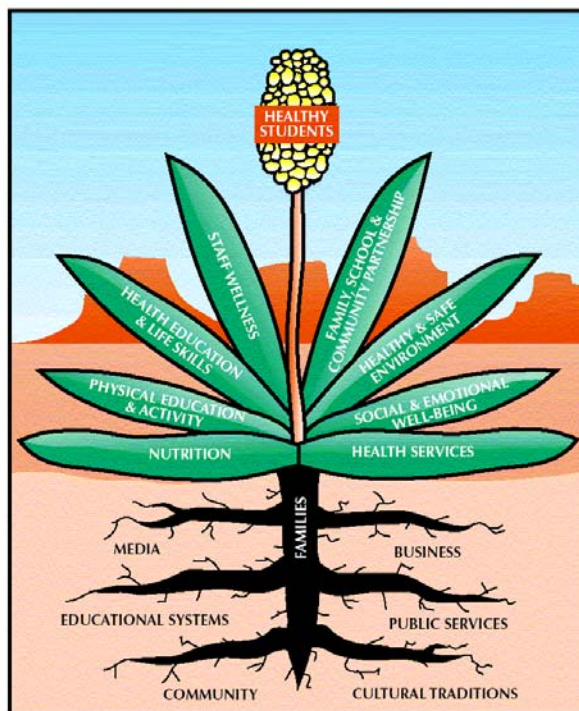


School and Family Support Bureau

SOUTHWEST SECONDARY LEARNING CENTER

SCHOOL SAFETY PLAN

HEALTHIER SCHOOLS - NEW MEXICO



NOVEMBER 2010

INTRODUCTION

In New Mexico, as well as the rest of the nation, we are looking at strategies to keep our students, staff and faculty safe in our schools. This plan is a revision of previous versions, updated with new research and new approaches that will hopefully prevent situations that can be prevented and to properly train staff and students for events that cannot be avoided.

This version is in compliance with the National Incident Management System (NIMS) and their Incident Command Structure (ICS). Even if you have never taken a NIMS course, the Safe Schools Plan will guide you in setting up a command structure that will work with whatever emergency services arrive on site. The intent is to remove the concern and disruption of who is in charge, and what “language” they are speaking. This plan also strongly suggests the removal of codes in the emergency system of your district. They are confusing to everyone involved, including emergency services, which may not be aware of what the codes mean.

The goal of New Mexico Public Schools is to build a culture of preparedness that will increase our schools ability to be both proactive and responsive when situations may arise. New Mexico has always been at the forefront of planning ahead and talking about school safety. It is our hope that we can continue this in the new millennium.

School Safety is part of Coordinated School Health Programs (CSHP). CSHP is a framework for linking health and education. The focus is healthy and successful students. There are eight interactive components of CSHP: health education; physical education and activity; nutrition; social and emotional well-being; healthy and safe environment; health services; staff wellness; and family, school and community involvement.

6. 12.6 NMAC School District Wellness Policy, requires local school boards, school districts and charter schools to develop and implement a policy that addresses student and school employee wellness through a coordinated school health approach. Within this requirement is the requirement for school-level safety plans at each school building focused on supporting healthy and safe environments. The plans must include, but are not limited to sections on **prevention, policies and procedures, and emergency response** (including tactical emergency response plans). This guidance document includes the required sections as well as a section on **recovery**.

The goal of the **SAFE SCHOOL PLAN – PREVENTION** section is to provide direction for school staff for preventing potential harmful situations.

The goal the **SAFE SCHOOL PLAN – POLICIES AND PROCEDURES** section is to provide direction for school staff for intervening in potential harmful situations.

The goal of the **SAFE SCHOOL PLAN – RESPONSE** section is to assist schools in preparing for potential emergency situations.



The goal of the **SAFE SCHOOL PLAN – RECOVERY** section is to assist schools in coping with the aftermath of a traumatic incident.

A School-Level Safety Plan takes into account the differences between rural and urban areas as well as the cultural diversity of all the communities in New Mexico. The School-Level Safety Plan requires parent and community involvement in planning and maintaining a safe learning environment.

The Goals for Safe Schools in New Mexico include:

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

This guidance document has been developed to assist schools and their community partners in the revision of the school-level safety plans. School-level safety plans provide the basis for coordinating protective actions prior to, during, and after any type of emergency.



BEGINNING THE PROCESS

In preparation for revising and updating the Safe Schools Plan, **Southwest Secondary Learning Center** has done the following:

- School-level safety committee has been established, with the following members
 - Al Baysinger(Lead)
 - Robert Pasztor
 - Debra Young
 - Scott Glasrud
 - Dolly Juarez
 - Alan Ray

- Current School-level Safety Plan was reviewed and areas needing updating were identified.
- New PED Safe Schools Template was reviewed to determine areas that needed updated and additional information that needed to be collected and included.
- Connections were made with community emergency responders to identify local hazards.
- Data such as Violence and Vandalism, safety audits, Youth Risk and Resiliency Survey were reviewed to determine appropriate programs, policies and procedures to be included in the revised School-level Safety Plan.
- Appropriate staff was identified to oversee violence prevention strategies in our school (i.e., Who is responsible for prevention programs, policy enforcement, and crisis management?).
- A plan to obtain input and feedback during the crisis planning process from the school community (i.e., staff, parents, students) has been established.
- Assessment data was obtained on how the school addresses various problems related to school safety.
- Assessment data was obtained to determine how these problems—as well as others—may impact the school’s vulnerability to certain crises.
- The revised and updated **Southwest Secondary Learning Center** Safety Plan was reviewed by key stakeholders (i.e., parents, staff, students, community responders).



SOUTHWEST SECONDARY LEARNING CENTER

SCHOOL SAFETY PLAN

SECTION I: PREVENTION



PREVENTION
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INTRODUCTION

The **Southwest Secondary Learning Center** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOL PLAN – PREVENTION section provides a guideline for ensuring a safe school environment. Prevention programs, such as health education, counseling, traffic safety, secure schools and safe building and grounds will assist **Southwest Secondary Learning Center** 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 **Southwest Learning Centers** recognize that each school community has unique needs and resources which must be addressed to enhance the *School-Level Safety Plan*. The **SAFE SCHOOL PLAN – PREVENTION** section will be reviewed annually by school staff.



WELLNESS

HEALTH EDUCATION

“Health education” is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

6.30.2.19 NMAC requires all school districts to adopt K-12 Health Education Curriculum aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The **Southwest Secondary Learning Center** health education curriculum is aligned to these standards. **Southwest Secondary Learning Center** incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review.

NEW MEXICO HEALTH EDUCATION STANDARDS

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



Life Skills

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

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

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

A life skills educational approach allows for health education to be taught as planned sequential K-12 instructional units designed to develop life skills based on essential knowledge. These skills are: (List only those areas covered under the school site and be specific).

- communication
- non-violent conflict resolution
- decision-making
- goal setting
- stress management
- resisting negative social pressure
- healthy life styles and physical activity



The **Southwest Secondary Learning Center** health education curriculum, aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards, will provide the opportunity for a life skills approach to health education at **Southwest Secondary Learning Center**.



INTERNET SAFETY TIPS FOR PARENTS

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

Remember anyone can pretend to be anyone online. A skilled predator will pretend to be exactly the type of person you are looking for; otherwise you wouldn't be interested in getting together, would you? If you think you can't come in contact with a predator, think again. Predators go anywhere you go on the Internet. MySpace found 30,000 sex offenders with profiles and they are just the ones who used their real names to register.

Sharing too much information about yourself?

Giving out personal information could lead a predator to your door. Set all online profiles of yourself to PRIVATE or FRIENDS ONLY. You, your friends, and your athletic teams are putting information about you onto the web. If the world can see that information, so can a predator or a stalker. Guard your personal information and ask others to be careful with it as well.

There is another potential problem that you might not consider – *identity theft*. This is a crime in which someone establishes credit in your name. Unfortunately for you, the credit history that is established will not be a good one and it will take a lot of time and effort to clean up the mess. Giving out personal information should be your decision. Just because an interesting website asks for your personal information doesn't mean you should give it out.

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

What do you know about intellectual properties?

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

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

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



EXAMPLES OF INTELLECTUAL PROPERTIES

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

SOME ONLINE BEHAVIORS ARE AGAINST THE LAW...

Many view piracy and plagiarism as stealing. Illegal downloading of movies and music can have serious consequences. If you recognize that stealing a CD or DVD from a store is wrong, don't steal online.

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

Learn more:

www.cybercrime.gov/rules

www.cybercitizenship.org

www.copyrightkids.org

www.bsacybersafety.com/index.cfm

PROTECTING YOUR COMPUTER

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

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

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

Anti-Virus software can help protect your files.

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

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



Remember: Your first and best line of defense is self-defense in cyber space.

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

Notify law enforcement

or

File a complaint online at www.missingkids.com

or

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

FAMILY, SCHOOL AND COMMUNITY INVOLVEMENT

“Family, school and community involvement” means an integrated family, school and community approach for enhancing the health and well-being of students. The lessons children learn at school must be reinforced and practiced at home and in the community. Parents and community members can help instill lifelong healthful habits in their children. Some suggestions include:

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

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

More comprehensive ideas and information can be found in the PED Parent Involvement Toolkit available on the PED website).



HEALTH SERVICES

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

Southwest Secondary Learning Center is vigilant in its efforts to insure healthy conditions for every student and the school as a whole. School cleanliness is a prime concern. Outside custodial services are employed and scrutinized on a daily basis. The staff is trained in how to deal with students who have specific health concerns. Communication with parents of these students concerning their conditions and the appropriate care and treatment is reviewed throughout the school year.



BEHAVIORAL HEALTH

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

- Creating an atmosphere in which the psychological, social and emotional aspects of the student are integrated into all parts of student life and wellness
- Providing the structure and support to allow each individual student to live a socially and emotionally fulfilling life
- Increasing awareness of student’s social and emotional needs.



- Decreasing stigma around behavioral and mental health issues.
- Linking systems to improve support, resources, advocacy, and assessment.
- Creating school-linked programs that are family-friendly, accessible, integrated and comprehensive.
- Supporting local strategies that create healthy schools.
- Promoting behavioral health in order to break down barriers to students' learning



Mental Health Stigma

Stigma: A mark of shame or discredit.

Mental Health Stigma: Stigmatization of people with behavioral health issues is visible by bias, distrust, stereotyping, fear, embarrassment, anger as well as avoidance and isolation of people behavioral issues.

After a traumatic event, many students and staff may have feelings, such as depression, or post traumatic symptoms, that are interfering with their daily life. However, because such concerns can be looked down upon by peers, students and staff will often not seek help for these issues. It is important that the school climate create acceptance and empathy for behavioral mental health concerns.

Approaches to De-stigmatizing Mental Illness:

- Broaden acceptance by talking about behavioral health issues so those who are in need receive the right support and services early on.
- Encourage students to seek out help, to not fear discrimination, shame or blame.
- Decrease the negative attitudes that surround behavioral health problems by providing accurate information about behavioral health. Encourage young people to support their friends who are living with behavioral health issues.
- Foster recognition in school personnel that many children have behavioral health issues which are real, painful and sometimes severe.
- Increase public awareness about the importance of protecting and nurturing the behavioral health of young people.

Resources:

- Lesson plans, games and posters created to break the silence about mental illness in our schools <http://www.btslessonplans.org>
- Pre-planning for crisis, page 9 <http://smhp.psych.ucla.edu/pdfdocs/crisis/crisis.pdf>
- Training module from a prevention perspective <http://smhp.psych.ucla.edu/pdfdocs/contedu/conted.pdf>
- "stigma." *The American Heritage® Stedman's Medical Dictionary*. Houghton Mifflin Company. 12 Nov. 2007. <Dictionary.com <http://dictionary.reference.com/browse/stigma>>.



SUICIDE PREVENTION

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

Suicide prevention programs in healthy, supportive and informed schools can assist in reducing youth suicide by identifying students at risk and directing them to services and effective treatment. A well developed and practiced protocol addressing the issues of a suicidal student is a prevention curriculum which addresses intervention strategies and recovery that prepares a school if such a crisis occurs.

Southwest Secondary Learning Center provides suicide prevention training to help staff recognize sudden changes in students' appearance, personality or behavior which may indicate suicidal intentions.

Early Warning Signs for Possible Suicide:

- Withdrawal from friends and family
- Preoccupation with death
- Marked personality change and serious mood changes
- Difficulty concentrating
- Difficulties in school
- Change in eating and sleeping patterns
- Loss of interest in pleasurable activities
- Frequent complaints about physical symptoms, often related to emotions, such as stomachaches, headaches, fatigue, etc
- Persistent boredom
- Loss of interest in things one cares about
- Giving away personal items

Suicide Prevention Procedure

- SSLC staff receive in-service training outlining the warning signs and the appropriate steps to take when a student threatens suicide.
- Parents, administration and staff are made aware of concerns regarding individual students.
- Specific suicide threats are dealt with on an individual basis.
- When a person demonstrates any suicidal tendencies (verbal or other signs) staff will:
 - Keep that person under close observation until parents are contacted.
 - Suicide Threats Seriously.
 - Remain With The Person Until Help Is Obtained.
 - Seek Immediate Help From A Trained Professional.



GRIEF

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

Student Counseling

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

Southwest Secondary Learning Center makes counselors available to students, staff and families. Students who seek behavioral/mental health services may need to be seen by New Mexico Behavioral Health providers. Academic education is balanced by promoting emotional and social development.

Students may need to be seen individually on an as-need basis. A non-intrusive approach, recognizing the importance of play and supporting the student's ability to solve his own problem is embraced.

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

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

As of July 1, 2007, a child fourteen years of age or older is presumed to have capacity to consent to treatment without consent of the child's legal custodian, including consent for individual psychotherapy, group psychotherapy, guidance counseling, case management, behavioral therapy, family therapy, counseling, substance abuse treatment or other forms of verbal treatment that do not include aversive interventions. Nothing in this section shall be interpreted.

A child under fourteen years of age may initiate and consent to an initial assessment with a clinician and for medically necessary early intervention service limited to verbal therapy as set forth in this section. The purpose of the initial assessment is to allow a clinician to interview the child and determine what, if any, action needs to be taken to ensure appropriate mental health or habilitation services are provided to the child. The clinician may conduct an initial assessment



and provide medically necessary early intervention service limited to verbal therapy with or without the consent of the legal custodian if such service will not extend beyond two calendar weeks. If, at any time, the clinician has a reasonable suspicion that the child is an abused or neglected child, the clinician shall immediately make a child abuse and neglect report."

CONFLICT RESOLUTION/MEDIATION

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

Southwest Secondary Learning Center utilizes a variety of strategies for settling disputes among students. One, developed by the New Mexico Center for Dispute Resolution for the Conflict Resolution, is the *Training and Implementation Guide for Student Mediation* program. This guide is used to identify issues and clarify conditions for resolution at the school.

TEACHER MODELING

Teacher Modeling Component – involves training of teachers and other staff to use the **Southwest Secondary Learning Center's** Code of Conduct for a model and the discipline procedures and steps to conflict resolution.

PEER FACILITATION

Older students may visit and assist teachers and administrators in the elementary schools or the middle schools on a regular basis to work with students who need help academically or socially. They may tutor the students, as a big brother or sister. This can involve assisting the student with homework, or just spending time talking to the younger student.

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

SPONSOR TEACHER PROGRAM

The sponsor teacher program is a program that pairs a student with an adult for a sustained period of time. Mentors or sponsor teachers provide career guidance, academic, behavioral, and emotional support to the student. Sponsor teachers work closely with students and their parents in order to foster academic success.



VIOLENCE PREVENTION

Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

Some of the signs of potential violence toward others are also signs of depression and suicidal risk, which should be addressed through early identification and appropriate intervention.

Warning Signs:

- Being a victim of violence
- Feelings of being picked on and persecuted
- Expression of violence in writings and drawings
- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- Intolerance of differences and prejudicial attitudes
- Drug and alcohol use

All staff, students, parents, and members of the community have a personal responsibility for reducing the risk of violence. We can take steps to demonstrate mutual respect and caring for one another, and ensure that children who are at-risk get the help they need by:

- Identifying problems and assess progress toward solutions
- Emphasizing positive relationships among students and staff
- Treating students with equal respect
- Creating ways for students to safely share their concerns
- Creating prevention and awareness programs
- Engaging students and families in meaningful ways



PANDEMIC FLU

A pandemic is a global disease outbreak. A pandemic flu outbreak occurs when a new influenza virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily person-to-person, causing serious illness, and can sweep across the country and around the world in very short time. It is difficult to predict when the next influenza pandemic will occur or how severe it will be.

SSLC Pandemic Flu Checklist:

- Pandemic influenza preparedness will involve all relevant stakeholders in the **SSLC** community.
- All pertinent information will be disseminated with staff, students, and families from school authorities via verbal, paper and electronic communication networks.
- School staff, students and families will be advised where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Information will be disseminated from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).

Prevention Strategies

The primary strategies for preventing spread of pandemic influenza include the following infection control efforts by persons with flu symptoms.

- Stay at home.
- Cover nose and mouth when coughing or sneezing.
- Wash hands with soap and water or use alcohol-based hand sanitizers frequently.
- Try to maintain spatial separation of at least three feet from others, if possible.

Hand, Cough and Sneeze Hygiene

- When sneezing or coughing, cover the nose and mouth with a tissue or upper arm if a tissue is not available.
- Dispose of used tissues in a wastebasket and wash hands after coughing, sneezing, or blowing nose.
- Use warm water and soap or alcohol-based hand sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose, or mouth.
- Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).



TRAFFIC SAFETY

PICKUP/DROP-OFF

Students walking to the **Southwest Learning Centers** should follow pedestrian safety guidelines. Students should cross Morris or Candelaria only at designated crosswalks. Students should enter the campus at the pedestrian entrance at Morris and Candelaria and cross the traffic lanes at the designated crosswalks. Stepping between cars is absolutely not allowed, even with an adult. Remember, students learn best by watching what adult's model.

- Fire lanes must be observed. The fire lanes are along the east side of the main building. Cars should not be parked in fire zones, and may be ticketed.
- Traffic in the drive-through and parking lot is one way. Arrows painted in the drive-through and the parking lot indicates the direction of traffic flow.
- Traffic is encouraged to enter the campus by turning right from Morris and exiting right onto Candelaria.
- The speed limit in the drive-through and parking lot is less than (5) miles per hour. Idle speed is recommended. Accelerating in these areas is not permitted.
- It is **NEVER** permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).
- Students should not be dropped off prior to 7:30 a.m. in the morning. Afternoon pickup time for **SILC** and **SPLC** is 2:50 p.m. except for those students who attend the After School Program in which pickups should occur by 5:00 p.m. SSLC pickup time is 3:30.
- The parking lot is limited to students, staff and parents who are volunteering at the school. The parking lot **SHOULD NOT** be utilized for drop-offs and pick-ups. For the safety of all, drop-offs and pick-ups should be in the designated area.
- During student drop-off and pickup and any time school personnel is directing traffic in front of the school, the front area is strictly for drive-through traffic. Parents may **NOT** leave their cars during that heavy traffic time. Leaving a car causes unnecessary traffic jams and inconveniences.



SOUTHWEST LEARNING CENTERS TRAFFIC INFORMATION

Dear Parents,

The details for Southwest Learning Centers student drop off and pick up are as follows; all students should be dropped off along the east side in front of the main entrance.

We will use two lanes for after school student pick up. As you enter Southwest Learning Centers from Morris, Primary parents will stay in the right lane and pick up students on the east side in front of the main entrance.

Again after entering Southwest Learning Centers from Morris, Intermediate parents will continue to the left and pick up students from the designated area on the south side adjacent to Candelaria. Please be cautious as Intermediate students cross the exit lanes to their pick up area.

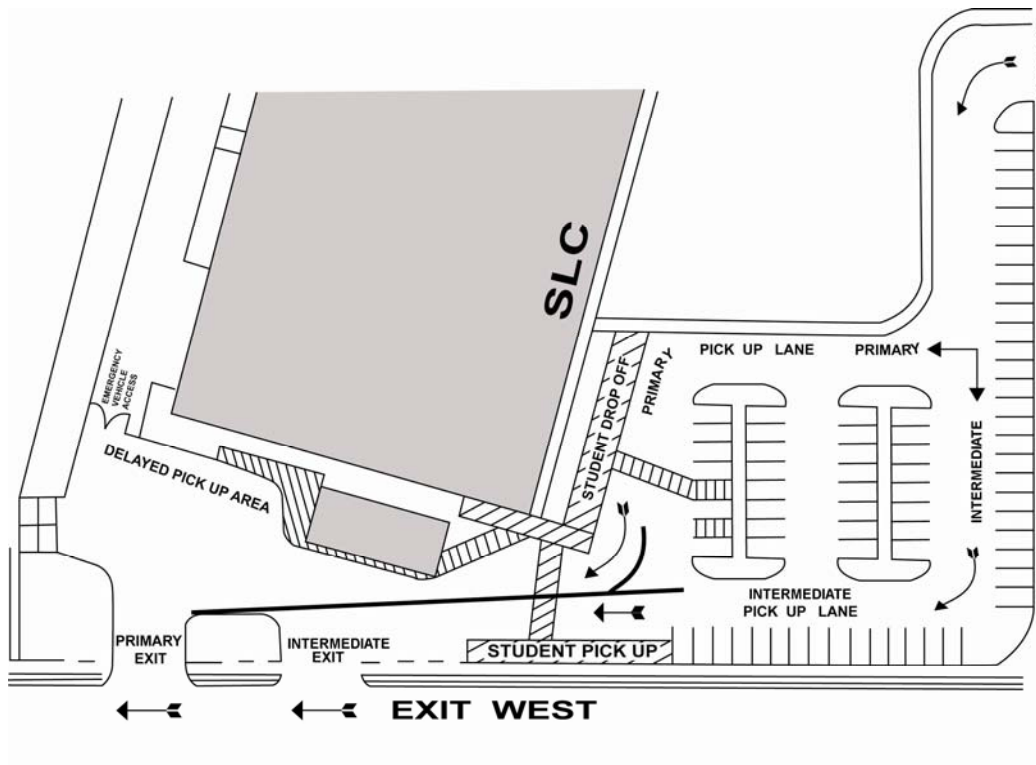
Parents whose students are delayed should proceed to the designated Delayed Area on the southwest corner.

Secondary Parents may pick up their students after 3:30 along the Student Drop Off area.

We request that everyone exit to the west on Candelaria.

We hope that this routine will continue to expedite after school student pick ups.

Thank you for your cooperation.



BICYCLE SAFETY

A bicycle is not a toy. It is a vehicle! Head injuries are the most serious injury type and the most common cause of death among bicyclists. More than half of all bicyclist deaths occur to school age youth (ages 5-17). Police officers are brought in annually to present bicycle safety seminars. **Southwest Secondary Learning Center** emphasizes the following bicycle safety tips for parents and students:



Safety Guidelines:

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



SECURE SCHOOLS

SIGN-IN

Southwest Secondary Learning Center pledges to make every effort to ensure the safety of our students. Therefore, all persons entering the campus who are not school staff are considered either visitors or volunteers. All visitors or volunteers at the school are required to sign in at the front desk in order to verify identification and gain access to students.

ENVIRONMENTAL DESIGN

SAFETY CHECKS

The administration of the **Southwest Secondary Learning Center** checks the building and grounds for hazards to ensure safety standards are met and students are safe. The staff and administration routinely monitors the following:

- The safety of the play/sports equipment
- The safety of playing/sports fields
- The heating and ventilation of the classrooms
- The cleanliness of the school both inside and out
- Lighting both exterior and interior
- Fire safety
- Traffic safety



BUILDING AND STURCTURES

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

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

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

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

- General
- Electrical
- Fire
- Floors
- Entryways
- Lighting
- Machine and Equipment
- Storage.

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



CHEMICAL MANAGEMENT PROGRAM

I. PURPOSE

Southwest Learning Centers has developed this Chemical Management Program to aid in protecting employees and students and to comply with applicable State and Federal laws and standards dealing with chemical use and disposal,. This program serves as the schools written processes and procedures for the use, storage and disposal of chemicals in the school workplace.

(The Chemical Management Program is intended to meet the requirements of the OSHA Hazard Communication standard, otherwise known as the “Right to Know” Standard (29 CFR 1910.1200) which provides guidelines for employers to evaluate the potential hazards of chemicals in their workplace and communicating information concerning hazards and appropriate protective measures to employees.)

II. SCOPE AND APPLICATION

SLC Procedural Directive Hazardous Materials applies the Chemical Management Program to all three schools and to those employees who may use or be exposed to hazardous chemicals under normal working or foreseeable emergencies. This specifically includes:

1. Custodians
2. Maintenance & Operations Staff
3. Office Services Printers
4. Materials Management Staff
5. Smart Lab Staff
6. Art Staff

This program shall be available to contractors’ personnel and to regulatory agencies when requested. Contractors using hazardous chemicals not routinely stored or used on school or support sites must have written hazard communication program available for use by the SLC employees in the event of an emergency.

This program is designed to be evaluated and updated annually. The administration or their designee is responsible for conducting the evaluation and update.



III. DEFINITIONS

Chemical any element, chemical compound or mixture of elements and/or compounds.

Employee a worker who may be exposed to hazardous chemicals under normal operating conditions or in the foreseeable emergencies.

Exposure or exposed means that an employee is subjected in the course of employment to a chemical that is a physical or health hazard, and includes potential (e.g. accidental or possible) exposure. "Subjected" in terms of health hazards includes any route of entry (e.g. inhalation, ingestion, skin contact, or absorption.)

Foreseeable emergency means any potential occurrence such as, but not limited to, equipment failure, rupture of containers, or failure of control equipment which could result in an uncontrolled release of hazardous chemical into the workplace.

Hazardous chemical means any chemical which is a physical hazard or a health hazard.

Hazard warning means any words, pictures, symbols, or combination thereof appearing on a label or other appropriate form of warning which convey the specific physical and health hazard(s), including target organ effects, of the chemical(s) in the container(s). (See definitions for "physical hazard" and "health hazard" to determine the hazards which must be covered.)

Hazardous waste any solid, liquid, or contained gaseous material that is to be discarded that, because of its hazard to health and the environment, cannot be disposed of by placing in the trash or pouring down a drain. Disposal of hazardous wastes is governed by EPA regulations and federal law.

Health hazard means a chemical for which there is statistically significant evidence based on at least one study conducted in accordance with established scientific principles that acute or chronic health effects may occur in exposed employees. The term "health hazard" includes chemicals which are carcinogens, toxic or highly toxic agents, reproductive toxins, irritants, corrosives, sensitizers, hepatotoxins, nephrotoxins, neurotoxins, agents which act on the hematopoietic system, and agents which damage the lungs, skin, eyes, or mucous membranes.

Immediate use means that the hazardous chemical will be under control of and used by the person who transfers it from a labeled container and only within the work shift in which it is transferred.

Label Means any written, printed, or graphic material displayed on or affixed to containers of hazardous chemicals.



Pesticide means any substance or mixture of substances intended for preventing, destroying, repelling or mitigating any pest.

Pest means any living organism injurious to other living organisms, except humans, viruses, bacteria or other microorganisms in or on other living organisms other than plants, which is declared to be a pest pursuant to the Pesticide Control Act, Sections 76-4-1 through 76-4-39 NMSA 1978.

Physical hazard means a chemical for which there is scientifically valid evidence that it is a combustible liquid, a compressed gas, explosive, flammable, an organic peroxide, an oxidizer, pyrophoric, unstable (reactive) or water reactive.

Material Safety Data Sheet (MSDS) means written or printed material concerning a hazardous chemical which contains specific information regarding product identification, hazardous ingredients, physical and chemical characteristics, fire and explosive data, reactivity data, health hazard data, precautions for safe handling and use and control measures.

IV. INVENTORIES

All school and support sites are required to keep and maintain a written inventory of hazardous chemicals present and used on-site.

- A. The inventory shall consist of written listing of hazardous chemicals known to be present using an identity that is referenced on the appropriate Material Safety Data Sheet (MSDS)
- B. The inventory may be compiled for the entire site or for individual work areas.
- C. The site administrator or designated party, shall be responsible for maintaining the inventory and shall designate a location or locations where inventory information is available to employees in the event of an emergency.

V. MATERIAL SAFETY DATA SHEETS (MSDS)

All school and support sites are required to keep and maintain copies of Material Safety Data Sheets (MSDS) for every hazardous chemical present on site.

- A. If the material safety data sheet is not provided with a shipment that has been labeled a hazardous chemical, the site administrator or designated responsible party shall obtain one from the distributor as soon as possible.
- B. The site administrator or designated responsible party, shall be responsible for maintaining the Material Safety Data Sheets (MSDS) and shall designate a



location where the information is available to employees in the event of an emergency.

- C. Material Safety Data Sheets (MSDS) shall be readily accessible to employees in the event of an emergency.
- D. Where employees must travel between workplaces during a work shift, i.e., their work is carried out at more than one geographical location, Material Safety Date Sheets (MSDS) may be kept at the primary workplace facility. In these situations, the employer shall ensure that employees can immediately obtain the required information in an emergency.

VI. LABELS AND LABELING

- A. Containers of hazardous chemicals must be labeled or marked with the following information:
 - 1. Identity of the hazardous chemical(s) contained therein.
 - 2. Appropriate hazard warnings.
 - 3. Identity information and hazard warnings must be legible, in English, and prominently displayed on the container. (Other languages may be added, as long as the information is presented in English.)
- B. Sites shall not remove or deface existing labels on incoming containers of hazardous chemicals
- C. Labels are not required on portable containers into which hazardous chemicals are transferred from labeled containers, and which are intended only for immediate use.

VII. STORAGE

Procedural Directive Hazardous Materials prohibits sites from maintaining hazardous chemicals in quantity or toxicity which would pose a threat to students.

- A. Hazardous materials and chemicals must be kept in locked storage cabinets when not in use.
- B. Flammable chemicals must be stored in locked, fire cabinets.
- C. Users must be aware of incompatible storage combinations and locations.

VIII. PLACARDING

To aid employees and emergency services providers in identifying areas where hazardous materials are stored, sites shall comply with the National Fire Protection Association (NFPA) Standard 704 Hazardous Materials Identification System (HMIS). Hazardous materials placards shall be placed:

- A. On door(s) of rooms where hazardous materials are stored
- B. On door(s) from corridors leading to rooms to storage areas



- C. On exterior door(s) closest to hazardous materials storage areas
In addition, storage room doors should be marked “Chemical Storage” in reflective letters.

See Appendix B for NFPA 704 HMIS placarding information

IX. PROTECTION FROM CHEMICAL HAZARDS

- A. Procedural Directive Hazardous Materials states: “Schools should not have chemicals in sufficient quantity or toxicity which would endanger students.”
- B. Employees using chemicals shall take reasonable steps to protect themselves, students and other employees from foreseeable hazards. This includes:
 - 1. The use of appropriate Personal Protective Equipment (PPE) as recommended by Material Safety Data Sheets (MSDS.)
 - 2. Knowledge of emergency and first aid practices required for chemicals as recommended by Material Safety Data Sheets (MSDS) and chemical container label.
 - 3. Knowledge of appropriate emergency programs and actions as specified by the sites Safe School Program.

X. HAZARDOUS WASTE

- A. Sites shall seek to minimize the generation of hazardous waste by:
 - 1. Purchasing and maintaining smaller quantities of chemicals.
 - 2. Seeking to transfer unneeded or excess chemical stock to other site or facility which may have a legitimate use.
- B. Hazardous wastes can be accumulated on site for as long as six months, provided on site accumulation poses no immediate safety hazard.
- C. Store hazardous waste in closed containers clearly labeled with contents and marked “WASTE.”
- D. Do not mix hazardous wastes.
- E. Document date accumulation of hazardous waste was started container.
- F. When ready for disposal, Risk Management Department for transport.

See Appendix E for Request for Hazardous Waste Disposal form

XI. HAZARDOUS CHEMICAL SPILLS AND EMERGENCIES

In the event of a chemical spill or emergency, the safety of students and staff members shall be of paramount importance!

In the event of hazardous chemical spill or emergency, employees shall:

- A. Isolate spill area to prevent widening area of contamination.



- B. Follow spill recommendations listed in Material Safety Data Sheets (MSDS).
- C. Evacuate building if spill poses safety hazard to facility.
- D. Alert emergency services providers-police, fire, EMS- if necessary.
- E. Provide first aid to injured as recommended by Material Safety Data Sheets (MSDS.)
- F. Exposures and exposure incidents shall be reported as:
 - 1. Employee exposure incidents shall be reported to the Occupational Health clinic, see XII Medical Evaluation & Consultation below.
 - 2. Student exposure incidents shall be handled and reported as student accidents
- G. Contact Risk Management Department.

XII. MEDICAL EVALUATION AND CONSULTATION

- A. Medical evaluation shall be performed for employees when:
 - 1. an employee develops signs or symptoms associated with a hazardous chemical to which the employee may have been exposed in the workplace.
 - 2. exposure monitoring reveals exposure levels routinely above the action level or permissible exposure level for an OSHA regulated substance for which there are exposure monitoring and medical surveillance requirements, medical surveillance shall be established for the affected employee as prescribed by the particular standard.
 - 3. an event takes place in the work area such as a spill, leak, explosion or other occurrence resulting in the likelihood of a hazardous exposure, the affected employee shall be provided an opportunity for a medical consultation (consultation shall be for the opportunity for purpose of determining the need for a medical examination.)
- B. Employees shall report exposure incidents or symptoms to their supervisor using the Notice of Accident form (see Procedural Directive Reporting On The Job Injuries.)
- C. Each employee exposure record and analysis using employee exposure record shall be preserved and maintained for at least thirty years. (Material Safety Data Sheets (MSDS) and other descriptions of substances do not have to be retained as long as some record of the identity (chemical name if known) of the substance or agent, where it was used, and when it was used is retained for 30 years.)
- D. Employees may request copies of health records.

XIII. EMPLOYEE INFORMATION AND TRAINING

Employees shall be provided with effective information and training on hazardous chemicals in their work area at the time of their initial assignment, and whenever a new physical or health hazard the employees not previously been trained about is introduced into their work area.

- A. Information
 - 1. Any operations in their work area where hazardous chemicals are present.



2. The location and availability of the written Chemical Management Program including the required list(s) of hazardous chemicals and material safety data sheets.
- B. Training
1. Methods and observations that may be used to detect the presence or release of hazardous chemical in the work area.
 2. The physical and health hazards of the chemicals in the work area.
 3. The measures employees can take to protect themselves from these hazards including specific procedures implemented to protect employees from exposure to hazardous chemicals, including emergency procedures personal protective equipment and workplace controls.
 4. The details of the Chemical Management Program.

XIV. USE OF PESTICIDES

- A. No pesticide will be applied to SSLC property and no pest control device, as defined in the New Mexico Pesticide Control Act, will be used on SSLC property except those pesticides and devices currently registered for legal use in the state by the New Mexico department of agriculture.
- B. No pesticide will be applied to SSLC 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.
- C. Pesticides will only be applied in or on the outside of SSLC 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.
- D. 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 will not be applied on SSLC property when students, staff or visitors are present, or may reasonably be expected to be present within 6 hours of the application.
- E. At the beginning of each year, and when new students register, the SSLC will develop a list of parents and guardians who wish to be notified prior to pesticide application during the school year.
- F. Written records of pesticide applications will be kept for three years and be available upon request to parents, guardians, students, teachers and staff.



APPENDIX B – NFPA 704 HAZARDOUS MATERIALS IDENTIFICATION SYSTEM

Health (Blue)

- 4 Deadly: Even the slightest exposure to this substance would be life threatening. Only specialized protective clothing, for these materials, should be worn.
- 3 Extreme Dangers: Serious injury would result from exposure to these materials. Full protective measures should be taken.
- 2 Dangerous: Exposure to this substance would be hazardous to health. Protective measures are indicated.
- 1 Slight Hazard: Irritation or minor injury would result from exposure to this substance. Protective measures are indicated.
- 0 No Hazard: Exposure to this substance offers no significant risk to health.

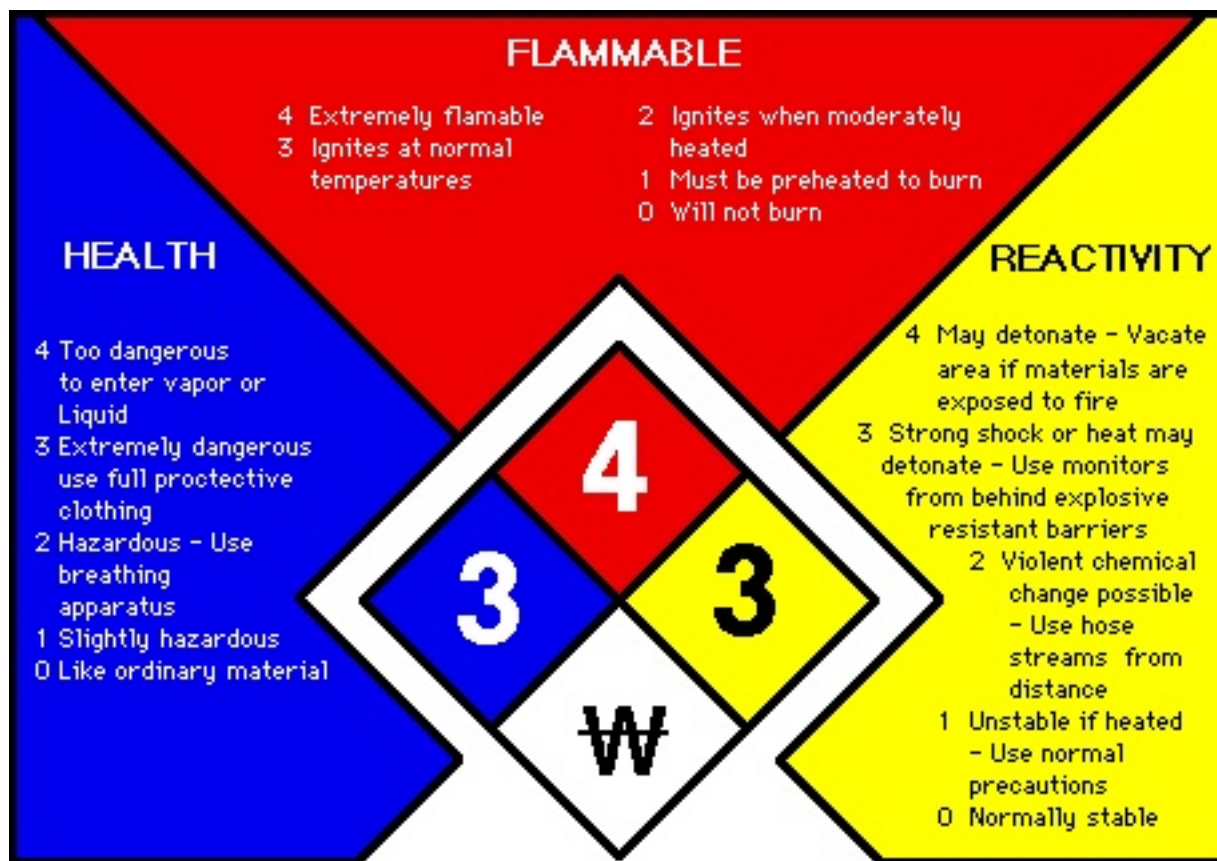
Flammability (Red)

- 4 Flash Point Below 73 F: This substance is very flammable, volatile or explosive depending on its state. Extreme caution should be used in handling or storing these materials.
- 3 Flash Point Below 100 F: Flammable, volatile or explosive under almost all normal temperature conditions. Exercise great caution in storing or handling these materials.
- 2 Flash Point Below 200 F: Moderately heated conditions may ignite this substance. Caution procedures should be employed in handling.
- 1 Flash Point Above 200 F: This substance must be heated to ignite. Most combustible solids would be in this category
- 0 Will Not Burn: Substances that will not burn.

Reactivity (Yellow)

- 4 May Detonate: Substances that are readily capable of detonation or explosion at normal temperatures and pressures. Evacuate area if exposed to heat or fire
- 3 Explosive: Substances that are readily capable of detonation or explosion by strong initiating source, such as heat, shock, or water. Monitor from behind explosion resistant barriers.
- 2 Unstable: Violent chemical changes are possible at normal or elevated temperatures and pressures. Potentially violent or explosive reaction may occur when mixed with water. Monitor from a safe distance.
- 1 Normally Stable: Substances that may become unstable at elevated temperatures and pressures or when mixed with water. Approach with caution.
- 0 Stable: Substances will remain stable when exposed to heat, pressure or water.





APPENDIX E – HAZARDOUS WASTE DISPOSAL REQUEST FORM



**SOUTHWEST LEARNING CENTER
RISK MANAGEMENT
Hazardous Waste Disposal Request Form**

Name of Person Requesting Chemical Pickup:		
Chemical Information		
Name of Chemical Waste to be Picked up:		
Name of Person to be Contacted for Chemical Pickup:		
Location Where Chemical Will be Picked up:		
Estimated Quantity:		
Container Type:	Container Size:	Replacement Container Needed:
Additional Instructions:		
Name of Chemical Waste to be Picked up:		
Name of Person to be Contacted for Chemical Pickup:		
Location Where Chemical Will be Picked up:		
Estimated Quantity:		
Container Type:	Container Size:	Replacement Container Needed:
Additional Instructions:		
Name of Chemical Waste to be Picked up:		
Name of Person to be Contacted for Chemical Pickup:		
Location Where Chemical Will be Picked up:		
Estimated Quantity:		
Container Type:	Container Size:	Replacement Container Needed:
Additional Instructions:		
Name of Chemical Waste to be Picked up:		
Name of Person to be Contacted for Chemical Pickup:		
Location Where Chemical Will be Picked up:		
Estimated Quantity:		
Container Type:	Container Size:	Replacement Container Needed:
Additional Instructions:		
<p>Note: Assure that chemical waste is not mixed into one container, request additional containers. Label all chemical waste containers with name of the chemical being disposed of. Label containers with exact date you started dispensing product. Log every dispensing activity, date, quantity/pounds, and name of generator. Always assure that chemical waste container(s) are properly stored and sealed. Label full containers with exact date you stopped dispensing product.</p>		



**SOUTHWEST SECONDARY
LEARNING CENTER
SCHOOL SAFETY PLAN**

SECTION II: POLICIES AND PROCEDURES



POLICIES AND PROCEDURES
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INTRODUCTION

The **Southwest Secondary Learning Center** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - POLICIES and PROCEDURES section provides **Southwest Secondary Learning Center** staff with direction in the areas of discipline, dress, attendance, and abuse/neglect reporting, bullying, etc.

The goal of this section of the *Safe Schools Plan – Policies and Procedures* is to provide direction for school staff for intervening in potentially harmful situations.

The **Southwest Learning Centers** recognize that each school community has unique needs and resources, which must be addressed to enhance the *School-Level Safety Plan*. The SAFE SCHOOL PLAN – POLICIES AND PROCEDURES section will be reviewed annually by school staff.



DISCIPLINE POLICY

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

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

CODE OF CONDUCT

Students have the right to be in school. However, students choose to attend the **Southwest Secondary Learning Center**. Thus, all members of the school community have a major role to play as positive models for respectful behavior. To this end, students, parents, and employees at the **SSLC** are required to abide by the expectations set forth in the student code of conduct.

Each Southwest Secondary Learning Center community member will:

- Accept responsibility for his/her actions and education
- Attend to all responsibilities with a positive attitude
- Model positive behavior and language
- Come to school prepared to learn
- Use time effectively and efficiently
- Follow instructions
- Participate in all educational activities
- Respect the rights and property of others
- Practice self-control and good manners

PROGRESSIVE DISCIPLINE PROCEDURE

Discipline categories:

- **Assault/Bullying:** Threatening physical harm to another, causing fear of imminent danger to a person; including threats, gestures, and verbal assaults.
- **Battery/Fighting:** Employing hostile contact, which at minimum has contributed to a situation of verbal action or has caused bodily harm.



- **Defiance of School Personnel/Authorities:** Refusing to comply with any reasonable request by any school official or sponsor at places and times where school personnel have jurisdiction.
- **Language, Profane and /or Abusive:** Using language, which is crude, offensive, insulting, or irreverent; using coarse words to show contempt or disrespect; swearing.
- **Sexual Harassment:** A form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law. Examples of sexual harassment include, but are not limited to, the following: sexual assault, unwanted touching, inappropriate comments or conversation, and certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender.

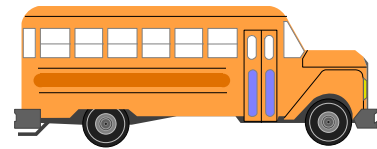
Disruptive behavior will result in a progressive discipline procedure as stated below:

- First Violation:** Student is reprimanded by staffed and warned about future infractions.
- Second Violation:** Student is reprimanded and parent is contacted, both are notified of consequences for future infractions.
- Third Violation:** Parent is called and student is sent home for continued behavior contract violations.
- Fourth Violation:** Parent is called and student is sent home and assigned to an Alternative Educational Setting.
- Fifth Violation:** School administration will determine an appropriate consequence based on any existing contracts and the circumstances of the infraction.

Extreme disruptive, dangerous or abusive behaviors will result in immediate parental contact and disciplinary action.

BUS DISRUPTIONS

Bus disruptions, deliberately or inadvertently interfering with the safe operation of a school bus which is stopped or moving; behaving in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops, or at pick-up areas will be dealt with in an appropriate manner. Suspension from the bus does not mean that the student is suspended from school. However, based on the severity of the incident, nothing herein is intended to preclude the administration from suspending the student from school based on bus misconduct.



SUBSTANCE USE/GANG ACTIVITY/WEAPONS

GENERAL PROCEDURES

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

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



DISCIPLINE PROCEDURES

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

DRESS CODE POLICY

The **Southwest Secondary Learning Center** expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. Student dress may not present a health or safety hazard, violate municipal or state law, or present a potential for disruption to the instructional program. Attire and accessories, which advertise, display, or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry toward any group are not acceptable.



ATTENDANCE POLICY

Regular class attendance by school age persons at all grade levels is not only an essential component in the learning process, in the development of self discipline, and in preparation for post-secondary training, education and employment, it is also a requirement of New Mexico's Compulsory School Attendance Law, NMSA 1978 §22-12-1, et seq. ("Law"). Southwest Secondary Learning Center's Governance Board and Administration is responsible for the enforcement of this law.

Habitual truant students and parents are subject to the provisions of the Children's Code [32A-1-1 NMSA 1978]. New Mexico law dictates that:

- (1) Students between the ages of 5 and 18 years of age are mandated to attend public school, private school, home school or a state institution.*
- (2) Schools will provide intervention strategies that focus on keeping students in school.*
- (3) Habitual truants are reported to appropriate authorities such as CYFD staff, Juvenile Probation and Parole, District Attorney, Truancy Court and the State of New Mexico.*
- (4) Parents may be subject to criminal sanctions for violation of the law.*

The Southwest Secondary Learning Center (SSLC) encourages parents to ensure their child attends school to maximize their learning and increase their chances of having a successful academic career. The school understands families may need support to help their child be successful. The Governance Board, Administration and Staff will work so that all concerned will be provided the guidance and resources necessary to assure success.

The Southwest Secondary Learning Center attendance policy has the following components:

- The Southwest Secondary Learning Center's goal is 94% attendance for all students in each grading period. On time attendance to regularly scheduled sessions is mandatory for students to derive maximum benefit from SSLC's instructional program. **This means that no more than the equivalent of 5 absences per student, per semester, is acceptable.** Parents will be notified by mail on a student's 5th and 10th absence.
- Attendance will be taken in every session and class.
- The parent/guardian will notify the school when the student will be absent by sending an email to secondaryattendance@sslc-nm.com or calling 505-296-7677.
- The Southwest Secondary Learning Center will contact parents/guardians informing them of their child's absence when the school does not receive prior notification.
- Absences that are not excused beforehand and cannot be verified by parent contact will be considered unexcused. Parents may subsequently excuse absences.
- Absences will be excused for the following reasons:
 - Illness
 - Family emergencies
 - Medical condition/emergency



- Religious Commitments
 - Death in the family
 - Diagnostic testing
 - Medical appointment
 - School sponsored activity
 - Extenuating circumstances approved by school administration
- School-related absences are not included when evaluating excused, unexcused and excessive absences.
 - Parents should notify the school of all situations that will result in prolonged absences.
 - Parents are discouraged from taking their children out of school for vacations. While students missing school due to vacations is not condoned, it is recognized that there are situations when a student must be absent due to parental vacation or travel requirements.
 - Students will be encouraged to make up all absences by attending extra main lab sessions in addition to their regularly scheduled sessions.
 - A student who falls below a 94% attendance rate may be excluded from intramural activities at the school.

In accordance with the New Mexico Compulsory Attendance Law, parents will be notified by mail on the student's 3rd, 5th, 7th, and 10th unexcused absence. Parents are requested to contact their child's sponsor teacher upon receipt of the 5th unexcused absence notification letter to discuss remedies. Following a student's 7th unexcused absence, parents will be contacted to arrange a conference with their sponsor teacher to develop possible interventions. On a student's 10th unexcused absence parents will meet with the SSLC administration. Parents will be advised of their legal obligation to ensure their child's regular attendance. The SSLC administration will continue to work to resolve the issues leading to the student's excessive absenteeism. Further unexcused absences will be referred to the Children's, Youth and Families Department for investigation and potential prosecution by the District Attorney's Office (Children's Court Attorney) with the Judicial District Court of the State of New Mexico and to the Juvenile Probation and Parole Office in our community.

TARDIES

Excessive tardies will be dealt with through progressive discipline procedures. Students tardy to main lab sessions will be seated upon computer station availability. Consequences and remedies for habitual tardiness will be addressed by the Administration with individual students and parents.

STUDENT DROP-OFF AND PICK-UP

- Parents must not leave their children on a school campus any more than thirty (30) minutes prior to the school day.
- School grounds are not supervised except during the school day.
- If extenuating circumstances prevent a family from picking up a student on time, the school must be notified.
- If students are repeatedly left on campus outside of the school day hours, an administrator will attempt to contact the family to discuss the problem.



- If the problem continues, the student may be considered abandoned and the police will be notified. Parents may be subject to referral to CYFD for child abandonment.

ABUSE/NEGLECT REPORTING

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

Substance Abuse

Section 22-5-4.4 NMSA 1978:

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

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

Child Abuse and Neglect

Section 32-1-15 NMSA 1978:

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

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

Section 21-1-16 NMSA 1978:

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

C. Any school personnel or other person who has the duty to report child abuse pursuant to Section 32-1-15 NMSA 1978 shall permit a member of a law enforcement agency or an employee of the human services department to interview the child with respect to a report without the permission of his parent, guardian or custodian. Any person permitting an interview



pursuant to this subsection is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by law, unless the person acted in bad faith or with malicious purpose.

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

BULLYING

6.12.7.7 NMAC states that “Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation. In addition, 6.12.7.8 NMAC requires that each local school board and charter school develop a written anti-bullying policy.

There are multiple forms of bullying, **direct**- in which there is physical violence or name-calling, and **indirect**- exclusion from an activity, rumor spreading, or cyber-bullying, are the most common versions. Bullies are more likely to:

- Get into frequent fights
- Be injured in a fight
- Steal, vandalize property
- Drink alcohol
- Smoke
- Be truant, drop out of school
- Report poorer academic achievement
- Perceive a negative climate at school
- Carry a weapon



SSLC BULLYING PREVENTION POLICY

Southwest Secondary Learning Center believes it is important for a school to create a climate where bullies and bullying behavior are not tolerated.

When students are afraid to attend school/classes they cannot learn. Bullying prevention programs can help to provide a safe environment in which teachers can teach and students can learn. When a student is *bullied* his or her ability to participate in and benefit from the school's educational programs or activities is adversely affected.

The goal of this policy is to ensure that procedures are in place to prevent bullying, limit the prevalence of bullying, and to make consequences salient to everyone involved.

Southwest Learning Centers: the Southwest Secondary Learning Center (SSLC), the Southwest Intermediate Learning Center (SILC) and the Southwest Primary Learning Center (SPLC) believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated.

Definitions

1. "Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.
2. "Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.
3. "Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the district.

Harassment and Disability Harassment include but are not limited to:

- a. Verbal acts, teasing, use of sarcasm, jokes;
- b. Name-calling, belittling;
- c. Nonverbal behavior such as graphic or written statements;



- d. Conduct that is physically threatening, harmful, or humiliating; or
 - e. Inappropriate physical restraint by adults.
4. “Racial Harassment” consists of physical or verbal conduct relating to an individual’s race when the conduct:
- a. Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
 - b. Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance; or
 - c. Otherwise adversely affects an individual’s academic opportunities.
5. “Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:
- a. When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
 - b. Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
 - c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment.
6. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:
- a. Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
 - b. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - c. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - d. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - e. Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or the school’s code of conduct.



Notice of Prohibition Against Bullying and Anti-Bullying Interventions

1. The prohibition against bullying shall be publicized by including the following statement in the student handbook(s):

“Bullying behavior by any student in the **Southwest Learning Centers: SSLC, SILC and SPLC** is strictly prohibited, and such conduct may result in disciplinary action, pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

- (1) Placing a student in reasonable fear of physical harm or damage to the student’s property; or
- (2) Physically harming a student or damaging a student’s property; or
- (3) Insulting or demeaning any student or group of students in such a way as to disrupt or interfere with the school’s educational mission or the education of any student.

Students and parents may file verbal or written complaints concerning suspected bullying behavior to school personnel and administrators. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, up to and including suspension and/or expulsion.”

2. Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.
3. The Anti-Bullying Policy will be available on the **Southwest Learning Centers: SSLC, SILC and SPLC** website, and in all student, staff, and parent handbooks.

Reporting Intimidation, Harassment, or Bullying Behavior

1. Any student who believes he/she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are *required* to promptly notify designated staff.
4. Reports should be done in writing using the Harassment, Intimidation, Bullying, or Hazing Complaint Form. A copy of this form will be submitted to the Safe Schools coordinator.



5. School administrator or designee is *required* to accept and investigate all reports of intimidation, harassment or bullying.
6. School administrator or designee is *required* to notify the parent or guardian of a student who commits a verified act of intimidation, harassment, or bullying of the response of the school staff and consequences that may result from further acts of bullying.
7. Nothing in this policy shall prevent any person from reporting directly to the school's administration.
8. Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.
9. The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.
10. If harassment or bullying continues, the perpetrator will be immediately suspended and removed from the school, pending a long-term hearing.
11. To the extent permitted under the Family Educational Rights and Privacy Act (FERPA) school staff is *required* to notify the parent or guardian of a student who is a target of bullying or of the action taken to prevent any further acts of bullying.

Investigating Intimidation, Harassment, or Bullying Behavior

The Chief Administrative Officer, the Chief Financial Officer, or their designee will appropriately and promptly investigate all reports of harassment, intimidation, bullying, or hazing. In determining whether the alleged conduct constitutes bullying, the totality of the circumstances, the nature of the conduct, the student's history, and the context in which the alleged conduct occurred will be investigated.

1. The administrator will make every effort to inform the parents/guardians of the victim and the accused of any report of harassment, intimidation, bullying, or hazing *prior* to the investigation taking place.
2. The investigation shall consist of personal interviews with the complainant, the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or documents deemed relevant by the investigator.
3. The school's administration may take immediate steps to protect the complainant, students, teachers, administrators, or other school personnel pending the completion of an investigation.
4. The investigation shall be completed as soon as possible. The administrator shall make a written report upon completion of the investigation. If the complaint involves the Superintendent, the report shall be filed directly with the New Mexico Public Education Department, Educator Ethics Bureau. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. A copy of the completed report will be maintained by the district Safe Schools Coordinator.



Consequences for Bullying

1. Verified acts of bullying shall result in intervention by the school's administrator or his/her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
2. Bullying behavior can take many forms and can vary dramatically in how serious it is, and what impact it has on the targeted individual and other students. Accordingly, there is no one response to bullying. While conduct that rises to the level of "bullying" as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (detention, in and out-of-school suspension, or expulsion) is a matter for the professional discretion of the school's administration.

Consequences for Knowingly Making False Reports

1. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Anti-Bullying included in Health Education Curriculum

"Health Education" is the instructional program that provides the opportunity to motivate and assist all students to maintain and improve their health, prevent disease, and reduce health related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. It meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

Bullying behavior is mentioned specifically in many areas of the Health Education performance standards, in all grade levels. All students need to be aware of bullying behavior beginning in Kindergarten and continuing throughout their school years. It imperative that students are comfortable with understanding, describing, and recognizing bullying behaviors, and then in the later grades being able to analyze those behaviors and role play refusal skills.

Our curriculum does recognize the importance of bully prevention skills in all grade levels.

Threats of Violence

1. Threats of violence toward other students, school staff, or facilities generally are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.
2. All employees and students are required to report evidence of threats of violence to their administrator. Such reports shall be investigated by the administrator or designee. All such reports shall be documented by the administrator.



3. In cases of threats that may constitute a violation of criminal law, the school's administrator or designee shall notify law enforcement authorities.
4. Students who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including long-term suspension or expulsion. For Special Education students, administrators will consult with the Special Education regulations regarding the appropriate process.



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INTRODUCTION

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

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

On-going review and practice of the plan to ensure complete understanding and proper implementation is necessary. Planned training should include school faculty, staff and administrators.

The **Southwest Learning Centers** recognize that each school community has unique needs and resources which must be addressed to enhance the *School-level Safety Plan*. The **SAFE SCHOOL PLAN – RESPONSE** section will be reviewed annually by school staff. A comprehensive *School-level Safety Plan* requires an assessment and identification of security needs as the first phase of planning.



LEVELS OF EMERGENCIES

School Level Emergencies

Situations in which the scope is limited to school settings & school-based personnel, & no assistance is needed (such as an allergic reaction and use of "epi-pen")

District Level Emergencies

These are events where support and involvement is required from school district personnel or members of the District Emergency Team. Events may include an unexpected death, suicide threats, water or power failure, trespasser, etc. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters needing community-wide support.

Community Level Emergencies

These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. Such events include tornado damage to buildings, flooding, fires or explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), and hostage situations. In many of these situations the school's role is to implement protocols until appropriate community agencies respond and assume responsibility (such as police, fire and rescue). However, schools must be prepared to rely on their own resources until help arrives.



SSLC PERSONNEL DUTIES/RESPONSIBILITIES

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

Administrative Team

- Coordinates assistance and maintains communication with any school affected by an emergency or disaster.
- Assigns staff personnel to duties in the emergency headquarters or specific facilities, as necessary.
- Maintains communication with the Board of Directors.
- Responsible for coordinating the school's response to critical incidents.
- Provides direction to individual school sites and maintains communication with the School/Local Police, the staff of the Southwest Secondary Learning Center.
- Ensures that appropriate personnel are dispatched to the site of the emergency or disaster.
- Coordinates public relations on the release of information to the press.

Acts as the designated spokesperson for all disaster/emergency-related information. Duties may include preparation of press releases, communication with parents, establishment of on-site rumor control/information post, and other related duties.

- ❑ Assigns maintenance personnel to school sites as necessary in order of highest to lowest priority. Assists as necessary, ensuring that all gas, water, and electricity is shut off or provided under safe conditions.
- ❑ Provides for required maintenance and repairs immediately following a disaster to assess and completely clean and repair damages.
- ❑ Ensures that there is a telecommunication plan to facilitate communication among the staff members of the school in the event that the regular telephone system is disrupted by the conditions of the disaster or emergency.
- ❑ Assists in establishing procedures, assists in updating school plans annually, monitors safety compliance, assists administration in loss prevention and emergency management, and coordinates the facilities plan to assess cost of damage.
- ❑ Provide supplies for emergency care and shelter needs.
- ❑ Activates and coordinates immediate on-site psychological resources for intervention at the site.



CRITICAL INCIDENT MANAGEMENT PLAN

PERSONNEL GUIDE

Principal/Designee

The principal/designee shall serve as Incident Commander and shall be responsible for the overall direction of the emergency procedures at the school or support building site. Responsibilities include:

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

All staff should prepare their own family members that they may be required to remain at school to assist in an emergency

Crisis Response Team

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

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

Teachers

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

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of ICS.
2. Direct students in their charge according to school ICS.
3. Render first aid if necessary. It is recommended that teachers should be trained and certified in first aid and CPR.
4. Teachers must have their roll book with them.



5. Take roll when the class relocates in assembly area.
6. Report missing students and staff to school's designee.
7. Assist as directed by the principal/designee.

Custodian

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.

Transportation Drivers

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



EMERGENCY ASSIGNMENTS

In the event of an emergency situation, the following stations are to be manned by the school site emergency team. The principal and/or designee will: 1) Secure the area, 2) Check for injuries/damage, 3) Call 911, 4) Notify the appropriate outside agency

Emergency School Site Administrative Stations

NAME	POSITION	PHYSICAL LOCATION	PRIMARY RESPONSIBILITY	SECONDARY RESPONSIBILITY
Scott Glasrud	CFO	Office	Incident Command	Administration
Deborah Young	CAO	Office	Administration	Incident Command
Al Baysinger	Admin.	Office	Administration	Incident Command
Robert Pasztor	Admin.	Office	Administration	Incident Command
L.J. Moore	Secretary	Office	Communications	Liaison
Alan Ray	Grounds Director	Building	Building Operations	

CRISIS RESPONSE TEAM

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
CFO	Scott Glasrud	385 -1382
CAO	Deborah Young	385 -1384
Administrator	Al Baysinger	321- 0712
Administrator	Robert Pasztor	975 - 0427
Secretary	L.J. Moore	321 - 0397
Grounds Director	Alan Ray	991- 4851
Business Manager	Araceli Sosa	720 - 7590



MEDIA GUIDELINES

1. Scott Glasrud [CFO] or his designee will be responsible for media relations.
2. The CFO or his designee will give information to the media. Every effort will be made to keep students away from media during an emergency event.
3. The media will assemble in the front office foyer. If this site is not safe during the incident, the CFO or designee will designate an alternate site.
4. All media contact should be referred to the CFO or his designee.
5. A press conference with emergency responders or a chosen media representative will disseminate information to the public at large.
6. Every effort will be made to work with state and local emergency management agencies to have the Federal Aviation Administration restrict air space over our facilities in order to prevent news helicopters from flying over our facilities in order to minimize student hysteria.

CLOSING OF SCHOOL

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

The decision to close school will be made by the CFO 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, weather etc.).

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

If the decision is made to close school early, the following procedure will be followed:

- Parents will be contacted via email or telephone.
- The automated Parent Link communication system will be engaged.
- Students who walk to and from school will not be released without parent consent.
- Students will remain in class until picked up by parents.
- Students will assemble in the gym at the conclusion of the school day until picked up by parents.



- The **SSLC** community should monitor the news agencies to determine the reopening of school.

The **Southwest Learning Centers** will monitor and follow the Albuquerque Public Schools decision in regards to school snow day cancellations and delayed start. Parents should monitor the local news agencies for cancellation announcements. Southwest Learning Centers' phone answering system will be programmed on these days to give accurate and updated information.

STAFF AND STUDENT NOTIFICATION (OF A MAJOR INCIDENT)

A school announcement of a student or staff death, or major incident that affects the **SSLC** community will occur as soon as it is appropriate. Every effort will be made to inform **SSLC** staff prior to a general announcement in order to deal with student reaction. Parents will be notified as soon as is possible and appropriate.

A letter will be sent home with students for parents to notify them about the crisis and what services are being offered to the students and their families. It will include helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

SSLC EVACUATION PLAN

- 1) Follow same procedure as SSLC Fire Drill.
- 2) Account for all students. Report to Administration any students not accounted for.
- 3) Remain in designated areas until receiving further instructions.

LOCKDOWN

- Refers to protection from an internal or external threat by excluding and/or isolating the threat.
- Protective cover is sought in locked sections of the building and locked classrooms.
- Requires the ability to quickly secure all sections of the building and campus, the classrooms and all interior and exterior doors.



- During a lockdown it is encouraged to limit the use of all phones and cell phones.
- All staff will remain with students until the emergency is over.

SSLC LOCKDOWN PROCEDURE

- 1) Staff members will secure all doors in their respective areas when given the “Lock Down” order.
- 2) Administration will move all students indoors and secure all exterior exits.
- 3) Students in physical education will be moved to the main lab.
- 4) Staff members will remain with their students until given further instructions

SHELTER IN PLACE

- Use of any classroom or office for the purpose of providing temporary shelter.
- Principal/designee/Incident Commander receives information about a situation that requires Sheltering-In-Place rather than an evacuation or lock-down.
- Different from Lock-Down procedures in that students/staff have some degree of discretion over movement, as directed by the Principal/designee/Incident Commander.

SSLC SHELTER IN PLACE PROCEDURE

- 1) Administration and Staff will move all students to an interior location.
- 2) Staff will account for all students.
- 3) Administration will secure all exterior doors.
- 4) Staff will remain with students until given further instructions.

PARENT NOTIFICATION

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

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



EMERGENCY SITUATIONS

SUICIDE THREATS/ATTEMPTS

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

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

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

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

BOMB THREAT INFORMATION AND PROCEDURES

YOU'VE RECEIVED A BOMB THREAT

Bomb threats may be received by phone, mail, or message. There are specific procedures for handling each type of threat.

By Telephone

Most bomb threat calls are very brief, with the caller normally stating the threat in a few words and immediately hanging up or breaking the connection. Delay the caller by saying, "I'm sorry. I did not understand you. What did you say?"

This might provide time to alert a co-worker and start the Site Specific process. It is very important that the person receiving the threat gets as much information as possible from the caller, i.e., where the bomb is located, what time it is scheduled to explode, why he/she placed the bomb in the school, what the bomb looks like. The recipient should note the following: sex of caller and approximate age - man, woman, boy or girl; voice quality - accent, peculiar speech mannerisms; exact time call was received; background noise - music (type), motors, traffic. [Note: The Site Specific Checklist incorporates this information.]



By Written Message

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



NEXT STEPS

There is no sure way of knowing whether or not the call is real or just a prank. So, the established procedures are activated whenever a bomb threat is received or suspected. Using the Bomb Threat Checklist as a reporting form will provide an orderly procedure for maintaining the safety and welfare of students and staff. In addition, it serves as a precise record of all incident responses and actions.

Bomb threats may be received by phone, mail, email, or text message. They are a message that a bomb is set to explode on or near campus.

A bomb threat must always be considered a real and immediate danger to students and personnel and requires an immediate response by the person receiving the bomb threat message. Consequently, all employees must be familiar with the established procedures, as many times, it may not be possible to receive direction from the Principal or site administrator.

Use the **BOMB THREAT CHECKLIST** on page to capture the information, especially useful in a phone call threat. The principal or designee will **EVACUATE** all students and staff.

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

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

- Staff members should never attempt to touch, move, dismantle or carry any object that is suspected of being dangerous or explosive.
- Students should not go to lockers and should evacuate immediately. 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. At least one of them should be within walking distance, i.e., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center, etc.



BOMB THREAT CHECKLIST

Questions to Ask:

1. When is the bomb going to explode?

2. Where did you put the bomb?

3. When did you put it there?

4. What does the bomb look like?

5. What kind of bomb is it?

6. What will make the bomb explode?

7. Did you place the bomb?

8. Why did you place the bomb?

9. What is your name?

10. Where are you?

11. What is your address?

Exact wording of the Threat:

Action:

Report call immediately to: _____

Phone Number: _____

REMEMBER
Keep Calm
Don't hang up

Caller's Voice:

Accent (specify): _____
Any impediment (specify): _____
Voice (loud, soft, etc): _____
Speech (fast, slow): _____
Diction (clear, muffled): _____
Manner (calm, emotional, etc): _____
Did you recognise the voice? _____
If so, who do you think it was? _____
Was the caller familiar with the area? _____

Threat Language:

Well Spoken: _____
Incoherent: _____
Taped: _____
Message read by caller: _____
Abusive: _____
Other: _____

Background Noises:

Street Noises: _____
House Noises: _____
Aircraft: _____
Voices: _____ Local call: _____
Music: _____ Long distance: _____
Machinery: _____ STD: _____
Other: _____

Other:

Sex of caller: _____
Estimated age: _____
Number: _____

Call Taken:

Date: ___/___/___ Time: _____
Duration of call: _____
Number called: _____

Recipient:

Name (print): _____
Telephone Number: _____
Signature: _____



ACT OF VIOLENCE

<p>Active Shooter(s): a person who is actively engaging students and/or staff with a firearm.</p> <p>Armed Person on School Grounds: an individual displaying or wielding a deadly weapon.</p> <p>Drive by Shooting: is shooting from an occupied/moving vehicle into a target area.</p> <p>Hostage Situation: detaining students and/or staff against their will by force or threatened use of force.</p> <p>Shots Fired from On/Off-School Grounds: from an undetermined source.</p> <p>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.</p> <p>Suicide/Threat of Suicide: The act of taking one's own life, or threatening to do so.</p>

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

Immediately after the incident/reported shots fired:

Initiate **LOCKDOWN** procedures campus-wide.

Additional Instructions:

- If outside, find cover-may need to lie flat.
- Have students move safely and quickly to the nearest shelter (building) or cover.
- Assess injuries, if applicable.
- Do not allow anyone seriously injured to move. If injured are ambulatory assist them to a shelter.
- Stay with the injured until emergency services arrive.
- Assist the police with as much detail as possible.

Remember: Students will model their emotional reaction after yours, so **STAY CALM.**



HAZARDOUS MATERIAL RELEASE

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

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

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

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

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

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

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

Additional Instructions

- Notify principal or designee of hazardous material release. Incident Commander will determine the appropriate course of action; responders will take appropriate action (shelter-in-place, lockdown, or evacuation).
- Do not clean up or touch any chemical spill.
- It is not necessary to evacuate the entire school if one building is affected. In the event of inclement weather, students should be moved to an unaffected building.

FALLEN AIRCRAFT (INCLUDING HOT AIR BALLOONS)

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

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

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

Additional Instructions:

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



SSLC FIRE / EVACUATION PLAN

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

All incidents of fire should follow standard **EVACUATION** procedures.

GENERAL PROCEDURES

Internal Building Fire:

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

External fire near the school:

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

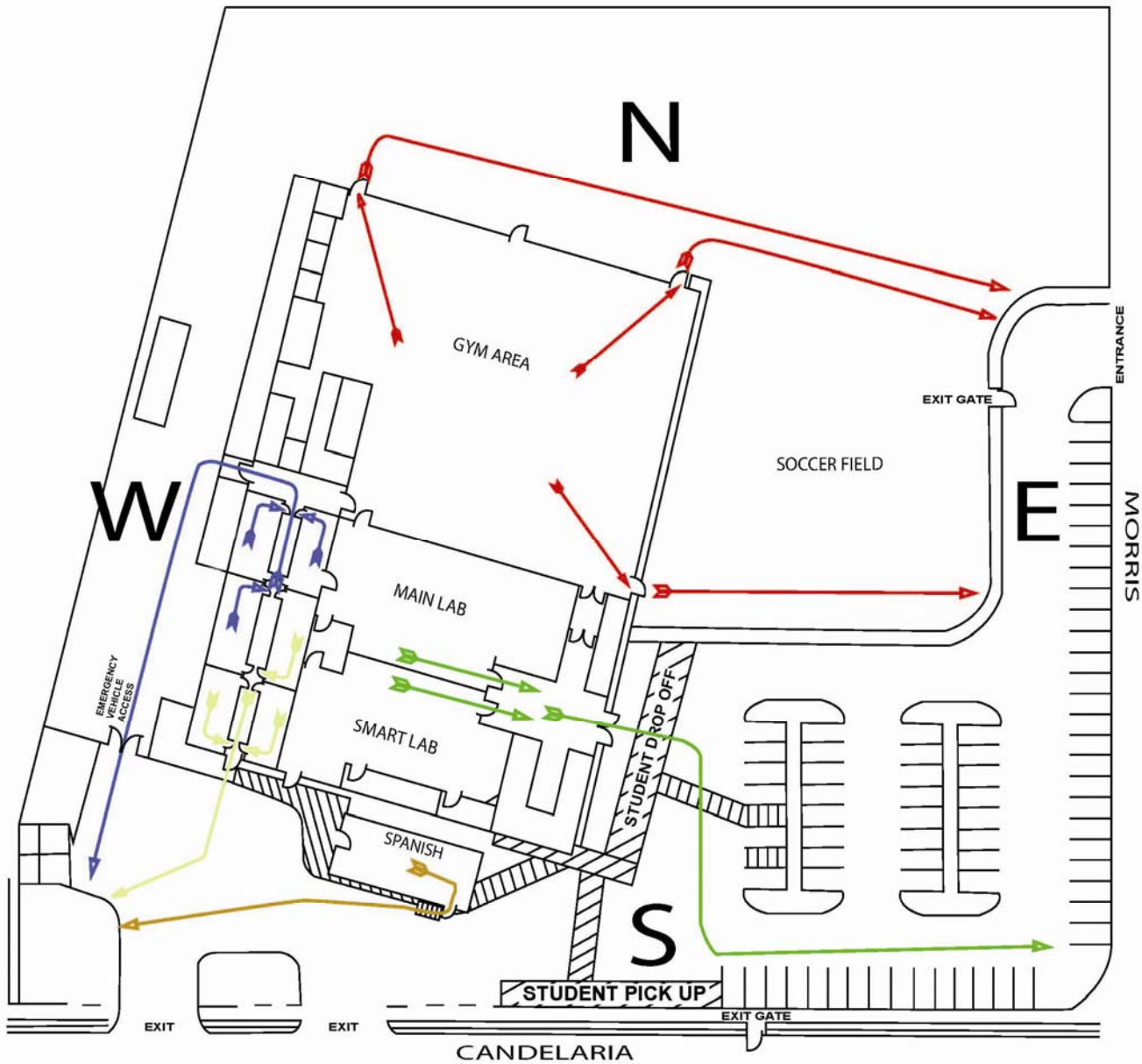
Note: If media arrives, the administrators or designee will keep the media in the front of the school. The only information that will be released to the media is the phone number of the school administration: {296-7677}.

SSLC FIRE DRILL / EVACUATION PROCEDURES

1. When the alarm sounds, the staff will line students up single file and follow the exit map.
2. Staff should plan and be prepared to assist students with disabilities evacuate.
3. The last person from each area will close the door and turn out the lights.
4. The staff will take role and account for all students when arriving at their designated areas.
5. Students will stand quietly until given instructions by staff and/or administration.
6. Students and staff may re-enter the building when given the All Clear signal.



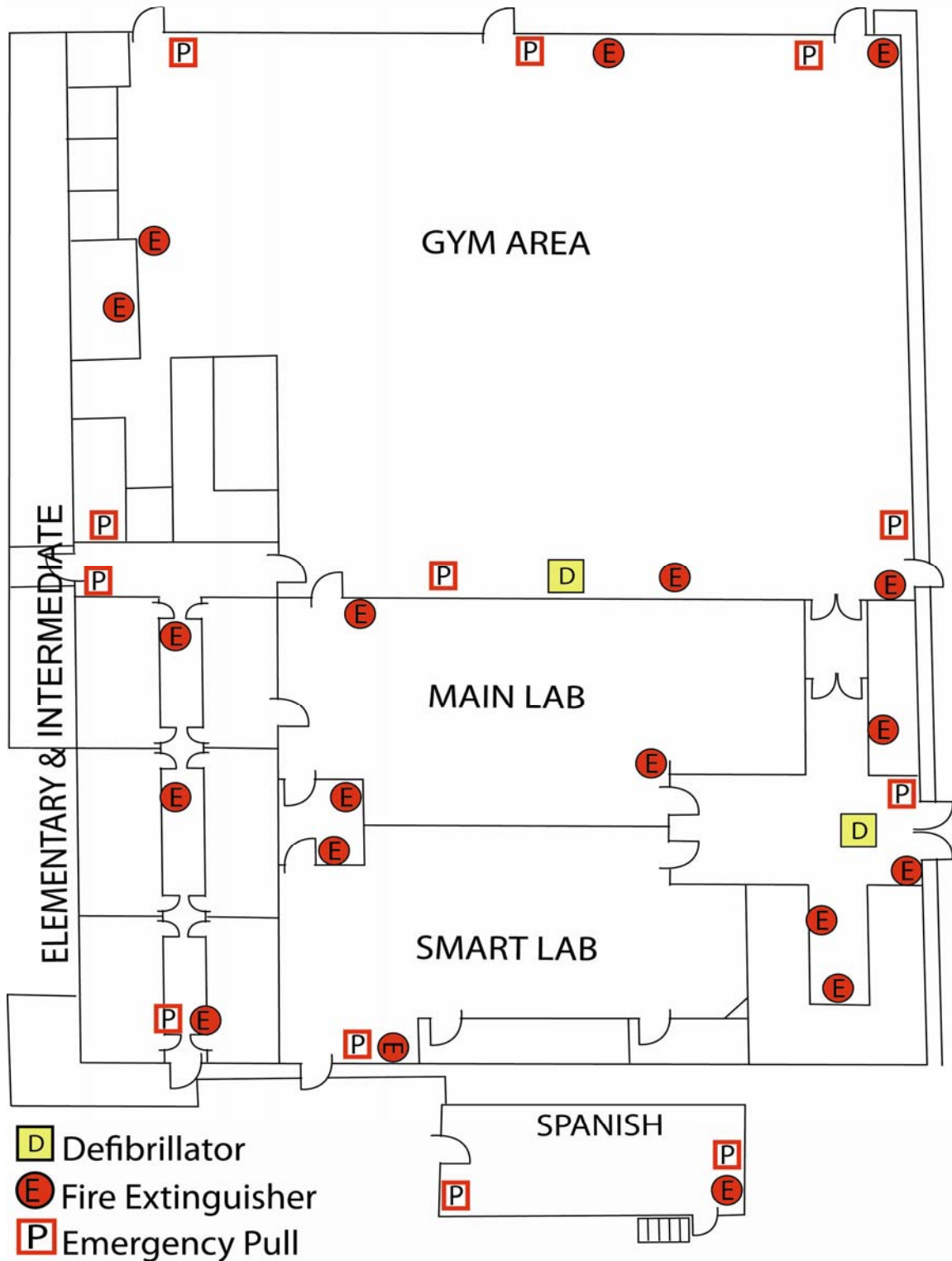
SSLC FIRE DRILL/ EMERGENCY EVACUATION ROUTES



FIRE DRILL/EMERGENCY EVACUATION ROUTES



EMERGENCY EQUIPMENT MAP



NATURAL HAZARDS

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

In the event of a natural hazard, there is often no time to assess the situation. In this situation follow the procedure for **SHELTER IN PLACE**. There may be certain situations where an **EVACUATION** is the best response in order to prevent students and staff from being stranded on school grounds or placed in greater danger.

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

Additional Instructions:

Earthquake

Inside Building

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

Outside Building

- Move to an open area away from trees, portable backstop, power lines, buildings, etc. Remain in a cleared area free from any potential falling objects
- Under no circumstances should students or adults attempt to return to the building during an earthquake

High Wind Events (Tornadoes, Wind Storms)

Move students

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

Avoid auditoriums, gymnasiums and structures with large roof spans

Flood/Snowfall

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



LOSS OF POWER / WATER

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

Additional Instructions:

- Contact Maintenance and/or Operations {phone number}.
- Maintenance and/or Operations will assess the situation and advise the Superintendent or Chief of Facilities Planning and Operations and the site administrator with the estimate of when the utilities will be restored. The decision to close school or change hours of the school day is the responsibility of the Superintendent.
- If the situation occurs after hours, a local utility company may need to be called at {phone number} if Maintenance and/or Operations is not available. If utility company cannot be reached, contact local law enforcement.
- The school should provide flashlights for classrooms and work places, and replacement batteries are routinely provided. School multipurpose rooms and main offices and special services area should have emergency lighting that is automatically activated during a power failure.

MISSING STUDENT: AMBER ALERT

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

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

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

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



CIVIL DISTURBANCE

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

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

TRANSPORTATION EMERGENCIES

Transportation Emergencies may include: bus accident, vehicle accidents with students or teachers, pedestrian hit by vehicle, vehicle crash into campus property, etc.

Each District is required to have policies in place to address transportation emergencies, including the following:

- vehicle trouble requiring evacuation
- vehicle trouble not requiring evacuation
- passenger trouble requiring transportation personnel intervention
- passenger trouble requiring police intervention
- passenger trouble requiring medical intervention
- accidents.



Additional Information:

- Student transportation is a privilege to students who are eligible for transportation and students who do not obey the state and local regulations may have their transportation privileges revoked based on the local board policy.
- For further information on all transportation regulations please see NMAC 6.41.4 Standards for Providing Transportation for Eligible Students.



**SOUTHWEST SECONDARY
LEARNING CENTER**

SCHOOL SAFETY PLAN

SECTION IV: RECOVERY



RECOVERY
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INTRODUCTION

The **Southwest Secondary Learning Center** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN - RECOVERY section provides the **Southwest Secondary Learning Center** staff guidelines for resuming school after a critical incident has occurred. Resuming school activities as quickly as possible is important to promote the long term welfare of children and their families. Teachers and other school staff can play an integral role in helping their students. Teachers have usually spent the most time with their students and most likely know them the best. They are in a good position to provide early and ongoing recovery strategies.

The goal of the *Safe Schools Plan - Recovery* section is to assist schools in coping with the aftermath of a traumatic incident.

The **Southwest Learning Centers** recognize that each school community has unique needs and resources, which must be addressed to enhance the *School-Level Safety Plan*. The SAFE SCHOOL PLAN – RECOVERY section will be reviewed annually by school staff.



CRISIS RECOVERY

Schools are well-organized systems that function with great efficiency under normal conditions. During a crisis, however, schools face unusual demands. While maintaining day-to-day operations, they must adapt to unexpected and unpredictable influences. Both school staff members and students will be personally affected by the crisis. Therefore, at the time of a crisis it is very difficult for a school to organize an effective crisis intervention response and still maintain the required long-range perspective. Schools may underestimate the full impact of the crisis or feel overwhelmed by the extent and magnitude of it. For schools to effectively address the many issues that typically arise during a crisis, a preplanned, systematic organizational model to direct decisions is essential. To be effective, a school's crisis response model must anticipate the results of a crisis and identify the ways it will affect individuals and the community. This includes identifying and preparing for the typical reactions of young people of all ages. In addition, the model must identify and plan how to use the broad range of skills and knowledge represented by those on the school crisis response team, including those of collaborating professions, such as mental health and juvenile justice. Finally, the crisis response model must anticipate the future needs of the school population and develop plans to meet those needs.

The **Southwest Learning Centers'** Crisis Response Team will plan to address three general areas: safety and security; dissemination of accurate information to school crisis response team members, school staff, students, parents, and, when appropriate, the general public; and the emotional and psychological needs of all parties. The Crisis Response Team in most cases will provide staff and students with the majority of direct services needed during most crisis events. When the scope and expertise required to counsel guide our constituents exceeds our capabilities, outside agencies and experts will be sought out.

The **Southwest Learning Centers'** Crisis Response Team will be cognizant of current practices in dealing with the variety of potential internal and external threats to our school community. The team will offer staff training on general protocols to handle elements present in all crises. These general protocols will be flexible so they can be modified to address the unique needs of special situations, such as community environmental disasters, grief counseling and criminal activities that threaten the school or individual students. Situations that involve only a few students, especially when trying to maintain privacy or confidentiality, will be addressed through means other than the school Crisis Response Team.



CRISIS RESPONSE TEAM

<i>TITLE</i>	<i>NAME</i>	<i>PHONE NUMBER</i>
CFO	Scott Glasrud	385 -1382
CAO	Deborah Young	385 -1384
Administrator	Al Baysinger	321 - 0712
Administrator	Robert Pasztor	975 - 0427
Secretary	L.J. Moore	321- 0397
Grounds Director	Alan Ray	991- 4851
Business Manager	Araceli Sosa	720 -7590

RECOVERY PROCEDURES

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff is assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and trainings.



RECOVERY CHECKLIST

Administrative Meeting	
Notifications	Prepare Letter for Parents - include Parent Meeting information
	Prepare community resources for parent letter
	Prepare statement for staff to read if appropriate
	Identify list of vulnerable students
	Call parents of vulnerable students
	Prepare statement to media
Staff Meeting	Announce date/time staff meeting
	Discuss how information will be disseminated
	Talk about warning signs, etc.
	Long term prevention plan
	Distribute handouts
Parent/ Community Forum	Arrange for outside facilitator to present to parents
	Organize place/time
Memorials	Plan memorials
	Organize materials for memorial room: paper, markers, tissues, etc.
Funeral	Announce funeral information
	Arrange for busses, if appropriate.
	Arrange for substitutes if needed
Counseling	
	Staff teachers' lounge
	Meet with vulnerable students
	Meet with parents of vulnerable students.
	Staff "crisis" room.
	Report list of students seen to counselor
	Organize classroom/assembly discussions
	Make appropriate referrals
	Identify students needing on-going grief counseling
Follow-up	
	Assess needs for ongoing support groups
	Assess needs for outside counseling referrals
	Possible Peer Helping program



Possible classroom presentations
Possible staff training
Consultation on school protocols.
Review self-care with school counselor
Consultations on on-going suicide intervention curriculum
Evaluate helpfulness of Recovery team efforts
Monitor debriefing efforts

PANDEMIC FLU RECOVERY CHECKLIST

Pre-planning for recovery:

- Identify and pre-screen health and grief service providers.
- Develop template letters.
- Provide training for school staff regarding grief and possible health problems.

Recovery

- Mobilize the Crisis Recovery Team that provides emotional-psychological support. If there is a loss of life in the school community establish location site or “Safe Room” for counseling services to be provided.
- Hold faculty/staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students; signs and symptoms to look out for and safe room function and location. Also announce counseling support services available to faculty and staff.
- Announce counseling support services that are available to students.
- Provide rest places for those who tire easily.
- Provide physical assessments if needed if staff are available or make appropriate community health referrals.
- Send letter home to families.
- Make educational materials available to families on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
- Make educational materials available to staff on topics such as recovering from the flu, and common symptoms and constructive ways to cope with stress.
- Establish working relationship with Employee Assistance Programs.
- Identify students, families and staff who may need long-term physical and mental health support or intervention and develop the school and community resources to provide these services.
- Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors and other crisis team members.



- Modify work roles and responsibilities or add volunteer or support staff as needed.
- Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services.
- Follow-up with student referrals made to community agencies.
- Conduct debriefings with Crisis Recovery Team.
- Document “lessons learned” and incorporate them into revisions and trainings.
- Assess if Crisis Recovery Team needs additional training, as needs arise.
- File appropriate reports.
- Plan a response for the anniversary period several months in advance, including a needs assessment to identify students at continued risk.

