enhance the **Site Safety Plan** and is committed to providing a healthy, safe and secure environment for students and employees. The **Site Safety Plan – PREVENTION** section will be reviewed and updated annually by school staff.

Cuba Independent School Nursing Services provides for our student's health needs and provides professional nursing that advances the wellbeing, academic success, and lifelong achievement of students. Nursing evaluations are provided to all Cuba Independent School students. Each school has a nurse aide, with a district nurse and a Health Coordinator that oversees all within the district.

Health Services

Cuba Independent School District shall provide health services that include activities addressing the health needs of students to promote student well-being, optimal development, and strong educational outcomes.

Cuba Independent School District provides information to students and/or families about school site School-Based Health Center and/or local Health Centers and community health centers.

Name of School, District Based/Local Health Centers	Address	Phone #	Services Provided
Cuba Presbyterian Medical Services	6349 US-550 Cuba, NM 87013	575-289-3291	Medical/Behavioral Health/Dental
PMS-School Based Health Center	50 County Rd 13 Cuba, NM 87013	575-289-2082	Medical/Behavioral Health/Dental

Infectious and Communicable Disease Guidance

(Sample Guidance by DOH. Schools tailor to fit site-specific protocols and expectations. Add to chart as appropriate.)

Responsible Party Key	
Outbreak Response Team: School Administration, School Nurses, County Environmental Services & Public Health	School Nurse
	School Administration
Public Health	School Maintenance

Level 1: Daily Operations Preventive Measures	Level 2: Suspected GI Cluster/Concern	Level 3: Outbreak
Regular surveillance of baseline clusters of cases, and absenteeism.	School District Director of Nursing will notify the School Response Team of the suspected outbreak.	The school community will be notified of the outbreak, and non-essential after-school events will be rescheduled.
Follow-up with routine vomiting and diarrheal illness reports to ensure appropriate person(s) is/are notified and clean-up procedure is followed.	Complete daily NM DOH Line List. School Director of Nursing will fax the line list to Environmental Health Department and New Mexico Department of Health.	Complete daily NM DOH Line List. Director of Nursing will fax the line list to Environmental Health Department and New Mexico Department of Health.
Send children home promptly with nausea/vomiting/diarrhea (n/v/d).	Send children and staff home promptly with n/v/d.	Send children and staff home promptly with n/v/d. Isolate ill children from the rest of nurses' office visitors.
		Personal Protective Equipment for Nurses. PPE (facemasks and gloves) for kitchen personnel when out of kitchen area.
Utilize District specified cleaners but switch to an EPA Certified Norovirus Disinfectant or Chlorine bleach upon notification of an issue.	Utilize EPA Certified Norovirus Disinfectant or Chlorine bleach for disinfecting activities.	Increase frequency of cleanings in high-contact areas like doorknobs, light switches, handles, etc. Utilize EPA Certified Norovirus Disinfectant or Chlorine bleach for disinfecting activities.
	Collect specimens	Collect specimens
Routine cleaning of all kitchen and bathroom surfaces.	Switch all QUAT products to chlorine bleach solutions. Air dry surfaces, or rinse all surfaces intended for food or mouth contact with plain water before use. Kitchen and dining facilities will switch all service items (spoons, forks, knives, plates, cups, trays) to disposable.	Switch all QUAT products to chlorine bleach solutions. Continue to use disposable service items. Clean and sanitize all items including dining carts each time with a 1,000 PPM bleach solution before they return to the kitchen. Clean and sanitize kitchen area and restrict access in/out of the kitchen-to-kitchen service personnel ONLY.

Conduct annual Norovirus trainings with nurses and health assistants.	Identify and notify possible high-risk individuals in the community.	Designate a food service personnel only bathroom (if possible)
Host annual hand washing education workshops for facility staff, teachers, and students.		Implement double hand washing procedure.
Employ diarrheal and vomiting clean-up protocol for all reported instances.	Employ diarrheal and vomiting clean-up for all reported instances.	Employ diarrheal and vomiting clean-up protocol for all reported instances. The school health office might require more frequent cleanings due to a high volume of ill individuals.
Assure food handlers who are ill with GI symptoms are sent home and stay home for 48-72 hours after symptoms resolve.	Assure food handlers who are ill with GI symptoms are sent home and stay home for 48-72 hours after symptoms resolve.	Assure food handlers who are ill with GI symptoms are sent home and stay home for 48-72 hours after symptoms resolve.
If carpeting or upholstery was contaminated use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.	If carpeting or upholstery was contaminated use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.	If carpeting or upholstery was contaminated use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.
	Increase frequency of cleanings in high-contact areas like doorknobs, light switches, handles, etc.	Contract with outside provider to address detailed cleaning if a larger area was impacted.
Perform site visits to ensure adequate supplies on-site and utilization of cleaning protocols.	Perform site visits to ensure adequate supplies on-site and utilization of cleaning protocols.	Perform site visits to ensure adequate supplies on-site and utilization of cleaning protocols.
	An un-alarming notification to school Principal about the concerns, but do not seek public notification. An un-alarming notification to teachers, coaches, etc. to encourage cleanings and vigilance for ill individuals.	Pre-approved letter to be sent home to all students, including cleaning and precautionary measures. Host a staff meeting, or post to Blackboard, to answer questions and increase understanding. Inform PIO about the issue.
	Inform District PIO about the issue, state that it is being monitoring and school/district are responding but are not yet calling it an outbreak.	Inform District PIO about the issue, state that it is being monitoring and are responding but are not yet calling it an outbreak.

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

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

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

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

INFECTIOUS AND COMMUNICABLE DISEASE

Pandemic Flu

A pandemic is a global disease outbreak. A pandemic flu outbreak occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causing serious illness, and can sweep across the country and around the world in very short time. It is difficult to predict when the next influenza pandemic will occur or how severe it will be. People who live in these areas who develop an illness with fever and respiratory symptoms, such as cough and runny nose, and possibly other symptoms, such as body aches, nausea, or vomiting or diarrhea, should contact their health care provider. Their health care provider will determine whether influenza testing is needed.

At the basic level, planning for prevention includes:

Practice **frequent hand washing** using soap and warm water for at least 20 seconds. **Avoid touching the mouth**, nose and eyes because the virus can spread when hands touch surfaces infested with germs. Remember to **cover your mouth and nose** with a tissue when coughing and sneezing. If a tissue is not available, you are encouraged to sneeze or cough into the upper portion of your shirtsleeve and avoid sneezing or coughing into your hands (which are more likely to touch surfaces and other people and spread the disease). Stay home from work, school, and errands when you are sick. Keep sick children at home until symptoms of Influenza are gone (at least 24 hours after they no longer have fever or do not have signs of fever without using fever-reducing drugs). Keeping children with a fever at home will reduce the number of people being infected. **Do not share drinks**, water bottles, eating utensils or cell phones with others.

Cuba Fire Department is fully involved in the threat hazard process.

Chief Romero

PHONE: 505-867-7625

EMAIL: eoc@sandovalcountynm.gov

Practice "social distancing," especially in the case of a pandemic. Stand at least three feet away from others if you or the other person is infected with the flu. If you are sick with the flu, **stay home** to prevent spreading it to others at school and in the workplace. If you believe you or your children are becoming ill with influenza-like symptoms (such as fever, cough, sore throat, body aches, headache, chills and fatigue), contact your local healthcare provider.

Children and adults should be **fever-free for 24 hours without medication** before returning to work or school.

In addition, school-nursing services provides flu vaccinations to students and pamphlets delineating flu from colds to all students, staff, and families. If a flu pandemic breaks out, CUBA SCHOOLS will consult with the Health Department to seek advice as to whether or not to close the school. A letter sent to parents along with an electronic all-call to families making them aware of the situation. School is equipped with masks and gloves. School will consult with the local Health Dept. If Health Dept. recommends a commercial cleaning, school will take on the financial responsibility. POMS & **Associates** train our staff in areas such as blood-borne pathogens and other illnesses.

HIV/AIDS

Current medical information indicates that HIV can be transmitted by sexual intercourse with an infected partner, by injection of infected blood products, and by transmission from an infected mother to her child *in utero* or during the birth process. None of the identified cases of HIV infection in the United States is known to have been transmitted in a school setting or through any other casual person-to-person contact. There is no evidence that sneezing, coughing, shaking hands spread HIV, hugging, or sharing toilets, food, water, or utensils.

According to best medical knowledge and judgments, the use of the "universal precautions" and other procedures that implement this policy are sufficient to protect staff members and students from transmission of HIV at school.

Immunizations of Students

Subject to the exemptions as provided by law, no student shall be enrolled unless the student can present satisfactory evidence of commencement and completion of immunization in accordance with the immunization schedule and rules and regulations of the public health division, except that a homeless student shall not be prevented from attendance until the fifth (5th) calendar day after enrollment. The student is exempt from immunization pursuant to Section 6.12.2.8 NMAC upon filing with the governing authority a statement or certificate signed by a licensed physician or certified nurse practitioner stating that the physical condition of the person seeking enrollment is such that immunization would seriously endanger the life or health of the person; an exemption granted by the public health division on the basis of notarized affidavits or written affirmation from an officer of a recognized religious denomination that such student's parents or guardians are bona fide members of a denomination whose religious teaching requires reliance upon prayer or spiritual means alone for healing; or notarized affidavits or written affirmation from the student's parent or legal guardian that the student's religious beliefs, held either individually or jointly with others, do not permit the administration of vaccine or other immunizing agent.

Exemption from obtaining the required immunizations is valid for a period not to exceed nine (9) months and will not extend beyond the end of the school year in which the student is currently enrolled. Any student with serologic confirmation of the presence of specific antibodies against a vaccine-preventable disease shall not be subject to immunization against that disease as a condition for attending school. The school will cooperate with health departments in programs of immunization. Parents' permission must be secured before a student may participate in such immunization projects.

Medication in School

It is the policy of the CISD to adhere to and comply with the policies, directives and procedures regarding medication as set forth in the New Mexico School Health Manual and the Code of Conduct. Updated copies of the New Mexico School Health Manual will be maintained in the Principals' office and Nurse's office.

In the event medication arrives at school without proper authorization or container, the school nurse or designated staff will make an attempt to contact the parent/guardian to enable the student to receive the required dose that day. For example, phone calls to parent, doctor, pharmacy, etc. If this timely contact is not possible, the medication **should not** be administered to the student. An Authorization to Administer Medication form and a copy of the school's medication policy should be sent home with the student at the end of the day, along with a note stating the child did not receive the medication that day and explaining what is needed in order for the child to receive the prescribed medication the next day.

Although it is the student's responsibility to report to the nurse or office for his/her medication at the appropriate time, the school nurse or designated staff should make an effort to remind the student in the event the student fails to report in a timely manner. If a student has to be reminded and /or fails to report over several consecutive days, the school nurse should attempt to inform parents/guardians of the student's non-compliance with school policy and procedure. In the event the student's condition and/or behavior does not permit the student to accept this responsibility, the school nurse should refer this student to the Student Assistance Team and request a meeting with the parent/guardian so the student's needs can be met.

Documentation should be made on the Medication Log with every dose given to or taken by the student. In the event the medication is self-administered with supervision, it should be recorded as such with the initials of the person supervising. The only time documentation is not possible is in the event the student is carrying his/her own medicine, such as with an inhaler. However, it must be assured that proper authorization is provided in the student's health record according to school policy. The manner in which Medication Logs are displayed for recording is determined by the school nurse at each school. As each page of the Medication Log is completed on a student, it is filed, along with the doctor's order and parent authorization, in the student's health record.

Prescription Drugs

For occasions when it is necessary for a student to receive a prescription drug during the school day, the following procedure has been established to ensure the protection of the school and the student and to assure compliance with existing rules and regulations:

Administration by school personnel:

The medication must be prescribed by a physician and have a note from the provider. The parent or guardian must provide written permission to administer the medicine to the student. Appropriate forms are available from the school office. The medication must come to the school office in the prescription container as put up by the pharmacist. Written directions from the physician or pharmacist must state the name of the patient, the name of the medicine, the dosage, and the time it is to be given. An administrator may designate a school employee to administer the medication. Each administration of prescription drugs must be documented, making a record of the student having received the medication. Drugs must be kept in their original containers in a locked medicine cabinet.

Self-administration of prescription drugs.

When the physician feels it is necessary for the student to carry and self-administer the medication, the physician shall provide written recommendations, to be attached to the signed parent permission form. The parent or guardian must provide written permission for the student to self-administer and carry the medication. Appropriate forms are available from the school office. The medication must come in the prescription container as put up by the pharmacist.

Asthma medication and emergency anaphylaxis self-administration.

When the physician feels it is necessary for the student to carry and self-administer either of these medications, the physician shall provide written recommendations, to be attached to the signed parent permission form, including a written treatment plan for managing asthma or anaphylaxis episodes; and the parent may provide backup medication. Such medication must come in the prescription container as prepared by the pharmacist with a written permission to administer on an emergency basis from a parent and shall be kept in a locked area in the office.

OVER-THE-COUNTER MEDICATION

When it is necessary for a minor student to receive a medicine that does not require a prescription order but is sold, offered, promoted, and advertised to the general public, the following procedure has been established to ensure the protection of the school and the student:

Written permission must be provided by the parent or guardian for the administration of specific over-the-counter drugs by the student.

Over-the-counter drugs or medicine sent by the parent to be administered by the student must be kept by the student in the original manufacturer's packaging, with all directions, dosages, compound contents, and proportions clearly marked.

Necessity for self-administration of an over-the-counter drug or medicine shall be determined by the student's physician and must be verified by a signed physician's statement attached to the parent or guardian permission form, indicating the specific drug or medicine.

Protections of Students

Use or administration of medication on school premises may be disallowed or strictly limited if it is determined by the principal in consultation with medical personnel, that a threat of abuse or misuse of the medicine may pose a risk of harm to a member of the student population.

The student shall take extraordinary precautions to keep secure any medication or drug, and under no circumstances shall make available, provide, or give the item to another person. The student shall immediately report the loss or theft of any medication brought onto the school campus. Violation of this regulation may subject the student to disciplinary action.

Communicable Disease Outbreak

Responsibilities for School Nurses, Health Assistants and Other Staff

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

(Check all that apply.)

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

The following are resources provided to Students and Families

www.cuba.k12.nm.us

Carol Chase - District Nurse

505-290-0696 Work Cell

cchase@cuba.k12.nm.us

Analicia Bridge - Coordinator of Health Services

505-290-4293 Work Cell

abridge@cuba.k12.nm.us

Shanell Gordo - Nurse Aide (HS)

575-289-3211 ext. 214

shgordo@cuba.k12.nm.us

Xiomara Marino - Nurse Aide (MS)

575-289-3211 ext. 304

xmarino@cuba.k12.nm.us

Behavioral and Mental Health

School behavioral and mental health programs focus on breaking down health and social barriers to students' learning with emphasis on meeting each student's individual health needs. Behavioral health programs support the student's process to become a fully functioning and happy adult. Programs encourage and support links among youth, families, schools, communities, and private and government agencies to create and maintain an environment in which all students can learn and thrive.

Cuba Independent School District provides the following behavioral and mental health resources for students:

Name of School, District Based/Local Behavioral or Mental Health Centers	Address	Phone #	Services Provided
Cuba Presbyterian Medical Services	6349 US-550 Cuba NM 87013	575-289-3291	Behavioral Health/Medical/Dental
PMS-School Based Health Center	50 County Rd 13 Cuba NM 87013	575-289-2082	Behavioral Health/Medical/Dental

SOCIAL EMOTIONAL LEARNING/SCHOOL CLIMATE SUPPORTS

(Including Family and Community Engagement and Prevention)

*Cuba Independent School District implements the following to support/promote students' social and emotional well-being: (Check off, delete, or add additional site-specific programs. **Remove what does not apply to your school.**)*

ACADEMIC SUCCESS

- SEL classes Pre K-12th grade (One period daily)
- Middle School Advisory
- High School Advisory
- Tutoring
- Cuba Cares
- Indigenous Counseling/Health

BULLYING/VIOLENCE PREVENTION

- Bully Proofing
- Connected and Respected

- PikaPack - Pre K-5th Grade
- Safe Zone
- Safe Spot
- School Wide Positive Behavior Support (SWPBS)
- Second Step
- Steps to Respect
- Character Strong - 6th-12th Grade

SCHOOL CLIMATE/CONFLICT RESOLUTION/MEDIATION/RESTORATIVE PRACTICES

- Mediation in the Schools Program
- PikaPack - Pre K-5th Grade
- Restorative Justice
- Social Worker in each building
- Restorative Conversations
- Restorative Agreement Meetings
- Problems Solving Circles
- Restorative Mediation
- Positive Behavior Contracts

MENTORING

- Internships

SUBSTANCE ABUSE

- DARE
- PASS/Character Strong

SUICIDE PREVENTION

- Gay & Straight Alliance
- Question, Persuade, Refer (QPR)
- Peer Helpers (Suicide Awareness and Prevention Grant)

ATTENDANCE PROMOTION

- Attendance Clerk
- School Attendance Team

SCHOOL COUNSELING

- Individual and Group Counseling Supports
- Child Protection Unit Lessons
- Suicide Prevention
- Bullying Prevention
- Tolerance and Diversity Lessons
- Academic Support Lessons
- Interpersonal Relationship Lessons
- Homeless Liaison/Community Schools Director

- SEL Lessons
- Individual and Group Counseling Supports
- Social workers

FAMILY ENGAGEMENT

- Parent University
- PRO- Parents Reaching Out
- Cuba Cares
- School Family Center and/or Supports for Basic Needs
- School Events

ACKNOWLEDGEMENT OF NM'S AGE OF CONSENT FOR MENTAL HEALTH SERVICES

Cuba Independent School District recognizes the NM's Age of Consent for Mental Health Services:

In New Mexico, NMSA 1978§ 32A-6A-15, the Children's Mental Health and Developmental Disabilities Act, states that "a child fourteen years of age or older is presumed to have capacity to consent to treatment without consent of the child's legal custodian, including consent for individual psychotherapy, group psychotherapy, guidance counseling, case management, behavioral therapy, family therapy, counseling, substance abuse treatment or other forms of verbal treatment that do not include aversive interventions." In addition, NMSA 1978 § 32A-6A-14, the State Laws for Confidential Services, allows a child under fourteen years of age to initiate and consent to an initial assessment with a clinician. A child under fourteen years of age may also initiate and consent to medically necessary early intervention service limited to verbal therapy if such service will not extend beyond two calendar weeks.

Suicide Awareness and Prevention

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

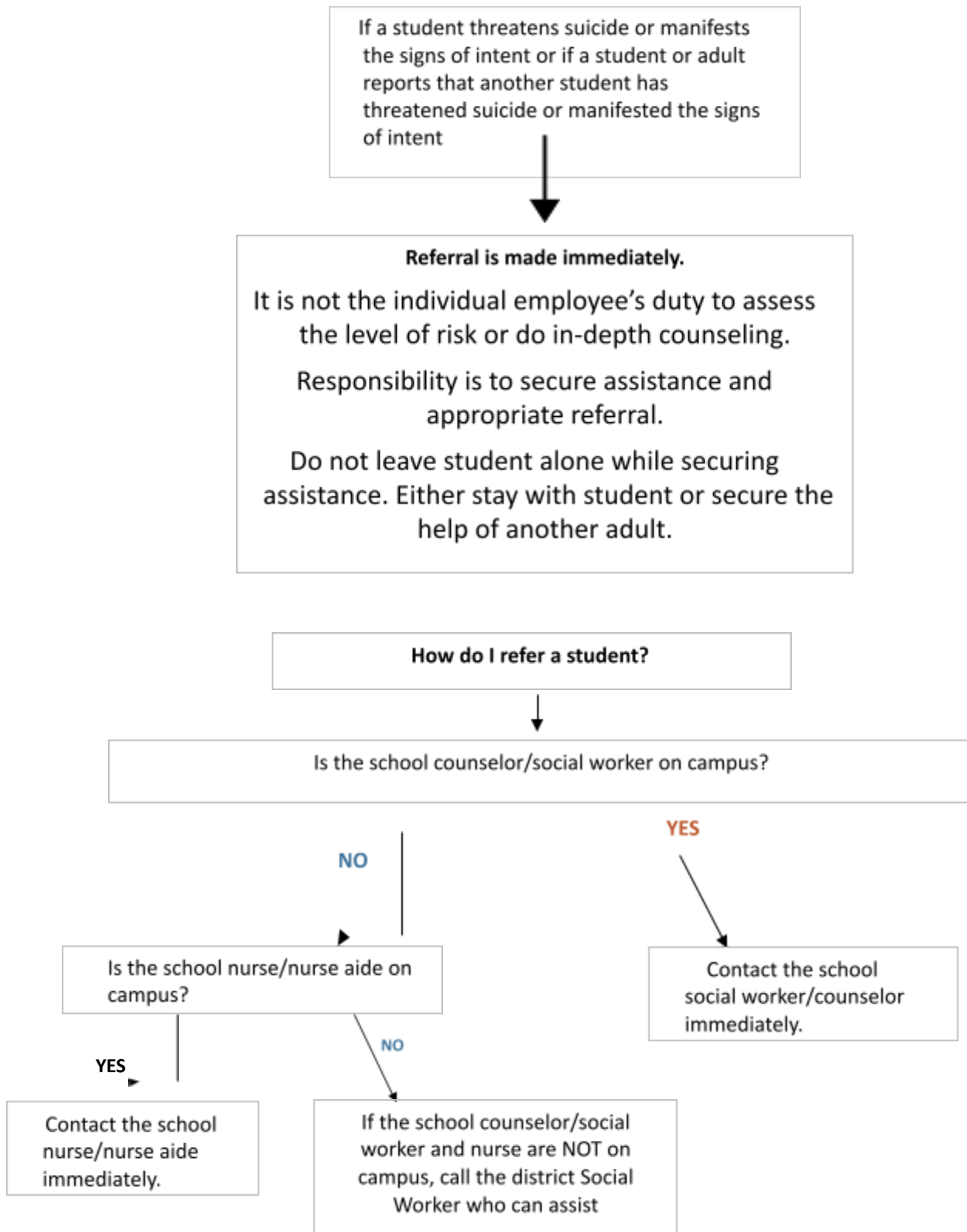
Cuba Independent School District provides suicide prevention in the following ways:

- 1. Breaking the Silence: lesson plans, games and posters created to break the silence about mental health in schools**
- 2. Gay, Lesbian and Straight Education Network**
- 3. Addressing Barriers to Learning: New Directors for Mental Health in Schools**
- 4. Preventing Suicide: A toolkit for high schools, substance abuse and mental health**

Please provide a brief narrative of how information is shared with staff and students:

Cuba Independent School District takes any suicide threat seriously. All information is shared through our social media platforms, district website, school bulletin boards and in any event, traditional mail is sent out to parents. Each school within the district has a safe space, equipped with a social worker and/or counselor to help students. The district also has a district social worker who also works with the site social workers/counselors/academic advisors in cases of any signs or threats of suicide.

Intervening With a Potentially Suicidal Student



CUBA INDEPENDENT SCHOOL DISTRICT REFERRAL NETWORK FOR SUICIDE ASSESSMENT/INTERVENTION

Complete chart and provide a narrative of all measures/steps taken to ensure resources are provide to students/families.

CUBA INDEPENDENT SCHOOL DISTRICT provides the referral network for Suicide Assessment and Intervention for students:

Name of Mental Health Centers/Resources	Address	Phone #	Services Provided
PMS-School Based Health Center	50 County Rd 13 Cuba NM 87013	575-289-2082	Behavioral Health services, counseling
Cuba Presbyterian Medical Service	6349 US-550 Cuba NM 87013	575-289-3291	Behavioral Health services, counseling
Office of Dine Youth-Crownpoint	PO BOX 1141 Crownpoint NM 87313	505-786-2000	Prevention, Counseling

Suicide Assessment and Intervention Narrative

Cuba Independent School District takes any threat serious for the safety of the student. If a student feels like they want to self harm, the district is equipped with social workers and counselors who are trained to handle such cases. With the help from Presbyterian Medical Services, Office of Dine Youth-Crownpoint, and our social workers/counselors, we make sure that the student feels safe. A staff member/adult remains with the student, while parents are notified. Dispatch is called and then the student is transported to a hospital of their choice for observation.

All referrals are handled by the social workers and counselors, who are trained to handle such cases within the district.

CRISIS INTERVENTION TEAM ROSTER

Name	Title/Department/School	Phone # and e-mail
Victoria Dominguez	Cuba Cares/Community Schools/District Social Worker	575-289-3211 ext. 402 vdominguez@cuba.k12.nm.us
Esperanza Cordova	Social Worker - Elementary	575-289-3211 ext. 400 ecordova@cuba.k12.nm.us
Zackery Herrera	Student Success Advisor - Middle School	575-289-3211 ext. 305 zherrera@cuba.k12.nm.us
Dishonda Toledo	Social Worker - High School/Middle School	575-289-3211 ext. 200 dtoledo@cuba.k12.nm.us
Anna Brown	Academic Advisor - High School	575-289-3211 ext. 211 abrown@cuba.k12.nm.us

Updated on: 11/18/2022

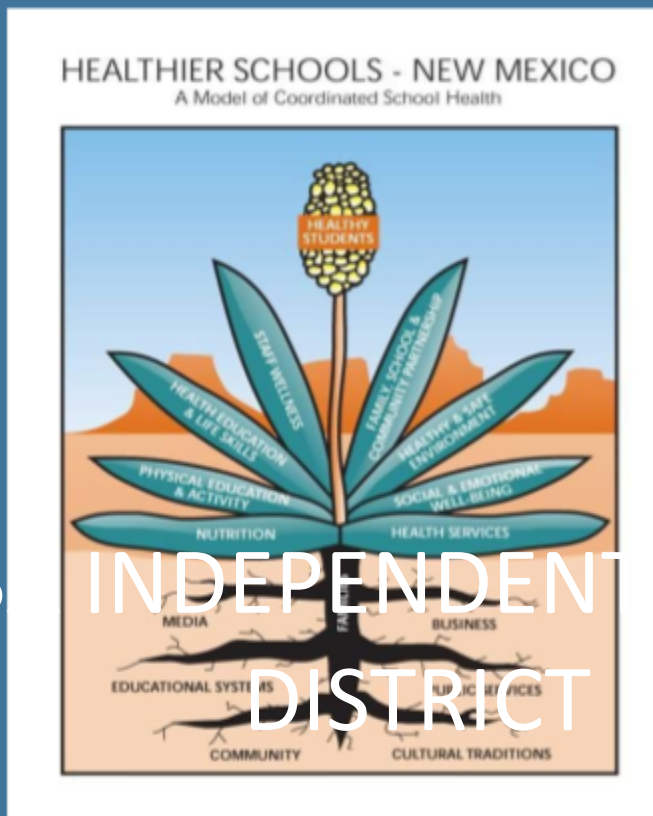
Crisis Intervention Team Training

Cuba Independent School District has provided the following Gatekeeper Training to the Crisis Intervention Team:

Date of Training	Trainer Name/Organization	Frequency of Training
08/08/2022	POMs & Associates	Annually
01/02/2023	International Protective Services, Inc.	Once a semester

Contact DOH OSAH for training: <https://trainmeosah.com/>

SITE SAFETY PLAN



Section III & IV: Protection & Mitigation

Table of Contents

Table of Contents	2
Introduction	3
Access Control	4
Facility Safety Assessment	5
Internet Safety	20
School Security Staff	29
Behavioral Threat Assessment Process	34
Behavioral Threat Assessment Team Roster	35
Capacity Assessment	38
School Staff Skills Inventory	39
School Site Emergency Drill Requirements	40

Introduction

Our school site is committed to providing a healthy, safe, and secure environment for students and employees. The **Site Safety Plan – PROTECTION & MITIGATION** section provides guidelines for ensuring a safe school environment. Identifying threats and hazards, conducting assessments and drills, and providing safety measures will assist this school site in providing a school environment that is healthy, safe, and conducive to learning.

The goal of the **PROTECTION & MITIGATION** section of the **Site Safety Plan** is to identify threats and hazards and implement security measures for a secure school. Our school recognizes that each school community has unique needs and resources which must be addressed to enhance the **Site Safety Plan**.

Access Control

Cuba Independent School District

Cuba Independent School District is a closed campus. Cuba Independent Schools pledges to make every effort to ensure the safety of our students and staff. Therefore, all people entering the campus who are not school staff are considered visitors. All visitors to the school must enter through the main gate at each school, enter through the one point entry of the building and proceed directly to the Administrative Office to sign after producing a valid form of identification. Each school is equipped with a machine that checks for all metal, including weapons, and checks each person's temperature. No guests will be allowed to visit the campus without an escort. All visitors at each school are required to check in at the office and must use the system for a visitor badge as identification.

Ident-A-Kid Visitor Management system is the system that the district uses for all visitors. Each visitor must report to the front office, where an Administrative Assistant will be able to scan the visitor's identification (driver's license/state issued ID) to perform a check against the National Sex Offender registry and a custom school populated banned list. An alert will then notify the front office to review alerts from the system through a text message, email or desktop notification. If a visitor triggers a notification, the visitor will not be printed a badge until approved by the site Administrator.

Each school within the district has a security officer provided by the International Protective Service, Inc. The district also has the involvement with the Sandoval County Sheriff's Office with a School Resource Officer. The schools are located within a fence that has one entry point and is locked at the end of each day.

Traffic Safety

Any vehicles driven to school by students must be parked in the designated parking areas and must be registered in the administrative office. The parking area is provided as a convenience for students who drive to school, and the privilege is conditioned on the student's adherence to the school's regulations. Students desiring to park in the student parking lot may do so only so long as they comply with regulations and normal safe driving procedures and only after presenting a registration, proof of insurance and driver's license to the school's administrative office. Failure to comply with regulations is sufficient cause for removal of the student's vehicle from the school parking area, either temporarily or permanently. Vehicles parked on school property are subject to the search and seizure provisions of this handbook. The school reserves the right to have the student's vehicle towed at the student's expense. Students are not to loiter in or around their cars. The school assumes no responsibility for the vehicles or their contents.

Repeated offenses or failure to pay a fine will result in loss of parking privileges and towing of vehicle.

Pick Up and Drop Off

The entrances and exits are one-way only.

Staff are posted in the parking lot ensuring safety of the students.

Fire lanes must be observed. The fire lanes are along the main building. Cars should not be parked in fire zones, and may be ticketed.

Parent pick up/drop off areas are separated from bus pick up/drop off areas.

It is NEVER permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).

Facility Safety Assessment

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
BUILDING ACCESS						
1. There is a policy, system, and practice for ensuring secure entry/exit.	X					
2. There is a single point of public entry/exit to each building.	X					
3. Designated points of entry are monitored to control building access.	X					
4. School staff monitors all entrances and exits during arrival and departure of students.	X					
5. Main entrance is observable from main office.	X					
6. Students have written permission to leave school grounds.	X					Parents will be called to validate written permission.
7. Signs are visibly posted listing items not allowed in the school <i>e.g.</i> , weapons, drugs.	X					
8. Staff have written procedures to guide access to the building before and after school hours.	X					
9. Staff members present in the building after school hours are required to sign in and out.	X					Staff must inform their site administrator that they will be staying late. All staff who stay late must lock the gate when they leave.
Comments:						
KEYS & IDENTIFICATION						
1. There is a master key control system to monitor keys, entry cards, and their duplicates.	X					
2. Keys and entry cards are audited annually.	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
3. The school has a Knox box or other system to provide quick access to keys by law enforcement and fire department.		X				All law enforcement are given a set of key cards that give them access to each building within the district.
4. All staff members are required to wear photo ID.	X					
5. Staff members are required to turn in photo IDs, keys, and entry cards upon termination of employment.	X					
Comments:						
VISITOR PROCEDURES						
1. Policy/Procedures signs are posted at all entrances.	X					
2. Visitors are required to:						
a. Show picture ID and wear visible identification.	X					
b. Sign in AND out	X					
3. Sign-in stations/ desks are identified, staffed, and properly equipped (e.g., phone, radio, etc.).	X					
4. Supply of visitor IDs are out of reach of visitors.	X					
5. Visitors are escorted, when deemed necessary, within the school.	X					
6. Contractors and vendors are required to check-in AND out and display visible identification.	X					All contractors and vendors must notify the site administrator while on campus.
Comments:						
STAFF TRAINING						
1. Staff receive training in:						
a. Threat assessment	X					
b. All required drills/evacuation routes	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
c. Awareness of any suspicious or unusual activity	X					
d. Awareness of irregularities in the surroundings (e.g., suspicious vehicles containers, broken air vents, etc.)	X					
e. Proper procedures for checking suspicious packages and deliveries	X					
f. Proper response to bomb threats or other threatening/suspicious phone calls	X					
2. Emergency medical response team members have been trained and certified in CPR and First Aid.	X					
3. If AEDs exist, building emergency response team members have been trained and drilled in their use and know their location.	X					
4. School emergency response teams practice regularly scheduled and unscheduled drills and exercises to ensure competency.	X					
Comments:						
PHYSICAL CLIMATE						
1. School demonstrates a welcoming environment.	X					
2. Student work is displayed to show pride and ownership by students (needs to be less than 20% of corridor wall).	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
3. Environment displays student activities and opportunities for involvement.	X					
4. Posters are displayed encouraging positive behavior choices and wellbeing.	X					
5. Staff members are visible in hallways, supervising/interacting with students.	X					
6. Things work and/or get fixed immediately.	X					
7. There is a school discipline plan that is communicated to staff, students and parents.	X					Approved by the Board each school year.
8. Teachers are required to submit a classroom management plan to their administrator.	X					
9. The school provides conflict resolution training for staff and/or students.	X					
10. There is an anti-bullying program.	X					
11. Mentoring programs are in place.		X				Currently working with outside resources for mentoring program.
12. The school student services team includes a mental health specialist (e.g., social worker, counselor, psychologist).	X					
Comments:						
COMMUNICATIONS						
School Communication Systems						
1. There is a 2-way Communication modality between the main office and the:						
a. Classrooms	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not d	N/A	Further Study	Comments
b. School-based security staff	X					All security staff are provided a radio.
c. Playground staff	X					
d. Portable classrooms/buildings	X					
e. Ball fields	X					
f. Health services	X					
g. Custodial staff	X					
h. Transportation dispatcher	X					
i. Other student services personnel (counselors, social workers, assistant principals, etc.)	X					
2. All classrooms are equipped with a system to communicate in an emergency that is clearly marked with the appropriate "911" designation to get an outside line.	X					
3. A process is in place to communicate security instructions to staff in a timely and understandable manner.	X					
4. Filters or other such mechanisms are in place to routinely monitor suspicious internet activity on school computers.	X					
5. A reporting system is in place in the event of discovering suspicious internet activity.	X					
6. An anonymous tip line is in place and is used for incident or suspicious activity reporting.	X					
7. All safety related parent or media inquiries are	X					

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
directed to a designated spokesperson.						
<i>District/Media Emergency Communications</i>						
8. The school/district communicates with parents throughout the year about emergency procedures via newsletters, emails, website, etc.	X					
9. The district has a protocol for working with the media in the event of an emergency.	X					
<i>Comments:</i>						
GENERAL EXTERIOR						
1. School has marquee, visible from road.	X					
2. School reflects use of school colors/symbols.	X					
3. Grounds are fenced in appropriate areas.	X					Working on getting fencing updated.
4. Gates if present are secured when not in use (if allowed by the fire code).	X					
5. Perimeter of school building is clear of safety hazards, debris, and obstructions.	X					
6. Mechanical, electrical and other such equipment on ground level is surrounded by a protective enclosure.	X					
7. Shrubs and foliage are trimmed low to allow for good sightlines.	X					
8. Building(s) are free of graffiti.	X					
9. Posted signs indicate restricted areas.	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not d	N/A	Further Study	Comments
10. Ground floor windows have functional locks and unbroken panes.	X					
11. Roof access is restricted.	X					
12. All trailers/outbuildings are secured to their location and labeled.	X					
13. Areas around buildings are adequately lit.	X					
14. Exterior doors:						
a. Have a sturdy center mullion and/or are equipped with appropriate security.	X					
b. Have non-removable hinge pins	X					
c. Unless designated for entry, lack exterior hardware	X					
d. Allow for keyed re-entry	X					
e. Are coded on the outside and clearly visible	X					
f. Are coded on the inside matching exterior numbers	X					
Comments:						
BUSES AND PARKING						
1. Bus loading zone is visible from main office or monitored by staff.	X					
2. Buses are prevented from creating a visual obstacle where crime may occur.	X					
3. Bus loading and drop off zones are clearly marked.	X					
4. Parking areas are lit.	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
5. Parent drop off and pick up areas are clearly marked.	X					
6. Fire zones are always maintained free of cars and buses.	X					
7. Parking lot has signs to direct staff, students, and visitors to designated parking areas.	X					
8. Staff cars are properly marked using some form of identification.	X					
9. Student cars are properly marked using identification.	X					
10. Campus supervision /security includes regular parking lot monitoring.	X					
11. Bicycle or motorcycle parking is in view of the building or monitored by security.	X					
Comments:						
PLAYGROUND/RECREATION AREAS						
1. Play and recreation areas are protected by fencing.	X					
2. Vehicular access is restricted around play areas.	X					
3. Emergency vehicles can access play and recreation areas easily.	X					
4. Bleachers are well maintained.	X					
5. Risers between bleacher seats are protected to prevent entrapment.	X					
6. An adequate number of recess monitors are appropriately positioned	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
around the play area perimeter.						
7. Recess monitors have equipment to warn children in case of emergency.	X					
8. Play areas and equipment comply with Consumer Product Safety Commission guidelines (CPSC):	X					
a. Surfaces are free from holes and other blemishes that could cause injury	X					
b. Surfacing extends at least 6' in all directions from play equipment	X					
c. Play structures more than 30" high are spaced at least 9' apart	X					
d. Posts are secure and free from sharp points or edges	X					
e. Hardware is secure (e.g., no open "S" hooks)	X					
f. Elevated areas have guardrails	X					
g. Spaces (e.g., openings in guardrails or between ladder rungs) are appropriate in size and free from risk of entrapment	X					
Comments:						
DELIVERIES						
1. Deliveries are accepted only at designated receiving areas.	X					
2. Deliveries are documented using delivery logs.	X					

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
3. There is a system for inspecting and approving items delivered to the building.	X					
Comments:						
GENERAL INTERIOR						
1. Stairwells are uniformly and adequately lit.	X					
2. Hallways are:						
a. Uniformly and adequately lit	X					
b. Free of graffiti	X					
3. Restrooms:						
a. Are uniformly and adequately lit	X					
b. Are free of graffiti	X					
c. Have hardware that prevents the main entrance from locking from the inside	X					
d. Have no inlay ceilings	X					
4. Doors and locks are in good condition.	X					
5. Classroom doors can be locked from inside.	X					
6. Classrooms with windows have curtains and/or window shades.	X					
7. All rooms are locked when not in use.	X					
8. Controlled access by specialized staff is required for:						
a. Electrical panel access doors	X					
b. Boiler and mechanical rooms	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
c. Custodial closets						
9. Doors opening into interior areas like courtyards are kept locked with limited access.	X					
10. Unused areas are closed off when not in use after school hours if allowed by the fire code. Gates are not allowed to create dead- end corridors.	X					
11. Locker bays are well lit.	X					
12. Locker height allows for clear sightlines.	X					
13. Emergency lighting is properly installed and functioning.	X					
14. All interior glass doors are properly installed and repaired.	X					
15. Floor coverings are properly installed and in good repair.	X					
16. There is unobstructed access to AEDs and first aid supplies.	X					
17. Emergency response team staff members are identified by lanyards or some other clear form of designation daily.				X		All staff are notified who the emergency response team members are.
18. All rooms have emergency procedures posted.	X					
19. All rooms have evacuation routes and severe weather safe areas posted.	X					
Comments:						

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
CAFETERIA						
1. Is uniformly and adequately lit.	X					
2. The freezer door can be opened from the inside.	X					
3. Cafeteria is supervised adequately by staff.	X					
4. Physical layout of cafeteria allows for quick, safe entry AND exit of students.	X					
5. Physical layout of cafeteria allows for good sightlines.	X					
Comments:						
GYMNASIUM						
1. Lighting fixtures and windows are protected in gym areas.	X					
2. AEDs are present in physical education wing.	X					
3. Safety mats and equipment are maintained.	X					
4. Equipment is properly stored and secured.	X					
Comments:						
SPECIALIZED AREAS (<i>reference fire code for other essential safety elements</i>)						
Science, Art, Theater, Shop						
1. Phones are present in primary workspaces (e.g., scene shop) and office areas.	X					
2. Emergency procedures are posted and readily available; students are trained in procedures.	X					
Comments:						

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
MONITORING AND SURVEILLANCE						
1. Security cameras are stationed outside the school.	X					
2. Security camera locations provide maximum coverage possible of grounds.	X					
3. Security cameras are stationed inside the school.	X					
4. Security cameras are monitored throughout the day by trained staff.	X					All security cameras are monitored by the site administrators in each school.
5. Remote and isolated hallways are monitored by security cameras.	X					
6. There is a retention period for recorded data. Retention period is days.	X					
7. There is a central security alarm system which is connected to a monitoring company.	X					
8. School Resource Officers (SROs) are on site.	X					SROs are from Sandoval County Sheriff's office
9. School security officers (non-law enforcement) are on site.	X					Provided by IPS
10. Staff members monitor: <input type="checkbox"/> Hallways <input type="checkbox"/> Stairwells <input type="checkbox"/> Restrooms	X					
11. Bus loading area monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	X					
12. Parent pick-up/drop-off area monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	X					
13. Play/recreation areas are monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight	X					

Section III & IV – PROTECTION & MITIGATION

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
<input type="checkbox"/> Patrols/staff presence						
14. Formal/informal gathering areas (patios, courtyards, etc.) are monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	X					
15. Parking lots are monitored by: <input type="checkbox"/> Camera <input type="checkbox"/> Direct line of sight <input type="checkbox"/> Patrols/staff presence	X					
16. If the building is used after school or on weekends, supervision is present.	X					
a. Specific persons are designated to secure buildings after activities.	X					
b. School staff conducts daily visual inspections of the school for suspicious packages and other items.	X					Handled by the admin building
c. A designated staff member is assigned to check the following:						
1) All classrooms are locked	X					
2) All bathrooms unoccupied and/or locked	X					
3) All exterior doors locked	X					
4) All security lights are on	X					
5) Building alarm is activated	X					
17. There are written job descriptions for security personnel and/or monitors.		X				All security personnel are contracted through the school.
18. School requires staff background checks.	X					

Criterion	Yes	No	Not ✓ d	N/A	Further Study	Comments
19. Classrooms are equipped with a system to communicate in an emergency.	X					
20. The school has access to a weather radio, which is monitored by a designated staff member.	X					

OBSERVED STRENGTHS:

1. Having security officers at each school has helped improve the safety of our students and staff.
2. Reporting issues and working with law enforcement
3. Leadership and the involvement from stakeholders.

AREAS REQUIRING ATTENTION:

1. Updating fencing
- 2.
- 3.

OTHER RECOMMENDATIONS:

- 1.
- 2.
- 3.

Assessment Conducted by:	Title/Affiliation:	Date:
<u>Sheldon Toledo</u>	<u>Chief of Staff</u>	<u>11/18/2022</u>

Internet Safety

CUBA INDEPENDENT SCHOOL DISTRICT ensures students and families receive internet safety information. Internet Safety information has been disseminated to students and families.

- Newsletter
- District Webpage
- Email
- Classroom with guided discussion with teacher/counselor
- Other: District's social media pages

Cuba Independent School District has an internet use policy that is required to be read and signed prior to any student or staff internet use. The students and their parents, as part of the registration process, read the policy, understand the requirements and the district keeps the signed copy on file in the class working files on each student. Staff signed copies are kept in their personnel file within the Human Resources Department. These guidelines must be followed to prevent loss of network and internet privileges.

Computer and Internet Policies and Procedures for Students Use of the District's computers, network, and internet access shall be in support of curriculum and research that is consistent with the educational mission of the District. Use of the computer system is a privilege and may be denied; as well as appropriate disciplinary or legal action, may be taken if the use is found in violation of the following guidelines.

Conduct guidelines:

1. Computer, network, internet and other equipment shall be restricted to work/school related activities and NOT personal business.
2. Keep confidential and protect all computer passwords, access codes, or log-in information from disclosure to others. Do not use or ask for passwords belonging to another user.
3. Do not use the internet to view, access, download, or process any pornographic, obscene, illegal drugs, gang related, indecent, profane, or any other inappropriate material. USE OF THE INTERNET SHALL BE RESTRICTED TO RESEARCH AND EDUCATIONAL PURPOSES ONLY. Chat rooms are allowed only as needed for instructional purposes.
4. Be ethical and courteous; respect the privacy of other users. Do not send hate, harassing discriminatory or obscene e-mail, or demonstrate other antisocial behaviors.
5. Do not destroy or abuse computer hardware or software in any way.
6. Use the network in a way that does not disrupt its use by others. This includes the wasteful use of printers.
7. Do not develop or pass on programs that harass other users or infiltrate a computer system such as viruses or mass mailings.
8. Maintain the integrity of data and files. Do not modify or copy files or data of other users without their consent.
9. Do not pirate software. Respect copyrights. Software protected by copyright shall not be copied or used without the proper licensing. Use of the system to access games and use of computer for game playing shall be restricted for instances directed and monitored by instructional staff or as directed by school administration.
10. Students are NOT allowed to use teacher/staff computers.
11. Students are NOT allowed access to any teacher/staff passwords.

12. The district's technology department will only install applications that are freeware or have been purchased by the district.
13. CISD Students are NOT allowed to use proxy websites to illegally bypass district content filters/firewalls to gain access to blocked websites which contain inappropriate/illegal material.
14. Do NOT create forward chain emails or spam. Refrain from any other network activities that flood the network.
15. Do NOT email or post inappropriate photos or videos of yourself or others.
16. Students are not allowed to use classroom computers without staff permission.

Terms and conditions of use of all users of the district's computer system, including access to the internet, must be in agreement with the following terms and conditions.

1. Conduct guidelines must be adhered to at all times.
2. District Administrators and the Technology Department have the right to inspect, without notice or review, any materials that are stored on district equipment and backup materials, and retrieve deleted materials for evidence that are found to violate the conduct guidelines.
3. The district will not be liable for any direct or indirect damages that result from information gained via use of the district's computer system or from use, operation, or inability to use the system.
4. Any damages or usage that violated the Conduct Guidelines must be reported immediately to the appropriate Administrator and Technology Director.
5. The Technology Department will not change user passwords and/or check emails without consent of that user.
6. Use of the computer system, including internet access, may be revoked and appropriate disciplinary or legal action may be taken for failure to comply with the Conduct Guidelines.
7. Penalties/Punishment: any student who violates the district's computer and internet policies and procedures will have privileges suspended.
8. All Cuba School equipment will be maintained and/or worked on only by the technology department. If equipment is taken elsewhere, all warranties and support will be voided by the manufacturer and by Cuba Schools. The equipment will then be confiscated by the technology department and then re-assigned to another individual within the district.
9. Student laptops will immediately be removed and reissued if illegal sites are accessed. Further discipline will be handled by the site administrator.
10. Students that deliberately destroy any technology equipment will have that equipment removed and legal action will be taken against the individual by the district.
11. Students that use web proxies to deliberately bypass content filters/firewall will have their internet access removed and reported to the site administrator and/or Superintendent and discipline will be handled accordingly.

STUDENT CONTRACT NETWORK AND INTERNET USAGE for CUBA INDEPENDENT SCHOOLS

Directions: After reading the Acceptable Use Policy Rules and Terms and

Conditions, please fill out the appropriate portions of the following contract completely and legibly. The signature of a parent or guardian or student 18 and older is also required.

I have read the Acceptable Use Policy Rules and Terms and Conditions. I understand and will abide by the stated rules, terms and conditions. I further understand that violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked and school disciplinary action as appropriate may be taken.

2022-2023 CUBA INDEPENDENT SCHOOLS INTERNET PERMISSION CONTRACT

Cuba Independent School District is pleased to announce access to the district computer network for the Internet. To gain equitable access to the Internet, all students under the age of 18 must first obtain parental permission and return the bottom portion of this form to their respective teacher/librarian.

Access to the Internet will enable students to explore thousands of education libraries, databases, and bulletin boards. Parents, please be aware that some material, downloads, and services offered which are accessible via the Internet may contain items that are illegal, defamatory, sexually oriented, inaccurate, or potentially offensive to some people. School staff will try to insure that access to the above is prohibited. While the district's intent is to make Internet access available on an unbiased basis as a supplement to further the educational process and the district's goals and objectives, students may find ways to access other materials as well. Cuba Independent School District believes that the benefits to students from access to the Internet in the form of educational oriented information resources, services, and opportunities for collaboration exceed any disadvantages. Ultimately, parents and guardians of minors are to be responsible for setting and conveying the standards that their children should follow when using media and information sources. To that extent, the Cuba School District supports and respects each family's right to decide whether to allow their child to apply for Internet access.

District Internet Rules

Students allowed access are responsible for good behavior on school computers, computer labs, and networks just as they are responsible in a classroom or school hallway. Communications on the network-Internet are public in nature, thus appropriate etiquette is compulsory. General school rules for proper behavior and communications will apply. The network is provided for all students on an equitable basis to conduct school-based educational research. Access to network services will only be provided to students who agree to act in a considerate and responsible manner. Parental permission is required; no student will be allowed access without a signed parent permission form. Access to this supplemental service should be viewed as a privilege, not a right.

Individual users are responsible for their behavior and communications over the networks. Users will comply with district standards and will honor the agreements they or their parents have signed. Beyond the clarification of such standards, the school district is not responsible for further restricting, monitoring, or controlling the communications of individuals utilizing the network. Network administrators may review network storage areas, files, and communications to maintain system integrity and ensure that users (students and staff) are utilizing the system in a professional and responsible manner. Users should not expect the files stored on district servers to always be private.

Within reason, freedom of speech and access to information will be honored. During school, librarians and the instructional staff will guide/direct students toward appropriate materials. The school district further believes that outside of school, parents, and guardians should bear the same responsibility for television, telephones, movies, radio, and other potentially offensive media. In accordance with this policy, the following actions and activities are not permitted:

1. Sending or displaying offensive messages or pictures
2. Using obscene languages or inappropriate languages
3. Harassing, insulting, or attacking others
4. Damaging computers, computer systems, or networks
5. Violating copyright laws, revealing personal information
6. Sharing passwords
7. Using Chat lines
8. Trespassing in another individual's folder, work, or files
9. Intentionally wasting limited resources playing games

10. Employing the network for commercial purposes

11. Accessing and/or downloading pornography or sexually explicit photos or material

VIOLATIONS OF ANY OF THE RULES WILL RESULT IN LOSS OF ACCESS FOR THE SCHOOL YEAR*

As a user of the Cuba School District computers, computer labs, and-or computer networks I hereby agree to comply with the above stated rules while honoring all relevant laws and restrictions. Any violation of terms will result in loss of access. As the parent or legal guardian of the student, I grant permission for my son or daughter to access networked computer services such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may be objectionable, but I accept responsibility for guidance of Internet use-setting and conveying standards for my son or daughter to follow when selecting, sharing, or exploring information and media. I will not hold CIS responsible for materials acquired on the network.

_____	_____	_____
Print Student Name	Student's Signature/Grade	Date Signed
_____	_____	_____
_____	_____	_____

Print Parent/Guardian	Parent/Guardian Signature	Date Signed
-----------------------	---------------------------	-------------

Work Address _____ City _____ Zip Code _____

Phone # _____ Work Phone # _____

This form will remain on file in the front office for the duration of time your student is enrolled at CUBA SCHOOLS. If you wish to make a change to this form, it is your responsibility to contact the front office.

*For the 2022-2023 school year a learning lab will be put into effect for disciplinary incidents that do not require out of school suspension. Days assigned to the learning lab will depend on the severity of the referral. Our goal at CHS is NOT to suspend students from school, but if at all possible, retain students in school so that they are given every opportunity to succeed in their school work.

INTERNET SAFETY TIPS FOR FAMILIES WITH ELEMENTARY SCHOOL STUDENTS

The Internet offers a world of resources and poses a variety of dangers for our youth, such as: viruses that could harm your computer; pedophiles that are trying to meet your child; disclosing personal information that could lead to identity theft; and cyber-bullying. Every parent must recognize these dangers to help their child learn to protect his/her self-online. The following are some safety tips for parents of elementary students who use the Internet.

SAFETY TIPS

Since you may not always be able to watch everything your child does on the computer, most experts recommend installing monitoring software to ensure that you know exactly what your children are doing online.

Place the computer in a common area. It is suggested that your child not have computer in his or her room, or at least no Internet access.

Learn to use the Internet yourself. Experience cyberspace with your child and learn how to check the computer's "History" to see what websites your child is visiting.

Tips for youth to stop cyber-bullying:

- Don't initiate, respond or forward harmful messages.
- Think first! If something mean is posted or texted about you, don't respond immediately. Take a break and give yourself time to think through your next step.
- Think about your reputation--would you want your grandma, teacher, future employer, or someone you don't know, to see your post?
- Trust your gut. If you feel uncomfortable, save the message, and tell an adult.

Tips for parents regarding cyber-bullying:

- Ask your children questions. Maintain an open dialogue.
- Keep the computer in a common room.
- Talk about your expectations regarding acceptable online/phone behavior before they receive the privilege. Behavior online should be the same as what you would do in person or in front of someone you respect.
- Make agreements and set boundaries about accepted use and behavior for online/phone communication. Often youth don't tell parents because they fear losing their technology privileges.
- Help your child think through how the information they put online reflects on them.
- Inform youth about legal and future consequences of harmful posing online or by phone.
- Ask your child to teach you about programs or technologies you don't understand or of which you don't have familiarity.
- Model the behaviors you want to see around phone and internet use.

Key Messages

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

Talk to your child about the dangers online.

Your child should know that:

- Accepting files or downloads from unknown sources can bring a virus that could harm the computer.
- Giving away personal information can lead to identity theft or worse.
- People may not be who they say they are online. (Predators roam cyberspace.)
- It is important to keep passwords private.
- Open communication with your child is vital. Your child needs to feel they can come to you if they encounter frightening communications or images without fear of losing Internet privileges.

If you have a webcam, your child should use it ONLY if you are present. Posting pictures online or sending images can have dangerous consequences. Parents *must* control such activity.

Note to Parents: There are many organizations and activities in which your child may be involved that post information online in public locations. It is extremely important for you to pre-approve any information about your child that will be posted for the world to see. Remember, cyber predators are looking too.

TEACH YOUR CHILDREN THE FOLLOWING RULES:

- ✓ **Never accept files or downloads from unknown sources. This includes familiar sources if you were not expecting them.**
- ✓ **Choose an email address/ screen name that DOES NOT contain any part of your name, age, gender, interests, or favorite activities.**
- ✓ **Do NOT fill out a profile without parent review and approval.**
- ✓ **NEVER give out real name, telephone or cell phone number(s), mailing address, or passwords.**
- ✓ **Do NOT enter chat rooms.**
- ✓ **Do NOT post photographs in publicly accessible sites.**
- ✓ **The settings for ANY social networking profiles* should be PRIVATE, and new friends are accepted only if they are known to the child AND parent.**

**Social networking sites include Facebook, Twitter, Instagram, Snapchat, etc.*

INTERNET SAFETY TIPS FOR FAMILIES WITH MIDDLE SCHOOL STUDENTS

SAFETY TIPS

Since you may not always be able to watch everything your child does on the computer, most experts recommend installing monitoring software to ensure that you know exactly what your children are doing online.

Place the computer in a common area. It is suggested that your child not have computer in his or her room, or at least no Internet access.

Learn to use the Internet yourself. Experience cyberspace with your child and learn how to check the computer's "History" to see what websites your child is visiting.

If you have a profile on a social networking site*:

- Set up profile to **Private** or **Friends Only** – otherwise private information can be spread very quickly to known and unknown people.
- Only add people to your friends list that you already know.
- Protect your personal information as well as personal information about your friends.
- If you are too young to be on a site, don't lie about your age to join.
- Delete mean or embarrassing comments.
- Beware of invitations through comments or bulletins to view videos or click on links. They may be attempts to capture your password and introduce a virus.

Tips for youth to stop cyber-bullying:

- Don't initiate, respond or forward harmful messages
- Think first! If something mean is posted or texted about you, don't respond immediately.
- Take a break and give yourself time to think through your next step.
- Think about your reputation--would you want your grandma, teacher, future employer, or someone you don't know, to see your post?
- Trust your gut. If you feel uncomfortable, save the message and tell an adult.

Tips for parents regarding cyber-bullying:

- Ask your children questions. Maintain an open dialogue.
- Keep the computer in a common room.
- Talk about your expectations regarding acceptable online/phone behavior before they receive the privilege. Behavior online should be the same as what you would do in person or in front of someone you respect.
- Make agreements and set boundaries about accepted use and behavior for online/phone communication. Often youth don't tell parents because they fear losing their technology privileges.
- Help your child think through how the information they put online reflects on them.

Key Messages

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

- Inform youth about legal and future consequences of harmful posing online or by phone.
- Ask your child to teach you about programs or technologies you don't understand or of which you don't have familiarity.
- Model the behaviors you want to see around phone and internet use.

Remember that anyone can lie online. A stranger could be a cyber predator if:

- The stranger asks for your picture.
- The stranger invites you to view their web cam.
- The stranger asks if you are alone.
- The stranger talks about sexual matters.
- The stranger wants to meet you in person.

If you are thinking about posting your pictures on a public site, think about this:

- Once you have placed your picture on a public Internet site, it's out there forever and there is no taking it back.
- Software manipulation of photographs makes it possible for that photo to be altered and put back on the Internet or traded among child pornographers.
- Be anonymous: Don't give away personal information in your username or screen name. Don't use passwords that are easy to guess (i.e., the name of your pet).

Is Your Computer Protected?

- **What do you do with email from unknown sources?** Opening an email from an unknown source, particularly if there is an attachment, may introduce a virus that could permanently damage your computer.
- **Do you post your email on public sites?** Spammers can find your email on the Internet and use it send you junk email.
- **Does it have anti-virus software installed?** Protect your files and computer from virus attacks that can prove disastrous.
- **Do you have a firewall?** One of the best ways to protect your computer from the ravages of hackers is to install a firewall.
- **Do you know the dangers of file sharing?** Someone could infect your computer with a virus or access information from your hard drive. This could be particularly devastating if financial information is stored on the computer.
- **Do you forward emails from unknown sources?** You may think you are being helpful, but by forwarding the email, but you have just provided your friend's email address to an unknown source. And, if there is an attachment, you may have forwarded a virus.
- **Do you disconnect the Internet when it's not in use?** This is the best way to prevent anyone from using the Internet's "two-way street" to get into your computer.

**Social networking sites include: Facebook, Twitter, Instagram, Snapchat, etc.*

INTERNET SAFETY TIPS FOR FAMILIES WITH HIGH SCHOOL STUDENTS

Tips for youth to stop cyber-bullying:

- Don't initiate, respond or forward harmful messages
- Think first! If something mean is posted or texted about you, don't respond immediately. Take a break and give yourself time to think through your next step.
- Think about your reputation--would you want your grandma, teacher, future employer, or someone you don't know, to see your post?
- Trust your gut. If you feel uncomfortable- save the message and tell an adult.

Tips for parents regarding cyber-bullying:

- Ask your children questions. Maintain an open dialogue.
- Keep the computer in a common room.
- Talk about your expectations regarding acceptable online/phone behavior before they receive the privilege. Behavior online should be the same as what you would do in person or in front of someone you respect.
- Make agreements and set boundaries about accepted use and behavior for online/phone communication. Often youth don't tell parents because they fear losing their technology privileges.
- Help your child think through how the information they put online reflects on them.
- Inform youth about legal and future consequences of harmful posing online or by phone.
- Ask your child to teach you about programs or technologies you don't understand or of which you don't have familiarity.
- Model the behaviors you want to see around phone and internet use.

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

Remember anyone can pretend to be anyone online. A skilled predator will pretend to be exactly the type of person you are looking for; otherwise, you wouldn't be interested in getting together, would you? If you think you can't meet a predator, think again. Predators go anywhere you go on the Internet.

Sharing too much information about yourself?

Would you walk around with private information taped on your back, so anyone could read it? Probably not, however, this is what you are doing when you post private information on social networking sites and don't have your privacy settings set to PRIVATE or FRIENDS ONLY. You, your friends, and your athletic teams are putting information about you onto the web. If the world can see that information, so can a predator or a stalker. Guard your personal information and ask others to be careful with it as well.

There is another potential problem that you might not consider – *identity theft*. This is a crime in which someone establishes credit in your name. Unfortunately for you, the credit history that is established will

Key Messages

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

not be a good one, and it will take a lot of time and effort to clean up the mess. Giving out personal information should be *your* decision. Just because an interesting website asks for your personal information doesn't mean you should give it out.

Be careful posting photos of yourself on the web. Photos placed on public sites can be manipulated and placed back on public sites. Such photos of you might prove to be embarrassing or worse – not the kind of photo you would want a college admissions committee or potential employer to see.

What do you know about intellectual properties?

Do you know that intellectual properties are protected by copyright law? And using another's intellectual properties without their permission is illegal.

Many owners of intellectual properties view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious legal and monetary consequences. The music industry has taken legal action against some offenders, typically costing the person thousands of dollars to resolve.

Plagiarizing can seriously damage your academic record which could adversely affect college admission or getting a job.

EXAMPLES OF INTELLECTUAL PROPERTIES

- Music Recordings
- Videos
- Photographs
- Drawings
- Magazine Articles
- Computer Games
- Computer Software
- Books

INTERNET SAFETY TIPS FOR PARENTS (ALL LEVELS)

SOME ONLINE BEHAVIORS ARE AGAINST THE LAW...

Many view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious consequences. Just as stealing a CD or DVD from a store is wrong, so is stealing online.

There is an area of the law called Intellectual Properties. Learn about it. Copying information from the Internet can be illegal and there are risks.

PROTECTING YOUR COMPUTER

Emails from unknown sources may contain attachments that introduce viruses that permanently damage your computer. Forwarding emails from unknown sources can reveal your friend's email address to the sender and possibly infect your friend's computer with a virus.

File sharing can lead to a virus or provide access to information contained on your hard drive.

Installing a firewall can help protect your computer from the problems created by hackers.

Anti-Virus software can help protect your files.

Disconnecting your Internet when not in use is the best way to prevent anyone from using the Internet's "two-way street" to get into your computer.

Posting your email address on public sites allows spammers to find it and send you junk mail.

REMEMBER: YOUR FIRST AND BEST LINE OF DEFENSE IS SELF-DEFENSE IN CYBERSPACE.

Note to Parents: There are many organizations and activities in which your child may be involved that post information online in public locations. It is extremely important for you to pre-approve any information about your child that will be posted for the world to see. Remember, cyber predators are looking, too.

IF YOU SUSPECT THAT YOUR CHILD HAS BEEN CONTACTED BY A PREDATOR

Notify law enforcement

OR

File a complaint online at www.missingkids.com

Reporting Child Sexual Exploitation: If an incident occurs in which you feel your child is a victim of online solicitation for sexual acts, sextortion, or child pornography, PLEASE report the incident to the National Center for Missing & Exploited Children® (NCMEC). Their website is www.missingkids.org.

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

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

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

The CyberTipline reporting mechanism assists law enforcement and prosecutors in their detection, investigation, and prosecution of child sexual exploitation crimes. The CyberTipline helps make law enforcement's efforts more efficient and maximizes the limited resources available in the fight against child sexual exploitation. The value of the CyberTipline as a source of leads for law enforcement has been greatly enhanced by collaboration with ESPs.

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

IF YOU SUSPECT THAT YOUR CHILD HAS BEEN CONTACTED BY A PREDATOR:

Notify the Cuba Police Department at 575-289-9157, Sandoval County Sheriff's Department at 575-289-3007, or the New Mexico State Police at 575-289-3443/505-841-9256.

Call the Office of the Attorney General at 505-222-9000 and ask for the Internet Crimes Against Children investigator.

School Security Staff

Cuba Independent School District has the following security staff on campus:

_____	No Security Staff on Campus	
<u>1</u> _____	School Resource Officer (SRO)	Armed 1
<u>3</u> _____	Private Campus Security	Unarmed 3
_____	School Security Personnel	Armed
_____	Other _____	

School Security Staff Supports/Responsibilities:

The district had numerous threats within the past year or so. We had reached out to some private companies and other companies that could provide support and/or provide security officers. The International Protective Services, Inc. reached out and stated that they would be more than willing to offer assistance. We have three retired officers, who are from IPS, who are stationed at each school. They monitor each school site by walking the hallways, checking exits, doors and making their presence known. If there is an emergency, the security officers are on scene and will assist law enforcement.

The district also has a Security Resource Officer (SRO) provided by the Sandoval County Sheriff's Office who manages other school districts in the northwest region of New Mexico, but when the SRO is on campus, the SRO will monitor traffic in and out, walk hallways, monitor sporting games/after school activities, and if requested will do weekend activities.

Behavioral Threat Assessment Process

Site Assessment		Behavioral Threat Assessment	
Description	Purpose/Results	Description	Purpose/Results
Examines the safety, accessibility, and emergency preparedness of a school's buildings and grounds. This includes, a review of building access and egress control measures, visibility around the exterior of the building (i.e., lighting, landscaping, parking, etc.), structural integrity of the building, compliance with applicable architectural standards for individuals with AFN and emergency vehicle access.	Increased understanding of the potential impact of threats/ hazards on the school buildings and grounds. Increased understanding of risks and vulnerabilities of the school buildings and grounds when developing the plan. Knowledge of which facilities are physically accessible to students, staff, parents, and volunteers with access and functional needs. Should be done in consultation with emergency responders.	Analyzes communication and behaviors to determine whether or <u>not</u> a student, staff member, or other person may pose a threat. Assessments must be based on fact, must comply with applicable privacy, civil rights, and other applicable laws, and are often conducted by multidisciplinary threat assessment teams (TAT). The TAT is a separate entity from the School Safety Committee, with more specialized expertise that may also involve outside mental health professionals.	Students, staff, or other persons that may pose a threat are identified before a threat develops into an incident. A goal of the TAT is to mitigate the risk of violence by an individual (e.g., a potential active shooter) by identifying and addressing concerning behaviors <u>before</u> an incident occurs. "Leakage" of violence almost always occurs prior to an event; monitoring of social media and encouraging students to report concerning behaviors among peers is paramount to success.
Culture/Climate Assessment		Capacity Assessment	
Description	Purpose/Results	Description	Purpose/Results
School culture/climate refers to the quality and character of school life. It reflects the whole experience of school life, including: norms, goals, values, interpersonal relationships, and teaching and learning practices. An assessment evaluates student, parent, and staff connectedness to the school and helps to identify problem behaviors. Positive culture/climate fosters a nurturing environment where students are more likely to succeed, feel safe and report potential threats.	Provides information on student, parent, and staff perceptions of safety and of problem behaviors that need to be addressed to improve staff morale and student achievement. Results are not used to compare one school to another, but rather will help to ascertain a school community's strengths and needs. Assessments should be conducted anonymously for accurate results and can be used as a pre- and post-measure of change over time in a school.	An assessment examines the capabilities of staff as well as the services and material resources of community partners that could be available to the school. Especially valuable is an assessment of staff skills (i.e., first aid, foreign language, search and rescue, fire fighter, counseling, sign language, etc.). Schools may also want to consider assessing parental skills as part of this process.	Provides an increased understanding of the resources available to your school. An assessment will provide information about staff capabilities and skills that will help school safety planners assign roles and responsibilities to staff under the Incident Command System. Schools are encouraged to communicate county and/or city emergency managers to help with identifying community resources available.

CUBA INDEPENDENT SCHOOL DISTRICT

Behavioral Threat Assessment Team Roster

Cuba Independent School District will follow guidelines for Threat Assessment guidelines. The head administrator will follow the REMS Model, below are the six guiding principles of a school-based behavioral threat assessment.

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

The CISD behavioral threat assessment analyzes communication and behaviors to determine whether a student, staff, or other person may pose a threat. The primary purpose of a behavioral threat assessment is to prevent targeted violence. A behavioral threat assessment is designed to:

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

Threat Assessment Team

Title	Name	Phone #	Email
Principals	Judy Atencio John Sandoval Gilbert Dominguez	575-289-3211 ext. 403 575-289-3211 ext. 302 575-289-3211 ext. 202	jatencio@cuba.k12.nm.us jsandoval@cuba.k12.nm.us gdominguez@cuba.k12.nm.us
Compliance Director(s)	Dr. Karen Sanchez-Griego/ Rhiannon Chavez	575-289-3211 ext. 613 575-289-3211 ext. 103	ksanchez-griego@cuba.k12.nm.us rchavez@cuba.k12.nm.us
Security Officers	Sgt. Paul Castillo Officer Stephanie Collie Officer Johnathan Salazar	N/A	jsalazar@ipsglobal.com scollie@ipsglobal.com pcastillo@ipsglobal.com
Counselors/Social Work Services	Victoria Dominguez, Zackery Herrera, Anna Brown, Dishonda Toledo, Esperanza Cordova	575-289-3211 ext. 402 575-289-3211 ext. 405 575-289-3211 ext. 211 575-289-3211 ext 200 575-289-3211 ext. 400	vdominguez@cuba.k12.nm.us zherrera@cuba.k12.nm.us abrown@cuba.k12.nm.us dtoledo@cuba.k12.nm.us ecordova@cuba.k12.nm.us
Nursing Services	Carol Chase	575-289-3211 ext. 404	cchase@cuba.k12.nm.us

** Upon suspecting or knowing of a threat to students, staff, or other persons on campus, all information known will be given or communicated to a CISD Administrator and crisis team notified. In the event of an imminent threat:

- Administrator or designee will notify local law enforcement-SCSO at 800-862-4357 or via 911.
- CISD will Lock Down, Shelter in Place, or last resort evacuate to designated evacuation point(s).
- If applicable, proceed with student/parent reunification procedures.

Capacity Assessment

CUBA INDEPENDENT SCHOOL DISTRICT summary of capacity assessment conducted:

Summary of Staff Skills Inventory Results/Data

I. Emergency Response

FIRST AID	-	50 PEOPLE RESPONDED
CPR	-	50 PEOPLE RESPONDED
EMERGENCY MEDICAL	-	10 PEOPLE RESPONDED
SEARCH & RESCUE	-	2 PEOPLE RESPONDED
HAZARDOUS MATERIAL	-	1 PERSON RESPONDED
MEDIA RELATIONS	-	4 PEOPLE RESPONDED
COUNSELING/MENTAL HEALTH	-	19 PEOPLE RESPONDED
FIREFIGHTING	-	8 PEOPLE RESPONDED
INCIDENT DEBRIEFING	-	10 PEOPLE RESPONDED

II. SPECIAL CONSIDERATIONS

Languages spoken: Navajo, Spanish, Arabic, ASL, German, Tagalog, Indian (different dialects)

Experience with disabled: All, but SPED has been trained and certified

All personnel have been trained for the use of HAM radio or CB radio experience.

All personnel have been informed about community resources, planning and the operations management.

School Staff Skills Inventory Assessment

(For Emergency Operations Planning)

**This form is given to each staff members and results collected and compiled.*

As part of the development of our school Emergency Operations Plan (EOP), and in accordance with PED guidance on Safe Schools Planning, please complete the following survey of staff skills and return to the administration office by (date). You will not be assigned to any emergency response role without consent, however the information provided below may be useful to help design and update our EOP to be fully prepared for an emergency.

NAME: _____ ROOM: _____

I. Emergency Response:

Please check any of the following areas in which you have training or expertise:

- | | | |
|--|--|---|
| <input type="checkbox"/> First aid | <input type="checkbox"/> Search & Rescue | <input type="checkbox"/> Counseling/mental health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency medical | <input type="checkbox"/> Media relations | <input type="checkbox"/> Incident debriefing |

Explain or clarify items checked, if needed, or list other areas:

II. Special Considerations:

Please check and list special skills or resources you possess or have access to that you feel would be an asset in an emergency. Explain or clarify items checked:

- Multilingual, list language(s)
- Experience with disabled persons
- Ham radio or CB radio experience
- Knowledge of community resources
- Organizational safety planning
- Emergency operations management
- Other knowledge or skills (*customize for individual school needs*)
- Other knowledge or skills (*customize for individual school needs*)

School Site Emergency Drill Requirements

SCHOOL SAFETY DRILL REQUIREMENTS:

- An emergency **drill shall be conducted** in each public and private school **once a week during the first four weeks** of the school year, and at least once a month thereafter through the end of the school year.

Of these:

- 1 shall be shelter-in-place that includes preparation to respond to an active shooter,
 - 1 shall be an evacuation drill,
 - 2 shall be fire drills.
- During the rest of the school year, each school shall conduct at least **4 additional emergency drills**, at least **2 of which shall be fire drills**.

Emergency Drills Requirement Checklist

Date:	School	Name	Title
08/08/2022	District wide	Active Shooter	Poms & Associates
08/08/2022	District wide	Evacuation/Safety Drill	IPS/Poms & Associates
08/18/2022	Middle School	Fire Drill	School/Fire Department
08/18/2022	Elementary School	Lockdown	IPS
08/25/2022	Elementary School	Fire Drill	School/Fire Department
08/26/2022	Middle School	Fire Drill	School/Fire Department
08/31/2022	Middle School	Fire Drill	School/Fire Department
09/01/2022	Middle School	Lockdown	IPS/Law Enforcement
09/01/2022	High School	Fire Drill	School/Fire Department
09/02/2022	High School	Lockdown	IPS/Law Enforcement
09/02/2022	Elementary School	Fire Drill	School/Fire Department
09/21/2022	Middle School	Shelter in place	IPS/Law Enforcement
09/21/2022	High School	Shelter in place	IPS/Law Enforcement
10/18/2022	High School	Fire Drill	School/Fire Department
10/25/2022	High School	Shelter in place	IPS/Law Enforcement
11/03/2022	High School	Lockdown	IPS/Law Enforcement
11/03/2022	Middle School	Lockdown	IPS/Law Enforcement
11/10/2022	Middle School	Fire Drill	School/Fire Department
11/15/2022	Elementary School	Evacuation/Relocation	IPS/Law Enforcement
11/17/2022	High School	Fire Drill	School/Fire Department
11/18/2022	Elementary School	Fire Drill	School/Fire Department
01/02/2023	District Wide	Active Shooter	IPS/Law Enforcement

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

CUBA INDEPENDENT SCHOOL DISTRICT will include considerations for AFN and LEP students, staff and parents/guardians in drill and exercise plans.

Access and Functional Needs (AFN)

CISD will train and practice in the event of a true emergency to assist any AFN students and staff who require emergency accommodations. These duties could include:

- Providing personal assistance services to AFN students and staff in an emergency. Teacher or EA will be designated to move and or stay with the AFN student at all times during exercise or emergency.
- Exercises are also conducted to test the plan and the ability of the school respond effectively to the needs of AFN students.
- If it the situation warrants and AFN student cannot be moved or evacuated safely he or she will remain in a lockdown scenario and first responders will be notified of the teacher/EA and AFN student location.
- CISD will plan with the input of AFN students' parents and local stakeholders to ensue needs of AFN students and staff are met.
- CISD will discuss the plan for AFN students with parents or guardians, i.e. the plan can be discussed at student IEP.

Limited English Proficient (LEP)

LEP students and their parents will be provided school, non-confidential, written and verbal information on school emergencies in the native language of the student and parent i.e. Spanish. This will help:

- Understand and comply with classroom/ school emergency procedures.
- Answer any questions on exercises and emergencies at CISD.
- Provide a network of CISD staff who speak the LEP student's language to communicate with parents or guardians in the event of an emergency.
- Student's parent reunification messaging will be addressed using English and in the language of the LEP student, i.e. Spanish.
- CISD will have available names of interpreters who can assist parents and students in the event of an exercise drill or true emergency.

Limited English Proficient (LEP) Emergency Translators

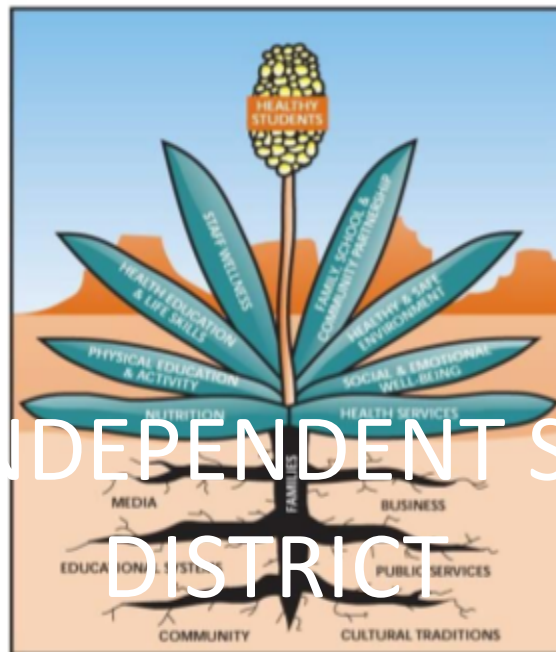
TITLE	NAME	PHONE NUMBER
Compliance Director	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603
Security	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603
Security Assistant	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603
Confidential Secretary	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603

Section III & IV – PROTECTION & MITIGATION

Parent Liaison	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603
Receptionist	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603
Teacher	Yolanda Sala, Raphaelita Phillips, Larenda Blackgoat (Navajo Speaking)	Ext. 611, 609, 603

SITE SAFETY PLAN

HEALTHIER SCHOOLS - NEW MEXICO A Model of Coordinated School Health



CUBA INDEPENDENT SCHOOL DISTRICT

Section V: Response

Table of Contents

Introduction - Response	3
Incident Command System	3
District/Charter Incident Command Assignment Roster	5
School Incident Command Assignment Roster	6
Site Incident Response Kit – Recommended	7
Universal Staff Roles/Responsibilities for Protective Actions	8
Parent/Guardian Notification Of Emergency Protocols	11
Evacuation / Relocation	14
Shelter-in-Place	15
Lockdown Procedures	16
Active Shooter	18
Closing Of School / Early Dismissal	20
Weather-Related Delays and Closures	21
Act of Violence	22
Animal on Campus	23
Bomb Threats/Bomb Emergencies	24
Bomb Threat Information And Procedures	25
You’ve Received A Bomb Threat	25
Civil Disturbance	27
Cyber Security Breach	28
Explosion	29
Fallen Aircraft (Including Hot Air Balloons)	30
Fire	31
Hazardous Material Release	32
Loss of Power or Water	33
Medical Emergency	34
Emergency Phone Numbers	35
Missing Student: Amber Alert™	36
Natural Hazards	37
Special Events	40
Transportation Emergencies	41
Media Relations	43

Introduction - Response

The CUBA INDEPENDENT SCHOOL DISTRICT **Site Safety Plan – RESPONSE** section 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 is to provide direction for school staff in planning, preparing, and training for potentially harmful situations.

The **Response Plan Emergency Procedures Supplement** (pull-out section) is designed for your school staff to have readily available in the event of an emergency. It is recommended that this section be copied for all classrooms.

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

Incident Command System (ICS) FEMA Training:

FEMA Online Independent Study Course IS-100.C: Introduction to the Incident Command System

<https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>

Incident Command System

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

Introduction to the Incident Command System (ICS)

Every complex job/situation needs to be organized, and emergency management in schools is no exception. The Incident Command System (ICS) is the nationwide standard for emergency management, preparedness, and response. The model is an expandable system of management which has proven to be workable for many emergencies, from small events to large disasters, and is currently in use by many agencies across the country. ICS is required under the Homeland Security Presidential Directive # 5, otherwise known as National Incident Management System (NIMS).

A basic premise to ICS is that in an emergency staff will transition from their day-to-day job to a similar function in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander."

Division of Labor

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

In simple terms:

Command /Management: Is in charge,

Operations: Makes it happen (by "doing"),

Logistics: Makes it possible (by "getting"),

Planning/Intelligence: Makes it rational (by "thinking"), and

Administration/Finance: Makes it fiscally accountable (by "recording").

Common Terminology: One of the most important reasons for schools to use ICS is the common terminology. Response agencies will communicate more effectively with schools if similar roles are described with common terminology, using ICS.

District/Charter Incident Command Assignment Roster

School District/Charter: CUBA INDEPENDENT SCHOOL DISTRICT

District/Charter Address/Phone #: 50 COUNTY RD 13 CUBA NM 87013 575-289-3211

Superintendent Name: DR. KAREN SANCHEZ-GRIEGO

ICS Assignment	Primary	Phone Numbers
Incident Commander /Principals	Judy Atencio John Sandoval Gilbert Dominguez	575-289-3211 ext. 403 575-289-3211 ext. 302 575-289-3211 ext. 202
Public Information Office	Dr. Karen Sanchez-Griego	575-289-3211 ext. 613
Safety Officer	IPS Officers, Cuba Police, Sandoval County Sheriff's Office	
Liaison Officer	Yolanda Sala Larenda Blackgoat	575-289-3211 ext. 611 575-289-3211 ext. 603
Operations Chief	Rhiannon Chavez	575-289-3211 ext. 103
Planning Chief	Rhiannon Chavez Sheldon Toledo	575-289-3211 ext. 103 575-289-3211 ext. 612
Logistics Chief	Rhiannon Chavez	575-289-3211 ext. 103
Finance Chief	Rhiannon Chavez	575-289-3211 ext. 103

Site Incident Response Kit – Recommended

OPTIONAL: Site Incident Response Kits (buckets) for classrooms should be checked every year to make sure it contains all items.

If items need to be replenished, they can be ordered from the following vendor(s):

CHECKLIST FOR CLASSROOM EMERGENCY KIT ITEMS

- Class Roster
- List of students with special needs and description of needs (*i.e.*, medical issues, prescription medicines, dietary needs), marked *confidential*.
- School Emergency Procedures Supplement.

Food and Water

- Food Bars – 30 individually wrapped; 5 yr. shelf-life
- Aqua Liters (4) and paper cups (30)

Light and Communication

- Flashlight– with AM/FM Radio, Siren (crank/ no batteries)
- Light Sticks – 12-hour, emergency bright stick (2)

Tools

- Hygiene & Sanitation & Comfort
- Bucket – 5 gal. with toilet seat lid
- Toilet paper – 1 roll
- Hand Sanitizer – 4 oz. bottle
- Toilet liner bags with deodorizer/solidifier (2)
- Tissue – (3) – individual packets
- Blankets (3) – made of Mylar
- Feminine Supplies (6 pads; individually wrapped)

First Aid

- First aid kit – portable; 42 pieces

Universal Staff Roles/Responsibilities for Protective Actions

District Personnel or Safety Official

Universal District Response:

1. Assist as directed by Superintendent.
2. Coordinates assistance and maintains communication with any district school affected by an emergency or disaster.
3. Takes steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
4. Arranges for transfer of staff and other individuals when safety is threatened by a disaster.
5. Works with emergency service personnel (depending on the incident, community agencies such as police or fire department may have jurisdiction for investigations, rescue procedures, etc.)

Public Information Official (PIO), Executive Director of Communications

Universal District Response:

1. Assist as directed by Superintendent.
2. Provides direction to individual school sites and maintains communication with the School/Local Police, Central Office Staff, and the District Community Relations Office.
3. Coordinates public information. Duties may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

Log Scribe, Communications Personnel

Universal District Response:

1. Assist as directed by Superintendent.
2. Record key decisions.

Liaison Official, Crisis Resource Counselor/District Stress Management and Recovery Team (DSMaRT)

Universal District Response:

1. Activates and coordinates immediate on-site psychological resources for intervention at the crisis site.
2. Provides coordination for counseling services and/or debriefing to the individuals involved and affected by the crisis.
3. Provides direction to individual school sites and maintains communication with the School/Local Police, Central Office Staff, District Community Relations Office, and the school health services personnel about crisis needs in the school.

Student Transportation Services, Executive Director of Transportation

Universal District Response:

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

Facilities Planning and Operations, Director of Maintenance and Operations

Universal District Response:

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

Logistics, Associate Superintendent/Designee

Universal District Response:

Responsible for organizing resources and personnel

Administration and Finance, Chief Financial Officer

Universal District Response:

Tracks incident accounting, costs, reimbursements

Universal School Site Responses

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise. They shall:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of ICS.
2. Direct students in their charge according to school ICS.
3. Render first aid if necessary. It is recommended that teachers should be trained and certified in first aid and CPR.
4. Teachers must have their classroom roster with them.
5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to school's designee.
7. Assist as directed by the principal/designee.

Counselors, Social Workers, Psychologists

Counselors, social workers, psychologists shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities may include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Incident Protocols.
2. Direct students in their charge according to school ICS.
3. Render first aid, if necessary.

4. Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
5. Help coordinate the activities of emergency service personnel.
6. Maintain a line of communication with the Incident Command Team.
7. Assist as directed by the principal/designee.

School Nurses

1. Provide first aid or emergency treatment, as needed.
2. Communicate first aid and emergency treatment needs to emergency service personnel.
3. Assist as directed by the principal/designee.

Custodians

1. Survey and report damage to principal/designee.
2. Assist emergency management protocols as directed.
3. Control main shut-off valves for gas, water, and electricity, and assure that no hazard results from broken or downed lines.
4. Assist in the conservation, use, and disbursement of supplies and equipment.

School Secretary

1. Assist as directed by the principal/designee.
2. Provide for the safety of essential school records and documents.

Food Service/Cafeteria Workers

1. Assist as directed by the principal/designee.

Transportation Drivers

1. Supervise the care of students if an emergency occurs while students are on the vehicle.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow local district procedures as directed by transportation policy for emergency situations, including a plan of action for the following reasons:
 - a. vehicle trouble requiring evacuation,
 - b. vehicle trouble not requiring evacuation,
 - c. passenger trouble requiring transportation personnel intervention,
 - d. passenger trouble requiring police intervention,
 - e. passenger trouble requiring medical intervention; and accidents.

General Procedures

- **Only the district PIO is authorized to release information. All other personnel should cordially refer the media to the district PIO.**
- **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.

Parent/Guardian Notification of Emergency Protocols

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

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

The appropriate Associate Superintendent and the Communications department must be notified prior to generating any notifications.

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

It is critical that schools have updated contact information.

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

PIO/PAO- Dr. Karen Sanchez-Griego, Superintendent

Media can be gathered at the Sandoval County Fairgrounds, which is the designated area in case of emergency and evacuation.

Though there are not many certainties in a school crisis, it is guaranteed that the media will be at the scene. Instead of being overwhelmed by the media, be prepared to work with them. The media may be the only communication you have with families. Here are some important tips for dealing with the: media, Dr. Sanchez-Griego will

1. Work with local media before a crisis to make sure they know our needs during an incident.
2. Designate one representative within your crisis team to deal with the media. This person should be the PIO (Dr. Karen Sanchez-Griego).
3. Emphasize that only the designated representative will give information to the media. Every effort will be made to keep students away from media during the event.
4. Designate a predetermined site for the media to assemble. If this site is not safe during the incident, the principal or Incident Commander should designate and alternate site. (Guadalupe Hall next to Immaculate Conception Church).
5. Be prepared to deal with media trying to get live coverage, pictures, and interviews.
6. Arrange for a joint press conference with emergency responders and/or choose one media representative to disseminate information. This will help us keep control over the information being released.
7. Work with state and local emergency management agencies to have the Federal Aviation Administration restrict air space over our site. This will prevent news helicopters flying over your school in a time of chaos. Media helicopters can be very frightening to children.

SAMPLE Parent Letter on Emergency Procedures - Before an Incident Occurs

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that Cuba Independent School District (CISD) has made preparations to respond effectively to such situations. In fact, public schools in New Mexico are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster.

Should we have a major disaster during school hours, your student(s) will be cared for at this school. CISD has a detailed emergency crisis plan which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency, students will be kept at their schools until they are picked up by an identified, responsible adult who has been identified on the registration packet which was presented to parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware and able to assume this responsibility.
3. Turn your radio to 100.3 The Peak FM or 770 KKOB AM for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed by CISD to the local TV Channel 4 or 7. In addition, information regarding day-to-day school operations will be available by calling the school.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency form. Students over 18 will be released immediately once they have signed out. During an extreme emergency, students will be released at designated reunion area, which is at the Sandoval County Fairgrounds in Cuba, 36 Rodeo Road, Cuba, NM, 87013. Please instruct your student to remain at school until you or a designee arrives.

In case of a hazardous release event (chemical spill) near the school area, Shelter-in-Place procedures will be implemented to provide in place protection. All students and staff will report to their rooms and all efforts will be made to prevent outside air from entering classrooms during the emergency. "Shelter-in-Place" signs will be placed in classroom windows or hung outside classroom doors during a drill or emergency. Students arriving at school during a Shelter-in-Place drill or event should report to the school office or to a previously designated area at the school because classrooms will be inaccessible. When the dangerous incident has subsided, an all-clear signal will be given.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,

Dr. Karen Sanchez-Griego
Superintendent
Cuba Independent School District

Evacuation/Relocation

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



Cuba Independent Schools Universal Safety Procedures

<u>LOCKDOWN</u>	<u>EVACUATION/RELOCATION</u>
<p><u>ALICE</u></p> <p>For use in responding to a violent critical incident</p> <p><u>A = ALERT - First Notification of Danger</u></p> <ul style="list-style-type: none"> • PA Announces Emergency Notification • Sounds—Gunfire, screaming, etc. • Sight—Running people, attacker, etc. <p><u>L = LOCKDOWN - Barricade & Fortify</u></p> <ul style="list-style-type: none"> • Barricade the door • Spread out in the room with counter devices • Lock for alternative escape routes • Dial 911—when safe to do so <p><u>I = INFORM—Pass on real time information</u></p> <ul style="list-style-type: none"> • What, Where, Who, How • Communication Methods <ul style="list-style-type: none"> • PA system • Phones • Radios <p><u>C = Counter Taking Back Control</u></p> <ul style="list-style-type: none"> • Disrupt the attacker using counter strategies <ul style="list-style-type: none"> • Use noises movement distance • Put off Balance • Distractions • Put on defense <p><u>E = ELEVATE/ FLEE to Rally Point</u></p> <ul style="list-style-type: none"> • Leave all belongings behind • Remove as many potential targets • NO VEHICLES! 	<p>For use when conditions are safer outside than inside and to move students and staff off campus away from a dangerous situation.</p> <p>When an announcement is made or an alarm is sounded:</p> <ul style="list-style-type: none"> • Take the closest and safest way out as a posted (use secondary route if primary route is blocked or hazardous) • Take lap top for student accounting /attendance • Take classroom incident response Go-Kit • Assist those needing special assistance • Do not stop for student/staff/belongings • Do NOT LOCK DOORS • Go to designated assembly area • Account for all students and staff • Check for Injuries • Wait for further instructions • NO VEHICLES IN OR OUT
<p style="text-align: center;"><u>SHELTER IN PLACE</u></p> <p style="text-align: center;">For use to protect occupants from potential external dangers and natural hazards</p> <ul style="list-style-type: none"> • All students are physically supervised during a shelter-in-place. • No one is allowed in or out of the building. • Students and staff are allowed to have organized and supervised restroom breaks, medical attention, food, and water if necessary. • Students are allowed to continue their studies in a supervised classroom that is locked and secure. 	

Shelter-in-Place



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UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Lockdown Procedures



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Active Shooter

School staff will follow POMs & Associates and International Protective Services, Inc. in an Active Shooter situation.

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

Describe Active Shooter Protocol for all Staff as outlined in your training.

All staff conducted an active shooter training to help staff understand their role in such a crisis. All staff were required to participate at each school site. The trainer from POMs & Associates conducted a walk through to see what the district needed to improve on and to make sure that students felt safe. All staff were trained on ALICE. A - Alert; L - Lockdown; I - Inform; C - Counter; E - Evacuate.

Recommended Follow-Up

INTERACTING WITH FIRST RESPONDERS

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

WHEN LAW ENFORCEMENT ARRIVES:

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

(Adapted from the FBI: Active Shooter Event Quick Reference Guide)

Active Shooter Training

CUBA INDEPENDENT SCHOOL DISTRICT completed the Active Shooter Training

DATE	Trainer Name	Title	Training Title	Frequency
08/08/2022	James Vautier	Senior Manager	ALICE Active Shooter	Annually

If any school staff missed the school wide training date, they were given the opportunity to make it up by attending another date.

Closing of School/Early Dismissal

It is the intent of the school to remain open according to the calendar adopted each school year. Notwithstanding this commitment, there might be emergency situations that necessitate an unscheduled early dismissal or the closing of school.

The decision for an early dismissal or to close the school(s) will be made by the Superintendent or designee upon advisement from staff and civil authorities (police, fire, emergency management, hazardous materials team) as to danger to students and staff, damage assessment of facilities, and capabilities of school to function (water, power, heat, sanitation, road access, etc.).

Usually, the decision for an early dismissal or to close a school will be made because of winter storm effects or some disaster situation, such as an earthquake, fire explosion, chemical spill, flood, severe winds or storm conditions, or even excessive heat. In these instances, the Local and State Emergency Management offices may already be activated and the status of the situation closely monitored. Once a school has been closed, children are not to return until an official announcement is made by the Superintendent.

If the decision is made to close school early, the following items should be considered:

- Children may be returning to homes that have no adult present.
- Children may be returning home during weather conditions or other conditions that increase the chance of injury.
- Streets may be without crossing guards.

If the decision is not to close the school, the following should be considered:

- Conditions may worsen by regular dismissed time posing increased risks for bussed students and those walking.
- If conditions unexpectedly worsen, students may have to stay overnight at the school.

Informing Students, Staff, Families and School Community

How Families are Notified

If schools are dismissed early or closed, parents/guardians will be notified by phone and/or email through the district student and family notification system. **It is critical that schools have updated contact information for parents/guardians.**

Where Parents/Guardians can Find Emergency Alert Information

- The school website is the best source for information on school delays, closures, and early releases.
- School Facebook Page
- Schools Social Media Account(s)
- KOB
- KRQE

- KOAT
- Local Radio Stations
- Text Message system

Weather-Related Delays and Closures

Announcement Timeline

- 2-Hour Delays: By 5:30 a.m.
- E-Day By 7 a.m., no later than 8 a.m.
- E-Day following a 2-Hour Delay: By 8 a.m.

Additional Information

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

Principal or Designee

- 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.
- Principal will access district communication system to send uniform information to parents on pickup process.
- Each teacher remains with his/her students until all students are picked up.
- Students remain in the classroom or designated area until notified of their bus arrival or that their parent is there to pick them up.
- All remaining students who cannot be picked up or sent home will be transported home safely by School Authorized Personnel. The principal or designee will be responsible for all students until all students have been picked up or transported home.

Chief Operations Officer or District Designee

- Notify the district transportation department to initiate the pick-up of students,
- Post on the district website that an early dismissal will be occurring.
- A school-wide text message/email will be sent out to all parents/community members

Act of Violence

Active Shooter(s): a person who is actively engaging students and/or staff with a firearm
Armed Person on School Grounds: an individual displaying or wielding a deadly weapon
Drive by Shooting: is a shooting from an occupied/moving vehicle into a target area
Hostage Situation: detaining students and/or staff against their will by force or threatened use of force
 Shots fired on/off school grounds: from an undetermined source
Show by: is driving by with the intent of a show of force i.e. showing a gun out the car window, but not firing it.
Suicide/Threat of Suicide: the act of taking one's own life, or threatening to do so.

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

IMMEDIATELY AFTER THE INCIDENT IS REPORTED OF SHOTS FIRED:

Initiate LOCKDOWN procedures campus-wide

Additional Instructions:

If outside, run away from the building

- Have Students move safely and quickly to the nearest shelter (building) or cover.

Assess injuries, if applicable

- Do not allow anyone seriously injured to move. If injured are ambulatory, assist them to a shelter
- Stay with the injured until emergency services arrive.

Assist law enforcement with as much detail as possible

- REMEMBER students will model their emotional reaction after yours, so STAY CALM.

Animal on Campus

In the event of an animal on campus there is often no time to assess the situation. In this situation follow the procedure for **SHELTER-IN-PLACE** if an animal is outside the building.

There may be certain situations where an **EVACUATION** is the best response to prevent students and staff from being placed in greater danger.

OUTSIDE BUILDING

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Follow SHELTER-IN-PLACE procedures.	1. Clearly instruct staff to SHELTER-IN-PLACE .
2. Keep all students inside the building/ STAY CALM	2. Follow shelter-in-place procedures.
3. Account for all students	3. Contact Animal Control DIAL 311
4. Do not allow anyone to leave until the all clear is given.	4. Be prepared to respond to injuries.
	5. Establish an emergency command post.

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 will notify staff to **EVACUATE**:

Recipient of Phone Call	Incident Commander/Principal/Assigned Staff
1. Keep caller on phone.	1. Clearly communicate and instruct staff to follow EVACUATION procedures .
2. If student answers phone, get an adult immediately.	2. Call emergency number <u>505-891-7226</u> or 911 to activate ICS.
3. Identify any noises in the background.	3. Do not use radio, phones, or electronic bells. Bombs can be activated by electronic devices.
4. Write down all information using the Bomb Threat Report.	4. Avoid spreading panic; do not refer to the “bomb” or “bomb threat.”
5. Ask questions: When? Where? What? How?	5. Discuss the matter with the officer.
6. Notify the Principal/Incident Commander or designee.	6. Do not touch, pick up, or move any object found which is not familiar.
EVACUATION – Bomb Emergencies.	7. Upon finding a suspect item, which may be or may contain an explosive device, confirm that it does not belong in the area.
Follow EVACUATION procedures.	8. If the officer determines an evacuation is necessary, follow the Emergency Evacuation plan.
	9. The only information that should be released to the media is the phone number of the public information officer (PIO).

School Police (If Applicable):

- Officers will be dispatched immediately.
- An officer will contact school officials on site to begin immediate investigation. 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. The officer will notify school staff when the search will be discontinued.

Bomb Threat Information and Procedures

YOU'VE RECEIVED A BOMB THREAT

A bomb threat must always be considered a real and immediate danger to students and personnel. Personnel should follow established procedures.

Bomb threats may be an unidentified object or item which may be found on school grounds. Bomb threats may also be received by phone, mail, email, or text message. There are specific procedures for handling each type of threat.

By Telephone

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

By Written Message

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

NEXT STEPS

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

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

At least one bomb threat drill should be conducted each school year. Because evacuation of students and/or staff to the Pre-planned evacuation site is the response used for bomb threats as well as a number of other disaster incidents, staff members will probably not be aware that they are evacuating because of a bomb threat. Therefore, it would be a good practice that whenever exiting the classrooms/work places for any kind of drill/exercise/incident all personnel should quickly inspect their work area for anything that might seem unusual/out of place and be aware of any unusual or suspicious person on the site.

Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.

Evacuations may be necessary during winter months and students may not have coats, this situation must be considered in planning.

Each site should designate a primary and at least one secondary evacuation site for students/staff. The primary evacuation area is usually the pre-planned site and the secondary sites are off campus/site. The pre-planned site is the Sandoval County Fairgrounds. The secondary site is Guadalupe Hall next to the Immaculate Conception Church. At least one of them should be within walking distance, i.e., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with the information and await instructions.

If a bomb threat is received by handwritten note:

1. Call the site principal/authorities
2. Handle the note as minimally as possible.

If a bomb threat is received by email:

1. Call the site principal/authorities
2. Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign Postage
- Restrictive notes

DO NOT:

- Use two-way radio or cellular phone; radio signals have the potential to deteriorate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

BOMB THREAT CHECKLIST

Date: _____

Time: _____

Time Caller Hung Up: _____

Phone Number where called was received: _____

ASK CALLER:

- Where is the bomb located? (Building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes _____ No _____
- Why? _____
- What is your name? _____

EXACT WORDS OF THREAT:

INFORMATION ABOUT CALLER:

- Where is the caller located? (Background and level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice:

- Accent
- Angry
- Calm
- Clearing throat
- Coughing
- Cracking voice
- Crying
- Deep
- Deep breathing
- Disguised
- Distinct
- Excited
- Femal
- Laughter
- Lisp
- Loud

Male

Nasal

Normal

Ragged

Raspy

Slow

Slurred

Soft

Stutter

Background Sounds:

- Animal Noises
- House Noises
- Kitchen Noises
- Street Noises
- Booth
- PA System
- Conversation

Music

Motor

Clear

Static

Office Machinery

Factory Machinery

Local

Long distance

Threat Language

Incoherent

Message read

Taped

Irrational

Profane

Well-spoken

Other Information:

Civil Disturbance

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

Coming from within school- follow **SHELTER-IN-PLACE** procedures.

Disturbance outside school property-follow **SHELTER-IN-PLACE** or **LOCKDOWN** procedures, depending on the situation.

Cyber Security Breach

In the event of a cyber-security breach at Cuba Independent School District the Technology Department will notify the head administrator immediately. If necessary, the internet connection will be taken off line. The head administrator will notify NMPED CSD of the breach. If deemed necessary by the head administrator and NMPED CSD US-CERT shall be notified.

THE TECHNOLOGY DIRECTOR WILL MAKE THE FOLLOWING REPORT:

1. Identify the current level of impact on agency functions or services (Functional impact)
2. Identify the type of information lost, compromised, or corrupted (Information Impact)
3. Estimate the scope of time and resources needed to recover from the incident (Recoverability)
4. Identify when the activity was first detected.
5. Identify the number of systems, records, and users impacted.
6. Identify the network location of the observed activity.
7. Identify point of contact information for additional follow-up

Important: Please refrain from adding sensitive personally identifiable information (PII) to incident submissions. Any contact information collected will be handled according to the DHS website privacy policy.

8. Submit the notifications to US-CERT.

The following information should also be included if known at the time of submission:

9. Identify the attack vector(s) that led to the incident
10. Provide any indicators of compromise, including signatures or detection measures developed in relationship to the incident
11. Provide any mitigation activities undertaken in response to the incident.

Within one hour of receiving the report, the NCCIC/US-CERT will provide the agency with:

- A tracking number for the incident
- A risk rating based on the NCCIC Cyber Incident Scoring System

Reports may be submitted using the NCCIC/US-CERT Incident Reporting Form; send emails to soc@us-cert.gov (link sends e-mail) or submit reports via Structured Threat Information eXpression (STIX) to autosubmit@us-cert.gov (link sends e-mail) (schema available upon request).

The head administrator and IT manager will conduct and discuss the following assessment:
Impact and Severity Assessment

To support the assessment of national-level severity and priority of cyber incidents, including those affecting private-sector entities, the NCCIC will analyze the following incident attributes utilizing the NCISS:

- Functional Impact,
- Information Impact,
- Recoverability,
- Location of Observed Activity
- Observed Activity,
- Actor Characterization,
- Cross-Sector Dependency, and
- Potential Impact.

In the event of Cyber Breach and or for further guidance e-mail info@us-cert.gov or call US CERT (Department of Homeland Security) at (888) 282-0870.

Explosion

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

INSIDE BUILDING

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Immediately turn away from glass areas and take cover under tables and desks.	1. Call emergency number 911 to activate ICS.
2. Follow EVACUATION procedures.	2. Plan EVACUATION and clearly signal staff for evacuation with any means possible.
3. Extinguish all science classroom gas burners.	3. Follow evacuation procedures.
4. Check students for injuries.	4. Keep a cellular phone in hand.
5. If you evacuate, be prepared for falling debris and other dangers.	5. Be prepared to respond to major injuries, hazardous materials, and fires.
6. Account for all students.	6. Establish an emergency command post.

OUTSIDE BUILDING

1. Move to an area away from building.	1. Keep a cellular phone in hand.
2. Adults and students DO NOT attempt to return to the building.	2. Be prepared to respond to major injuries, hazardous materials, and fires.
	3. Establish an emergency command post immediately after the explosion.

Fallen Aircraft (Including Hot Air Balloons)

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

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

If a building is involved in a crash, all students/staff shall be **EVACUATED**.

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Follow SHELTER-IN-PLACE or EVACUATION procedures.	1. Call emergency number 911 to activate ICS.
2. Clear all students immediately away from the crash site. Maintain a safe distance from aircraft (Minimum of 400 yards. For military aircraft, use greater caution.)	2. Initiate SHELTER-IN-PLACE or EVACUATION procedures campus-wide.
3. Move away and upwind from aircraft, allowing for possible explosion.	3. Check with staff to ensure safety of and accountability for all students and staff.
4. Do not attempt to assist at the crash site.	4. Ensure that no one returns to buildings for ANY reason until such buildings are officially declared safe by the fire department, district Maintenance and Operations, etc.
5. Notify the Principal immediately.	
6. Take classroom roster for student accounting.	5. The only information that should be released to the media is the phone number of the district public information officer (PIO).
7. Take attendance. Report according to Student Accounting and Release procedures.	

Fire

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

All incidents of fire and fire drills should follow the **EVACUATION** protocol.

If there is a fire external to the school, an evaluation will need to be made; **SHELTER-IN-PLACE** may need to occur (*i.e.*, forest fire, brush fire).

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

EVACUATION – INTERNAL FIRE

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. EVACUATE when the alarms sound.	1. Evaluate the situation.
2. Take classroom roster for student accounting.	2. Sound alarm.
3. Use Fire extinguisher if the fire is small and located in your room. <i>Do not attempt to extinguish the fire if it will put anyone in danger.</i>	3. Call emergency number 911 to activate ICS.
4. Provide First Aid.	4. EVACUATE if students or school buildings are in danger. <i>Be prepared to transport students to a safe site, if necessary</i>
5. Account for all students and do not allow students to leave the area or return to the building.	<i>Notify all staff when it is safe to return to building.</i>

SHELTER-IN-PLACE – EXTERNAL FIRE

1. If SHELTER-IN-PLACE , follow procedures.	1. SHELTER-IN-PLACE if smoke is blowing in the direction of the school and not endangering lives.
<i>Turn off ventilation systems, wait for word that it is safe before resuming any outside activity.</i>	<i>Turn off ventilation systems, wait for word that it is safe before resuming any outside activity.</i>

Please note that the state Fire Marshall has issued the following recommendations that must be strictly adhered to as prevention methods:

Exits and classroom doors must be clear by 36".

Large accumulations of combustibles like books, papers and materials are hazardous. Keep your classrooms free from clutter.

Nothing can be stacked 2 feet from the ceiling.

Student artwork cannot cover more than 20% of a wall.

No candles are allowed in the school.

HAZARDOUS MATERIAL RELEASE

A **hazardous material** is any chemical compound or biological agent that has adverse effects to health and safety. This includes natural gasses, propane, and like gasses.

A **hazardous material release** is a release of a chemical compound or biological agent that requires initiation of emergency protocol.

Tear gas/pranks can be fatal to individuals with asthma. Evacuate and leave doors and windows open. The gas will dissipate in about 30 minutes. Overreaction tends to encourage tear gas pranks.

All containers must be labeled as to their contents. No chemicals should be brought onto school property without prior authorization from the principal, and the Material Safety Data Sheet (MSDS) for the chemical should be forwarded to Maintenance & Operations or Risk Management.

Proper chemical hazard signs should be displayed outside of buildings that contain chemicals.

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

INTERIOR hazardous material release: **EVACUATE** all students and staff.

EXTERIOR hazardous material release- may need to **SHELTER-IN-PLACE**.

- 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.

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Notify principal or designee of hazardous material release.	1. Determine the appropriate course of action (shelter-in-place, lockdown, or evacuation).
2. Do not clean up or touch any chemical spill.	2. Call emergency number 911 to activate ICS.
3. Take appropriate action (shelter-in-place, lockdown, or evacuation) when announcement is made or alarm is sounded.	3. 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.
	4. The only information that should be released to the media is the phone number of the district public information officer (PIO).

Emergency numbers for all Fire/Police Sandoval County:

Phone: 505-867-7625

Email: eoc@sandovalcountynm.gov

Loss of Power or Water

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

- Loss of power or water should be phoned to District Maintenance and Operations at 505-362-2875
 - Maintenance and Operations will assess the situation and advise the Superintendent or Chief Operations Officer and the site administrator with the estimate of when the utilities will be restored.
 - The decision to close school or change hours of the school day is the responsibility of the Superintendent or designee. School principal will determine if a **SHELTER-IN-PLACE** is necessary.
- If the situation occurs after hours, the Maintenance and Operations Emergency Work Order Line should be phoned at 505-362-2875. Also, local utility companies may need to be called at Water 575-289-2020, Power 575-289-3241, if Maintenance and/or Operations are not available. If utility companies cannot be reached, contact local law enforcement.

The school should provide flashlights for classrooms and workplaces and replacement batteries are routinely provided. School multipurpose rooms and main offices and special services areas should have emergency lighting that are automatically activated during a power failure.

Medical Emergency

During a medical emergency, staff should remain calm and assess the situation, first making sure that it is safe to approach. The following dangers will require extra caution: live electrical wires, gas leaks, chemical spills, building damage, fire, smoke, traffic, or violence.

General guidelines for responding to a medical emergency in schools may include, but are not limited to the following:

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

* Call EMS if the child:

- Is unconscious, semi-conscious or unusually confused
- Is not breathing or experiencing a blocked airway
- Is having difficulty breathing, shortness of breath or is choking
- Has no pulse
- Has bleeding that won't stop
- Is coughing up or vomiting blood
- Has a severe allergic reaction
- Has been poisoned
- Has a seizure for the first time (i.e., no known history), a seizure that lasts more than 5 minutes, or an atypical seizure
- Has injuries to the head, neck or back
- Has sudden, severe pain anywhere in the body
- Has a limb-threatening condition (e.g., amputations or other injuries that may leave the child permanently disabled unless he/she receives immediate care)

Emergency Phone Numbers

Copy and post this sheet near all phones and in each room. Schools should update this information at least annually, or as needed when there are changes in personnel or phone numbers.

EMERGENCY PHONE NUMBER(S): 505-891-7226 or 911

Name of Emergency Medical Service: Sandoval County Dispatch/PMS

Average emergency response time to your building/facility: Approximately 30 minutes

Be prepared to provide the following information when you dial 911 and stay on the line until the call is terminated by the answering party.

- Your name and phone number
- School/facility name, phone number and address
- Nature of emergency
- Address and easy directions, including best entrance to use
- Exact location of injured person (e.g., behind the gym parking lot)
- Type of injury/condition suspected (e.g., head or neck injury, shock, etc.)
- Help already given to victim (e.g., epinephrine, CPR, AED, etc.)
- Ways to find the entrance easily (someone standing out front, a flagpole, etc.)

Other Important Phone Numbers:

School Nurse Carol Chase ext. 404; Anna Bridge ext. 214; Shanell Gordo ext. 214; Xiomara Marino ext.304

Responsible Administrator Judy Atencio ext. 403; John Sandoval ext. 302; Gilbert Dominguez ext. 202

Poison Control 1-800-222-1222

Emergency/Disease Reporting _____

Fire Department **911 or** 505-867-7625;575-289-3456

Police **911 or** 575-289-9157;575-289-3443; 505-867-7526

Hospital or Closest Medical Facility 575-289-3291

County Family Services Division/Child Protective Services 1-855-333-7233

Local Health Agency 575-289-3291

Child Abuse Hotline 1-855-333-7233

Rape Crisis Hotline 1-800-656-4673

Domestic Violence Hotline 1-800-799-7233

Missing Student: Amber Alert™

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

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

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

As soon as it is determined that a student is missing, notify local law enforcement, or 911.

Natural Hazards

Hail * Tornado * Earthquake * Lightning * Snow/Ice Storm * Wind/Sandstorm * Flood

In the event of a natural hazard, there is often no time to assess the situation. In this situation follow the procedure for **SHELTER-IN-PLACE**.

There may be certain situations where an **EVACUATION** is the best response to prevent students and staff from being stranded on school grounds or placed in greater danger.

Students should not be released if it is hazardous to do so.

Earthquake

INSIDE BUILDING

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Immediately turn away from glass areas and take cover under tables and desks and hold on.	1. Plan EVACUATION and clearly signal staff for evacuation with any means possible.
2. EVACUATE classroom if the classroom is under immediate danger or instructed clear-out.	2. Follow evacuation protocol.
3. If structural damage, window breakage, etc. has been sustained, follow evacuation drill procedures following termination of the quake.	3. Keep a cellular phone in hand.
4. Extinguish all science classroom gas burners. Stay clear of chemicals.	4. Be prepared to respond to major injuries, hazardous materials, and fires.
5. Check students for injuries	5. Establish an emergency command post immediately after the quake.
6. If you evacuate be prepared for falling debris and other dangers.	
7. Account for all students.	
OUTSIDE BUILDING	
1. Move to an open area away from trees, portable backstop, power lines, buildings, etc.	1. Keep a cellular phone in hand.
2. Remain in a cleared area.	2. Be prepared to respond to major injuries, hazardous materials, and fires.
3. Adults and students DO NOT attempt to return to the building.	3. Establish an emergency command post immediately after the quake.

Flood/Snowfall

These natural disasters are usually **SHELTER-IN-PLACE** until parents can be notified. Although closing school may be appropriate, students should not be sent home if it is hazardous to do so.

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Follow SHELTER-IN-PLACE procedures.	1. Clearly instruct staff to SHELTER-IN-PLACE .
2. Keep all students inside the building and away from the windows. If the weather is severe and blowing, cover the windows.	2. During school hours, assign staff members to monitor the weather reports via radio, TV, and internet (all school sites).
3. If EVACUATION , release students to appropriate parental pickups.	3. Consult with pre-designated district official for evacuation of school plans.
	4. If school is to be EVACUATED , plan for transportation, pickups, and media relations.
	5. Provide protection protocol for school contents.

High Wind Events (Tornados, 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**. Dangers are from wind, flying debris, and collapse of buildings, trees, etc.

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Follow SHELTER-IN-PLACE procedures.	1. Clearly instruct staff to SHELTER-IN-PLACE .
2. Keep all students inside the building and away from the windows. Open windows slightly to equalize air pressure (tornado). Hallways also provide protection.	2. Move students from portables to main building if time allows.
3. 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.	3. During school hours, assign staff members to monitor the weather reports via radio, TV, and internet (all school sites).
4. Avoid auditoriums, gymnasiums, and structures with large roof spans. Avoid rooms with glass.	4. Shut down boilers.
5. If EVACUATION , release students to appropriate parental pickups.	5. Consult with pre-designated district official for evacuation of school plans.
	6. If school is to be EVACUATED , plan for transportation, pickups, and media relations.
	7. Provide protection protocol for school contents.

Special Events^{-Recommended}

Special events can include sporting events, graduations, dances, memorials, etc.

On Campus Events:

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

Off Campus Events:

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

Athletic Events:

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

Transportation Emergencies

School Bus Transportation Emergencies may include but are not limited to bus accidents with other motor vehicles, bus accidents with stationary objects, medical emergencies on board bus, discipline emergency on board bus, vehicle emergency requiring evacuation, vehicle emergency not requiring evacuation, and vehicle break down.

Procedures for dealing with school bus emergencies:

1. Vehicle trouble requiring evacuation:

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

2. Vehicle trouble not requiring evacuation:

- Driver contacts dispatch.
- Driver contacts required assistance (e.g., police, medical, school).
- Driver notifies the Transportation Director.
- The Transportation Director contacts required departments (e.g., Risk Management, Police); and
- The Transportation Director responds to the scene to gather information to document the incident.

3. Passenger trouble requiring transportation personnel intervention:

- Driver contacts dispatch.
- Driver contacts required assistance (e.g., Police, medical, school).
- Driver notifies the Transportation Director.
- The Transportation Director contacts required departments (e.g., Risk Management, Police); and
- The Transportation Director responds to the scene to gather information to document the incident.

4. Passenger trouble requiring police intervention:

- Driver contacts dispatch.
- Driver contacts required assistance (e.g., Police, school).
- Driver notifies the Transportation Director.
- The Transportation Director contacts required departments (e.g., Risk Management, Police); and
- The Transportation Director responds to the scene to gather information to document the incident.

5. Passenger trouble requiring medical intervention:

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

6. Principal of the receiving school:

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

Additional Information:

Student transportation is a privilege to students who are eligible for transportation, and students who do not obey the state and local regulations may have their transportation privileges revoked based on the local board policy.

For further information on all transportation, regulations please see NMAC 6.41.4 Standards for Providing Transportation for Eligible Students. You may also call the Transportation Director at 575-289-3211 ext. 507.

Media Relations

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

District level PIO: Dr. Karen Sanchez-Griego, Superintendent

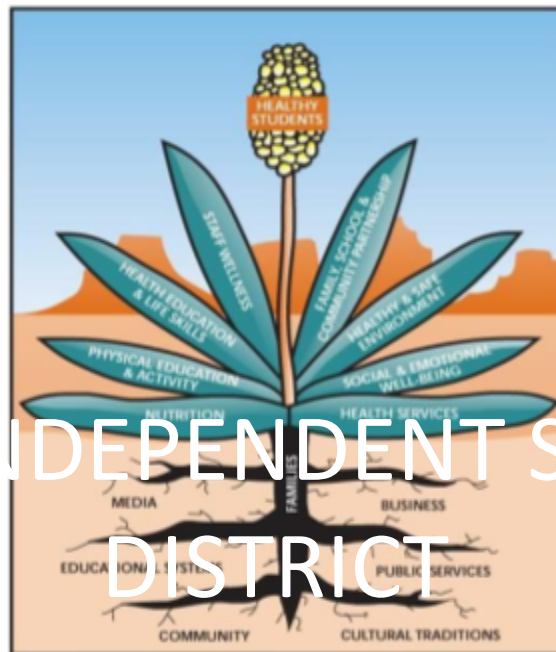
- The district level PIO is the designated representative to deal with the media and local first responder's PIO.
- The PIO will lead efforts to inform the media on the situation as it develops.

Important tips for schools when dealing with the media:

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

SITE SAFETY PLAN

HEALTHIER SCHOOLS - NEW MEXICO A Model of Coordinated School Health



CUBA INDEPENDENT SCHOOL DISTRICT

Section VI: Recovery

Table of Contents

Introduction - Recovery	3
Recovery Team	4
Relocation/Reunification Plan	5
Reunification Team	8
Continuity of Operations Planning (COOP)	10
Psychological and Emotional Recovery Procedures	12
Checklist for Administrators Responding to a Tragedy in Person and Virtual Setting	13
Recovery Team Summary Sheet	16
Sample Letter to Send Home	17
Identifying Students Who are At-Risk	25
Teacher Guidelines for Discussion	27
Suggestions for Classroom Activities After a Loss	28

Introduction - Recovery

Our school site is committed to providing a healthy, safe, and secure environment for students and employees. The ***Site Safety Plan - RECOVERY*** section addresses the emotional and psychological needs of school staff and students once school has resumed after a crisis, emergency, terrorist, or disaster event has occurred. Resuming school activities as quickly as possible is important to promote the long-term welfare of children and their families. Teachers and other school staff play an integral role in helping their students. Teachers have usually spent the most time with their students and most likely know them the best. They are in a good position to provide early and ongoing recovery strategies.

The goal of the RECOVERY section of the *Site Safety Plan* is to assist schools in coping with the aftermath of a crisis, emergency, terrorist, or disaster event.

Our school site recognizes that each school community has unique needs and resources, which must be addressed to enhance the ***Site Safety Plan***. The ***Site Safety Plan – RECOVERY*** section will be reviewed and updated annually by school staff.

Relocation/Reunification Plan

***Identify Primary Relocation Areas (On school grounds)- HS Gym**

***Identify Secondary Relocation (off campus/on foot)- Sandoval County Fairgrounds**

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

When to Initiate the Relocation/Reunification Plan

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

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

Initiating the Relocation/Reunification Plan

- In most cases school and district leaders, determine whether to evacuate/relocate students and staff. In the case of an active shooter, students and staff should immediately evacuate and run from danger when possible.
- Students and staff may first evacuate/relocate to another part of campus or nearby location before being moved to a relocation/reunification site. Teachers, staff, and police escort students to the relocation site.
- Teachers need to make sure they have their class rosters with them in a “Go Kit” so they can take roll and report any missing students to a designated administrator who will contact Police who will assist in tracking down missing students.
- Index/reunification cards will be included in Teacher “Go Kit.”
- If the relocation/reunification site is within walking distance, teachers, and staff escort students to the site.
- If the relocation/reunification site is not within walking distance, Transportation will be notified, and students will be transported by bus from the initial evacuation location, accompanied by teachers, staff, and police.
- Communications will notify families about any type of evacuation and the location of the staging area using School Messenger phone calls and emails, social media, school and district websites, and the media.

- Establish a media staging area. Communications will periodically update media.
- Dispatch a response team to the reunification site and set up a parent check-in location. Public safety and mental health personnel should be on hand as well.
- Deliver students to a reunification site and stage them designated area (if possible, keep students inside and parents outside until all processes are organized to reunify).
- Once students are on site, Communications notifies parents of the reunification site and moves the media staging area near the reunification site.
- “Greeters” direct families to a parent check-in location and help them understand the process.
- Parents show ID and fill out an index card that includes:
 - Student Name
 - Student Grade
 - Teacher’s Name
 - Student’s Cell Phone Number
 - Name and Relationship of Person Picking Up Student

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

- Identified district or school staff research emergency contact information for release of student.
- “Reunifiers”/Runners recover students from the student staging area and deliver them to parents/guardians.
- Direct reunited students and parents/guardians from the site to keep the process flowing.
- When a parent can’t immediately go to the reunification site, students will only be released to individuals previously identified as a student’s emergency contact. Otherwise, the school will hold students until parents can pick up their students.

OTHER PROTOCOL: _____

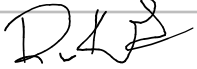
Relocation/Reunification Planning and Training with School Police/Local Emergency Responders

Agency (Local)	Name	Title	Date
Police Dept/Security	Sgt. Castillo, Officer Collie, Officer Salazar	IPS Security Officers	08/08/2022
Fire Dept.	Chief Romero	Fire Chief	08/08/2022

Name of School and/or Outside Mental Health Professionals included in the Planning and Training.

Victoria Dominguez
Dishonda Toledo

ASSURANCE: All school staff have been informed of the Relocation/Reunification Plan.

Superintendent	Dr. Karen Sanchez-Griego, Ed.D 
Date:	11/30/2022

Reunification Team

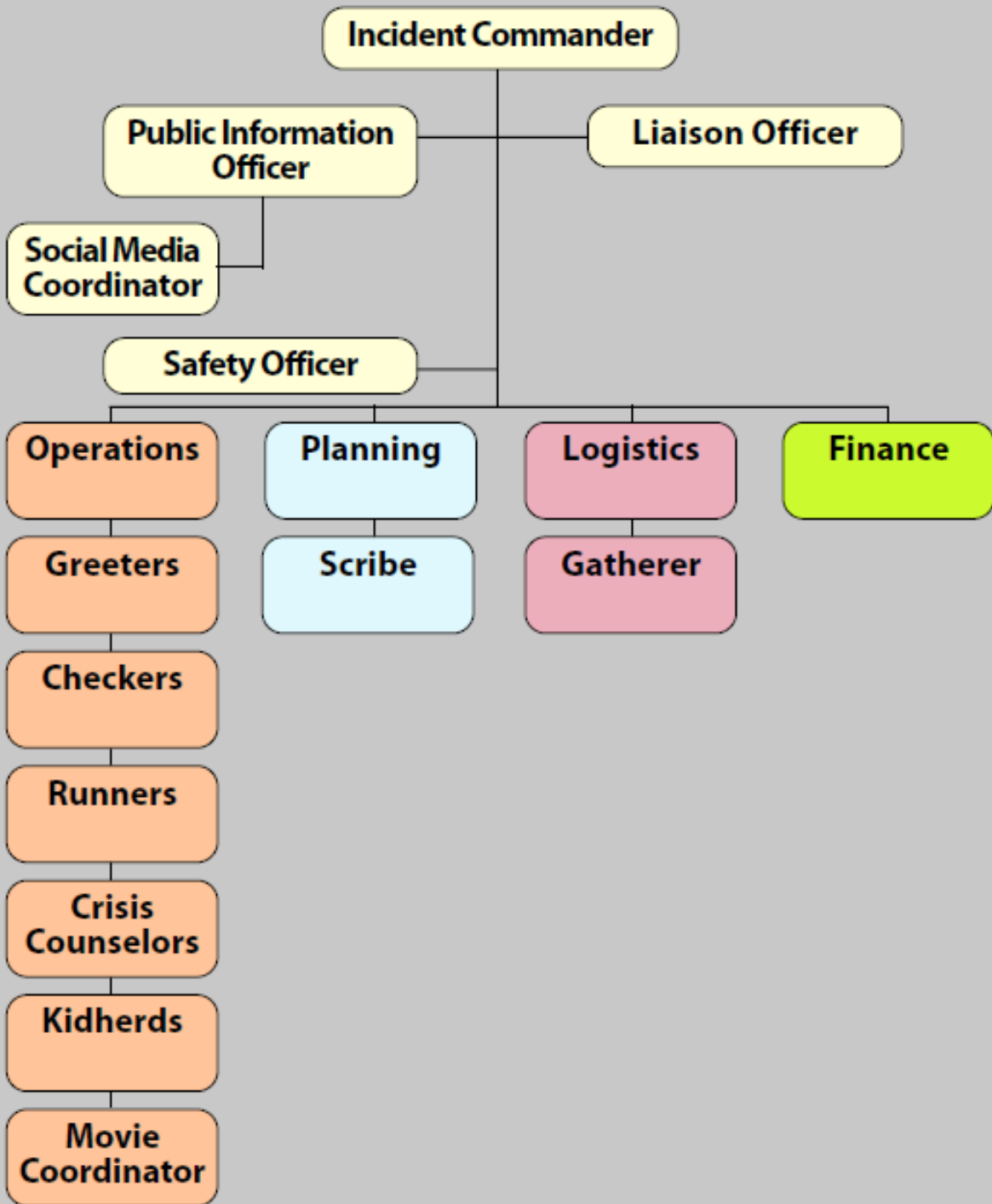
Identify those individuals who will be involved in the school Reunification Team, which should include district- and school-level personnel and other community stakeholders who have an expertise in or desire to help with reunification operations, which are conducted at an off-site location after a re-location. The make-up of your Reunification Team will be dependent upon the capacity and characteristics of your school, district and surrounding community, rolls include the following: IC, PIO, liaison officer, social media coordinator, safety officer, greeters, checkers, runners, crisis counselors, entertainment coordinator, scribe, gatherer, and finance.

Make sure to update this roster every time there is a change in personnel that affects the membership of the Reunification Team.

Name	Title/Department/School	Reunification Role	Phone Number & Email
Dr. Karen Sanchez-Griego	Superintendent	PIO/IC/Operations	575-289-3211 ext 613 ksanchez-griego@cuba.k12.nm.us
Rhiannon Chavez	Associate Superintendent of Business & Finance	Social Media Coordinator/Finance	575-289-3211 ext. 103 rchavez@cuba.k12.nm.us
Judy Atencio	Principal - Elem.	Safety Officer	575-289-3211 ext. 403 jatencio@cuba.k12.nm.us
John Sandoval	Principal - MS	Safety Officer	575-289-3211 ext. 302 jsandoval@cuba.k12.nm.us
Gilbert Dominguez	Principal - HS	Safety Officer	575-289-3211 ext. 202 gdominguez@cuba.k12.nm.us
Victoria Dominguez	District Social Worker/Cuba Cares	Crisis Counselor	575-289-3211 ext. 402 vdominguez@cuba.k12.nm.us
Dishonda Toledo	Social Worker	Crisis Counselor	575-289-3211 ext. 200 dtoledo@cuba.k12.nm.us
Anna Brown	Counselor - HS	Crisis Counselor	575-289-3211 ext. 211 abrown@cuba.k12.nm.us
Zackery Herrera	Academic Advisor - MS	Crisis Counselor	575-289-3211 ext. 305 zherrera@cuba.k12.nm.us
Esperanza Cordova	Social Worker	Crisis Counselor	575-289-3211 ext. 400 ecordova@cuba.k12.nm.us
Yolanda Sala	Native American Liaison	Liaison Officer	575-289-3211 ext. 611 ysala@cuba.k12.nm.us

Updated on: 11/18/2022

Reunification Incident Command Organization Chart





Reunification Information

(PLEASE PRINT CLEARLY)

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

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

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

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Signature

Print Your Name

Date

Parent Guardian Sign Off
I have read and understand these instructions.

Reunification

First, we want to thank you for your patience during this reunification. We share the same goal during this process: Getting you and your student back together as quickly as possible. The reason we're going through this is that an event has occurred at the school that mandates we personally reunite you with your child.

Instructions

1. Please complete the information on the other side of this card.
2. Prepare identification (if you don't have ID with you, please move to the side of the line, it may take a little longer to verify your identity.)
3. Select the check-in line based on either student last name or student grade.
4. After check-in, staff will split this card and a runner will be sent to recover your student. Please step over to the Reunification Location.
5. If there has been injury or other concerns, you may be asked to meet a counselor.
6. Please don't shout at school or district staff. We'll get through this as quickly as possible.

Continuity of Operations Planning (COOP)

The overall purpose of continuity planning is to ensure the continuity of essential functions under all conditions. The current changing threat environment and recent school emergencies, including acts of nature, accidents, technological emergencies, and terrorist-related incidents, have increased the need for viable continuity capabilities and plans that enable schools to continue their essential functions in an all-hazards environment and across a spectrum of emergencies. Because Continuity of Operations Plans (COOP) are activated only when a major emergency shuts down a school for a length of time, districts are often involved in each school's plan.

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

District/School COOP Planning/Procedures/Resources

Provide a written summary of COOP that addresses continuity of essential school functions following a school closure or crisis.

Psychological and Emotional Recovery Procedures

HOW TO NOTIFY

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

OBTAIN 100% CONFIRMATION OF ALL INFORMATION BEFORE NOTIFYING STUDENTS AND STAFF.

NEVER USE THE PUBLIC ADDRESS SYSTEM (intercom) TO NOTIFY STUDENTS OR STAFF OF A DEATH or SERIOUS INJURY.

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

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

Guidelines for student notification include:

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

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

Checklist for Administrators Responding to a Tragedy in Person and Virtual Setting

When a principal learns of a tragedy (student or staff death, suicide, serious injury, etc.) that *may* impact their school (small groups, large groups, grade levels, entire school, or staff), follow the steps below.

1. Principal immediately alerts **(1) Superintendent, (2) Crisis Team** and **(3) the Crisis Resource Counselor**.
 - a. The above people will help the principal verify the information and determine if the name of the decedent can be shared with students and staff. Sometimes an ongoing police investigation may surpass the school's need to know.
 - b. If the name can be released, strive to get parent permission to release it to staff and students. Principal may release the name after a good faith effort has been made to make a connection with the parent. **We do not release the cause of death in any event.** If both parents do not agree to release the name, then principal cannot release it.
 - c. Principal must wait for approval from the Associate Superintendent and the Crisis Counselor to notify anyone.
 - d. Principal consults the school's Site Safety Plan.
 - e. Consider need for substitutes for any staff that may need to go home or stay home from work due to impact of event.
 - f. Take time to assess your own stress reaction to the event.
2. Meet with your Recovery Team to plan and choose appropriate Level of Recovery Staffing. Contact the Crisis Counselor for consultation.
 - a. The Crisis Counselor can arrange Employee Assistance Program services through _____ for staff, if needed.
 - b. Make arrangements for staff and student safe rooms (consult your school's RECOVERY Plan). A student safe room is staffed by two or more trained interventionists who will provide psychological first aid. Provide markers, pens, paper, tissue, water, and healthy snacks in safe rooms.
 - c. Provide copies of the RECOVERY Plan to volunteers.
 - d. Notify other schools of surviving siblings (speak directly to a counselor or administrator).
 - e. Print decedent's schedule and contact info, then withdraw with appropriate code on the same day.
 - f. If possible, please provide water and healthy food/lunch.
3. Plan staff and student notifications.
 - a. NEVER use the PA/intercom for notifications.
 - b. Always notify staff first, before school by phone or at staff meeting. Tell those closest to the deceased in private, prior to group notifications. In a virtual learning setting, this can be done through a phone call before the All-Staff Virtual Meeting on Google Meet. Keep in mind you don't know how this may or may not impact staff and students, so language is very important. If a suicide, please state a student/staff person died by suicide rather than committed suicide.

- c. Students are typically notified by their teacher reading a developmentally age appropriate, written prepared script.
 - d. The Recovery Team members can help write the script. A Sample Death Notification is in the Site Safety Plan. You can include the name of the student in the death notification.
 - e. The death notification can be done through Advisory period or another morning class. The goal is to provide the same information to all students at the same time.
 - f. When you notify families/school community, use the standard template letter, which is in the Site Safety Plan. **Never include the decedent's name or cause of death in the letter.**
 - g. If needed, use the sample written statement for reception/clerical staff found in the Site Safety Plan.
 - h. Principal gets ALL communications (classroom scripts, backpack letters, School Messenger, School Loop, email, etc.) approved by Recovery Team.
4. Required Before School in Person/Virtual Staff Meeting
- a. A Recovery Team member will join the staff meeting to provide extra support, if needed.
 - b. Keep the meeting brief but answer all questions. Discuss verified information and active rumors. See Sample Meeting Agenda in the Site Safety Plan for more details.
 - c. Distribute written statements for notification and information on stress reactions (adults and students) either in person or via school email.
 - d. Ask teachers if they need a Recovery Team member or school counselor to join the class to either read the death notification statement for them, or just provide support by monitoring students who may be struggling with the news.
 - e. Inform staff where EAP and student safe rooms will be located, during in person learning. Determine the process of how staff can access EAP if the staff member is assigned a group of students.
 - f. Ask teachers to help identify students who may need further intervention. The student names can be provided to the school counselor. During virtual learning, Recovery Team members can call and contact each student to provide Psychological First Aid, or additional support.
 - g. The Recovery Team member in the meeting will provide self-care information and encourage staff to acknowledge and address their own needs.
 - h. Delay quizzes/tests. Tests are inaccurate during intense stress and may increase distress; similarly, impacted staff may be unable to focus on objective scoring.
 - i. Identify one school liaison to communicate and centralize any plans for fundraising, providing meals for the family, etc. If providing meals, fundraising etc., keep in mind this should be a consideration for all families, regardless of the circumstances surrounding the death. (suicide, gang related, crime related, etc.)
 - j. Follow established student check-out procedures during in person learning. Students who are distraught enough to leave school should not be driving.
5. During the in-Person Learning School Day
- a. Carefully plan how and when to remove student's possessions outside the regular school day. The parent/guardian should be accompanied.
 - b. If incident took place in a classroom, remove all students until the scene is cleaned and restored by M and O or a Biohazard Team. Make appropriate arrangements for subsequent classes.
6. Required After School in Person/Virtual Meeting

- a. Review the Sample After School Staff Meeting Agenda found in the Site Safety Plan.
 - b. Review the day's activities.
 - c. Provide any information from the family about funeral services, etc.
 - d. Encourage staff to acknowledge and address their own needs. Provide the EAP brochure.
 - e. Present plan for the week (RECOVERY resources, what activities will resume when).
 - f. Be aware of any staff member who is unable to drive home during in person learning.
7. Things to Consider
- a. Be cautious with memorials (you are setting a precedent for all future deaths). What you do for one student you must consider doing for all regardless of the circumstances surrounding the death. For example, if suicide or gang related activity, carefully consider any plans for commemoration.
 - b. Coordinate ALL school-sponsored memorializing and honoring; consult Associate Superintendent BEFORE authorizing.
 - c. If it is an injury, consider sending a representative from the school to the hospital to offer support to the family.
 - d. Be mindful of anniversaries, holidays, birthdays, and unrelated crises; these may trigger grief reactions in students and/or staff.

Recovery Team Summary Sheet

Complete After All Recovery Interventions Conclude

School _____ Loc# _____

Incident Date _____ Team Lead(s) _____

Type of Incident _____

How was the information verified? _____

Date/Time of RECOVERY Team Planning Meeting _____

RECOVERY Staffing Level Employed *(mark only one)*

- Recovery activities were unnecessary *(provide explanation in "Additional Notes" below)*
- I School Site Recovery Team. How many? _____
- II Site Team + Outside volunteers. How many? _____

RECOVERY Team Activities *(mark all completed)*

- Staff meeting before school *(attach agenda, scripts, handouts)*
- Staff meeting after school *(attach agenda, scripts, handouts)*
- Letter/email/ auto call to families *(attach copies)*
- Materials to parents *(attach copies)*
- Statement released to media *(attach documentation)*
- Other: _____
- Other: _____

Approx #: _____ Classroom visits

- Student Contacts
- Staff Contacts
- Parent/Guardian Contacts

Additional Notes: _____

Attach Documentation *(exclude identifying information, i.e., student/staff names and ID#'s)*

- Written statements/notifications
- Handouts to staff and/or families
- Meeting agendas
- Copies/transcripts of school automated system or other mass communications

- Other

Sample Letter to Send Home

Date

Dear Cuba Independent School Community:

It is with a heavy heart that I write to tell you about a sad event affecting our school community. One of our (students OR staff members) has died (if appropriate, you may add “unexpectedly.”)

Choose one:

1. We will share this information with your student tomorrow, (date) at school. Extra staff, counselors, teachers, and other support staff are available to students, teachers, and parents. Please contact the school if you have any questions or concerns.
2. We shared this information with your student today, (date), at school. Extra staff, counselors, teachers, and other support staff are available to students, teachers, and parents. Please contact the school if you have any questions or concerns.

As a parent or guardian, you may want to talk to your student about death because it impacts each person in different ways. How students react depends on their age, their prior experience with death, and the relationship they had with the person who died.

Your student may exhibit any of the following normal responses:

- Appear unaffected
- Ask questions about the death repeatedly (if applicable)
- Be angry or aggressive
- Be withdrawn or moody
- Be sad or depressed
- Become afraid
- Have difficulty sleeping or eating

One of the most helpful things you can do for your student is to listen. If they want to talk, answer questions simply, honestly and be prepared to answer the same questions repeatedly. If you need to talk with someone outside school hours, please contact the New Mexico Crisis and Access Line anytime at 1-855-662-7474.

Our thoughts are with the family of (the student who died, the staff member who died, etc.). *DO NOT PUT NAME OF DECEASED.* Superintendent

Respectfully,

Dr. Karen Sanchez-Griego

Superintendent

Tips for Letters Home:

Need translations? Call 505-290-4357,
505-290-4318

DO NOT use names

Sample Scripts for Teachers to Read to Students in the Classroom

(These scripts have been approved)

K-2 EXAMPLE

“I am sad to tell you about the death of one of our students from *Cuba* Elementary.

The student who died yesterday was in 4th grade. His/Her name was John Doe/Jane Doe . Some of you may not have known the student, and that’s okay. Some of the other kids and teachers in our school might be sad today. If you are upset today and need to talk to someone, please ask your teacher for a pass to go to room xxxx. We will have some extra people helping on our campus today and tomorrow.”

3-5 EXAMPLE

“I am sad to tell you about the death of one of our students from Cuba Elementary.

The student who died yesterday was in 4th grade and we’ve already spoken with everyone in that class. His/Her name was John Doe/Jane Doe.

Each of you will have different reactions. Some of you will want to talk about it, and some of you will not, and either is okay. If you are upset today and need to talk to someone, please ask your teacher for a pass to go to room xxxx. We will be sending a letter home to your families this afternoon in your back packs. We will have extra people here on our campus today and tomorrow to support all of us.”

Middle School EXAMPLE

“I am sad to tell you about the death of one of our students from Cuba Middle School.

The student who died yesterday was in 7th grade. His/Her name was John Doe/Jane Doe. Each of you will have different reactions to this, and that’s OK. If you are upset today and need to talk to someone, please ask your teacher for a pass to come to room xxxx. We will be sending a letter home with you this afternoon; please be sure to share it with your family. We will have extra people here on our campus today and tomorrow to support all of us.

Please take good care of yourself and reach out to any of your friends who may be struggling. If anyone needs help, or is worried about a friend, please let the counseling office know.”

High School EXAMPLE

“I need to share some sad news with you; one of our Cuba High School students has died. His/Her name was John Doe/Jane Doe. Out of respect for the family, and everyone here at school, please don’t participate in spreading rumors. The student who died yesterday was a Junior and we’ve already spoken with as many of their classmates and friends as we could. It’s OK if you don’t know them, but please be extra patient and kind with everyone around you since they may be impacted by this. Everyone has different reactions when something like this happens, and that’s also OK. If you are upset today and need to talk to someone, please ask your teacher for a pass to go to room xxxx. We will be sending a letter home with you this afternoon; please share it with your family. We will have extra people here on our campus today and tomorrow to support all of us. Take extra good care of yourself and reach out to any of your friends who may be struggling. If anyone needs help, or is worried about a friend, please let the counseling office know.”

Sample Script for Staff Answering Front Office Phones

<<After using your regular phone greeting, and the caller has asked about the death or tragedy>>

I am sorry, we cannot release any information about individual students (or staff) at this time, because (there is an active investigation going on OR out of respect for the family).

As always, extra support is present on campus for students and staff whenever there has been a tragedy that affects our school.

Tips for Scripts:

Developmentally appropriate language

Accurate information

Follow HIPPA and FERPA

Never shutdown students or staff who want to talk about suicide or rumors of suicide

Sample Agenda for Meeting (Crisis Management Briefing) to Notify Staff of a Death or Tragedy

(Usually before school, or lunchtime, prep, recess)

Important Note: Staff who are more impacted than others should be notified individually, or in a small group, before the large group.

Principal (or designee)

- Thank the staff for coming to the meeting with this very late / early notice.
- If it is a staff death: Some of you may have already heard our very sad news, but I wanted to be able to tell you all, in person, that we have lost a staff member. NAME was a (role) here for (number of years). They died (date). (If the death is under investigation, you may say so). The official cause of death as not been released and will not be for quite some time (this is standard, since Office of Medical Investigator reports take time). Out of respect for the family, we are not able to release any details. If students tell you that they heard it was (suicide, medical related, etc.) you do not need to shy away from their questions. You can let students know that you have heard that rumor as well, but that a cause of death has not been officially released. The main thing to remember is to not shame them for asking questions. Try to turn it in to a conversation on how to support one another after a loss, and make sure students know where to go for help.
- If it is a student death: Some of you may have already heard our very sad news, but I wanted to be able to tell you all, in person, that we have lost a student. NAME was in XX grade. They died (date). Out of respect for the family, we're not able to release any details. If students tell you that they heard it was (suicide, medical related, etc.) you don't need to shy away from their questions. You can let students know that you have heard that rumor as well, but that a cause of death has not been officially released. The main thing to remember is to not shame them for asking questions. Try to turn it in to a conversation on how to support one another after a loss, and make sure students know where to go for help.
- Let staff know you will be in contact with the family to ask about memorial services, and that you will inform staff of service details if the family opens it up to the public.
- Introduce members of Recovery Team, and which school they are from.
- Let staff know _____ is available throughout the day in rooms XXXX for students who are struggling and need to speak to someone (safe rooms, per your site safety plan, section 5, recovery). All students need passes.
- Let staff know EAP is available (if this has been arranged) for them in room XXXX (staff safe room, per site safety plan)
- Remind staff to delay testing and big projects so that work is assessed, rather than the impact of emotional states.
- We will a brief, mandatory staff meeting this afternoon in (room #) at (time). (Afternoon meetings are best practice and in your Site Safety Plan. They serve as an opportunity for you, as a leader of your staff, to improve morale and let recovery team members determine if anyone is having a severe stress reaction and may be unsafe to drive home).

Recovery Team member (usually a counselor)

- Thank the principal, express sadness about the loss to the school and community.
- Please keep a close eye on students today. If you are worried about a student, encourage them to go to the student safe room (room #). There is also a safe room for staff in (room number).
- If student (or a staff member) does not want to come, but you would like someone to check on them, give their name _____ for follow-up.
- Please take the handouts. Even if you do not need them, a colleague or student may need them later. Use them for yourself or give them to someone. Take a picture of handouts so you always have resources on hand to help others.
- Keep a watchful eye on your colleagues. Only you know what each-other's "normal" behavior is. Check in on one another, offer support, and reach out when you need support.
- Be gentle and kind with yourselves. This is hard stuff and lots of extra stress.

Sample Agenda for After School Staff Meeting (Rest, Information and Transition) When Staff Have Already Been Notified

Rest (5-10 minutes)

- Water and healthy snacks, whenever possible.

Information: Principal (5-10 minutes)

- Please help yourself to water and refreshments.
- Principal talk to staff about the good things they observed among staff members today.
- Proud of staff. Name names. Who did you observe doing something extraordinary? Take this time to notice and praise your staff.
- Thank them for their professionalism and for being our eyes and ears for the kids that needed, and will continue to need, help.
- (Number) students were seen by _____ today. Please continue to refer students who appear to be having a difficult time to room xxxx with a hall pass. We expect things will be quieter tomorrow.
- I will continue to update you with information as I am permitted to release it. I will share information with you either at a staff meeting or in email sent at (give specific time) each day.
- If the funeral arrangements are public, I will get the information to you (how? when?).

Transition: Recovery Team (10-15 minutes)

- Stress is a normal/common reaction to an abnormal event.
- If stress does not lessen over time, please consider getting some help. Refer EAP handouts.
- Take care of yourselves and each other. You know what each other's "normal" is, we do not. If you observe a colleague, who appears to be struggling you might encourage them to call EAP.
- Eat nutritious foods. Do the things you usually do to relax. This is not the time to change up your relaxation routine. For example, if you usually unwind with one glass of wine, this would not be the time to try 5 glasses. As you may already know, alcohol is a depressant.
- Keep rested. Moderate your caffeine intake. Stay on your regular schedules.
- Those of us from the Recovery Team will be the last to leave this meeting. Please stay if you need to.
- MEDIA – If there is media involvement or presence, remind staff they are not to talk with media during their duty day. Remind staff that although they can do what they want on their own time, it is usually not a good idea to comment on something that is highly emotional and people often will later regret how they expressed themselves or the words they use when discussing a tragedy. Report any media on campus during the school day to the front office immediately.



Reasons to call...

Someone is
always here
to hear you
24/7/365

Free and
confidential

Because we know
this call may be the
most important one
you've ever made

Crisis Line
professional counselors

Warmline
peer supports

- Having thoughts of hurting yourself or someone else
- Struggling with drugs and/or alcohol
- Feeling like you can't get out of bed in the morning
- Experiencing violence or abuse where you live
- Looking for a counselor in your area
- Behaving in ways you know aren't safe, but continue anyway
- Having a hard time keeping your anger under control
- Seeking support for someone struggling with mental health
- Just need someone to talk to

www.nmcrisisline.com

1 (855) 662-7474

1 (855) 466-7100

TTY Access - 1 (855) 227-5485



Alguien
siempre está
aquí para
escucharlo
24/7/365

Gratis y
confidencial

Porque nosotros sabemos
que esta llamada puede
ser la más importante
que usted haya hecho

Línea de Crisis
Consejeros profesionales

Línea reconfortante
Apoyo de compañeros

Razones para llamar...

- Está teniendo pensamientos de lastimarse a sí mismo/a o a alguien más
- Está luchando con drogas y/o alcohol
- Se siente que no puede levantarse de la cama en la mañana
- Está experimentando violencia o abuso donde vive
- Está buscando un consejero/a en su área
- Se está comportando de maneras que usted sabe que no son seguras, pero continúa de todos modos
- Está teniendo un tiempo difícil para mantener su ira bajo control
- Está buscando apoyo para alguien que está luchando con la salud mental
- Simplemente necesita a alguien con quien hablar

www.nmcrisisline.com

1 (855) 662-7474

1 (855) 466-7100

Acceso TTY - 1 (855) 227-5485

Identifying Students Who are At-Risk

When Death Impacts Your School: A Guide for School Administrators - The Dougy Center

Any student can potentially be at-risk after a death. Communicate with your faculty about observing, listening to, and attending to the needs of grieving students. They can help identify those who need a little extra support.

Certain students you may want to pay attention to include those who are:

- Directly impacted by the crisis.
- Not directly impacted by the current crisis but handling a recent tragedy in their own life.
- Undergoing the stress of accumulated losses (e.g., deaths, divorces, moves, parental unemployment, etc.).
- Receiving support for special needs.
- Dealing with other mental health issues (e.g., depression, eating disorders, behavioral problems, etc.)

At-risk behaviors associated with grief may include:

- Aggressiveness
- Truancy or increased absences
- Defiance, non-compliant behavior
- Lack of follow through on assignments
- Falling or failing grades
- Depression
- Suicidal threats or behavior
- Increase in drug or alcohol use or risk-taking behaviors
- Inappropriate sexual behavior/acting out
- Stealing, shoplifting

Students who engage in at-risk behavior should be monitored. If the behavior is frequent, and continues over time, or if it is dangerous, refer the student to a counselor for additional support.

Things TO DO When Talking to Students About Death

1. Share accurate, confirmed information regarding the situation.
2. Let your genuine concern and sharing show.
3. Discuss, acknowledge, and validate their feelings, ideas, and values.
4. Explain individual differences in grieving.
5. Give permission for crying and other non-destructive expressions of emotion.
6. Listen. What are they asking for?
7. Use vocabulary and concepts appropriate for the student's age.
8. Expect questions to be repeated.
9. Encourage them to be patient with themselves and each other.
10. Explore that guilt is common but not rational.
11. Be honest and speak clearly.
12. Allow them to talk about their special memories of the lost student.
13. Reassure students that the death does not mean that they or someone else will also die.

Things NOT TO DO When Talking to Students About Death

1. Do not force any student to take part in discussion or activities.
2. Do not avoid students because of your own discomfort.
3. Do not avoid mentioning the name of the deceased.
4. Do not interrupt if possible. If the session is too long, set a time to return.
5. Do not tell them how to feel or how they should feel.
6. Do not say that you know how they feel.
7. Do not try to find something positive about the death.
8. Do not give abstract or fantasy answers. They create fear and confusion.
9. Do not moralize or be judgmental.
10. Do not use religion for explanations.
11. Do not romanticize, sensationalize, or idealize.
12. Do not be graphic or detailed about the incident.

Teacher Guidelines for Discussion

Telling students about a crisis is always difficult. Teachers and other professionals can help students feel safe and supported when they need to express their thoughts and emotions. The following guidelines may make the experience easier.

- Share accurate, confirmed information regarding the situation and dispel rumors.
- Leave out graphic details.
- Avoid romanticizing, sensationalizing, or idealizing.
- Accept all students' religious explanations, but don't offer your own.
- Use vocabulary and concepts that are appropriate for the students' age.
- Let your genuine concern and caring show.
- Share your feelings honestly, but don't assume that you know how another is feeling.
- Stress the importance of confidentiality and respect for other student's expressions of emotion.
- Give permission for students to be present without participating in discussion or activities.
- Accept and respect students' feelings. Feelings of guilt, anger, fear, sadness, etc. may surface.
- Accept a wide range of reactions, from crying to a lack of emotion. (Because of nervousness, some students may laugh or act out.)
- Be patient with students and yourself as all concerned may need to be repetitive in questions, concerns, expressions of thoughts and feelings.
- Encourage students to be patient with themselves and each other.
- Give permission for crying and other non-destructive expressions of emotion.
- Be available to listen and hear what the students are saying but avoid giving advice or investigating.
- Give your undivided attention to students, especially those that talk to you individually.
- Answer questions in a concrete manner to avoid fear and confusion.
- Avoid the temptation to turn the discussion into a "teachable moment." Don't try to find something positive about the event, moralize or be judgmental.
- Find a balance between processing the event and returning to conducting school.
- Maintain routine but modify expectations.
- Take very good care of yourself.

Suggestions for Classroom Activities After a Loss

- Draw pictures.
- Make a “quilt” of pictures to display in classroom or hall.
- Create a class banner.
- Make cards.
- Place a collection box in the class for notes to the family.
- Design a yearbook page commemorating the deceased. (Be sure to recognize other deaths equally.)
- Take up a collection for flowers or for the family. (This should be centrally organized within the school.)
- Brainstorm activities that encourage mutual support.
- Read books or stories related to loss, together or individually.
- Write letters to the deceased; include positive things they wish they could have said.
- Discuss normal reactions, ways of coping with depression and self-care.
- Keep journal of events and reactions. (Especially good activity for older students)
- Discuss and prepare children for funeral. (What to expect, people’s reactions, what to do, what to say).
- Start a new school organization such as SADD (Student Against Drunk Driving) if student was killed in an alcohol related accident.

Direct energy toward creative pursuits, physical exercise, or verbal expression.