

Albuquerque Bilingual Academy

# Safety Plan

**December 2017**

**Revised March 2018**

**Revised December 2020**

*Albuquerque Bilingual Academy thanks all who were part of the Safety Plan revisions in 2017/2018 and in 2020. Everyone worked tirelessly to ensure the safety of our students, and special thanks to the New Mexico Department of Education for guiding us through the well-organized template.*

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# INTRODUCTION

At Albuquerque Bilingual Academy, as in the rest of the State and Nation, we are looking at strategies to keep our students, staff and faculty safe in our schools. This plan replaces the previous versions, and offers new research and new approaches with the intent:

- to assist our schools and their community partners in the revision of the school-level safety plan;
- to prevent an occurrence and/or recurrences of undesirable events;
- to properly train school staff, faculty and students to assess, facilitate, and implement response actions to emergency events; and
- to provide the basis for coordinating protective actions prior to, during, and after any type of emergency.

This revised version of Safe Schools Plan —Fall 2020 aligns with the National Response Framework (NRF) and includes guidance and recommendations from the *Guide for Developing High-Quality School Emergency Operation Plans* (2013). The NRF emphasizes five preparedness mission areas that are featured in the Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011. The five preparedness mission areas are:

1. Prevention
2. Protection
3. Mitigation
4. Response
5. Recovery

This School Guide will assist school sites 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 common language refraining from the use of codes (such as color-codes), technical jargon and acronyms, in the emergency system of our district. They can become confusing to everyone involved, especially to first responders and other emergency service representatives who may not be familiar with school-level codes, jargon and/or acronyms.

The goal of Albuquerque Bilingual Academy is to build a culture of preparedness that will increase our schools' ability to be both proactive and responsive when situations may arise.

In addition, school safety is part of Coordinated School Health Programs (CSHP). CSHP is a framework for linking health and education. The focus is on building healthy and successful students and communities. 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.

THE GOALS FOR THIS SAFETY PLAN:

- All students in Albuquerque Bilingual Academy will have access to public educational services in a safe, secure, healthful, caring, and respectful learning environment.
- All school personnel at Albuquerque Bilingual Academy will be able to carry out their duties in a safe, secure, healthful, caring, and respectful work environment.
- Students, school staff, parents, and our communities will understand that safe schools are everyone’s responsibility.

## OVERVIEW AND PURPOSE

Albuquerque Bilingual Academy will recognize this School Safety Plan as a living document and continue its revision on an annual basis using the following checklist / template:

- Review the revised Safety Plan annually.
- Revise School Safety Plan inclusive of new policy/information.
- Convene your School-level Safety Committee
- Make connections with community emergency responders to seek participation on School-level Safety Committee.

- Develop a plan to obtain input and feedback when updating the School Emergency Operations Plan section from the school community (i.e., staff, parents, students).
  
- Review school level and/or district-level data (such as from the Violence and Vandalism report, safety audits, Youth Risk and Resiliency Survey, etc.) to determine appropriate programs, policies and procedures to be included in the revised School- level Safety Plan.
  
- Identify appropriate staff to oversee violence prevention strategies in our school (i.e., who is responsible for prevention programs, policy enforcement, and crisis management).
  
- Obtain assessment data on how the school addresses various problems related to school safety.
  
- Obtain assessment data to determine how these problems—as well as others—may impact the school’s vulnerability to certain crises.
  
- Assure that the revised and updated Safety Plan has involved key stakeholders (i.e., parents, staff, students, emergency responders).

PLANNING PRINCIPLES:

The following principles have provided the key to developing a comprehensive school safety plan that addresses a range of threats and hazards:

*Planning is supported by leadership.* At the district and school levels, senior-level officials help the planning process by demonstrating strong support for the planning team.

*Planning uses assessment to customize plans at the facility level.* Effective planning is built around comprehensive, ongoing assessment of the school community. Information gathered through assessment is used to customize plans at the facility level, taking into consideration the school's unique circumstances and resources.

*Planning considers all threats and hazards.* The planning process must take into account a wide range of possible threats and hazards that may impact the school. Comprehensive school emergency management planning considers all threats and hazards throughout the planning process, addressing safety needs before, during and after an incident.

*Planning provides for the access and functional needs of the whole school community.* The "whole school community" includes children, individuals with disabilities and others with access and functional needs, those from religiously, racially, and ethnically diverse backgrounds and people with limited English proficiency.

*Planning considers all settings and all times.* Schools must account for incidents that may occur during and outside of the school day as well as on and off campus (e.g., sporting events, field trips).

*Creating and revising a model emergency operations plan is done by following a collaborative process.* The planning team will discuss updates annually and find means to disseminate/train the school community to this collective shared plan.

#### AMERICAN WITH DISABILITIES ACT

Albuquerque Bilingual Academy School Safety complies with the provisions of the *Americans with Disabilities Act (ADA)*, among other prohibitions on disability discrimination, across the spectrum of emergency management services, programs, and activities, including preparation, testing, notification and alerts, evacuation, transportation, sheltering, emergency medical care and services, transitioning back, recovery, and repairing and rebuilding.

This PLAN addresses the provision of appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities (e.g., interpreters, captioning, and accessible information technology); must ensure that persons with disabilities are not separated from service animals and assistive devices and can receive disability-related assistance throughout emergencies (e.g., assistance with activities of daily living, administration of medications); and must ensure compliance with the law's architectural and other requirements. (Information and technical assistance about the ADA is available at <http://www.ada.gov>).<sup>1</sup>

School administrators and applicable personnel must be aware of the students who require a specialized evacuation plan that is documented in a student's Individualized Education Plan

(IEP)/Health Plan. Some students are allergic to the alarm sound and require a warning before sounding the alarm during practice fire drills, at which time appropriate modifications shall be made. Modifications may include headsets or other warning signals.

LANGUAGE ACCESS

Effective communication with individuals with limited English proficiency (LEP), including students and parents, is an essential component of emergency planning and response. Plans must comply with applicable legal requirements on language access, including Title VI of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/coord/titlevi/php>) and the Title VI regulation of the Civil Rights Act of 1964 (available at <http://www.justice.gov/crt/about/cor/fedagencies.php>).<sup>2</sup>

Limited English Proficiency (LEP) refers to persons who are unable to communicate effectively in English because their primary language is not English, and they have not developed fluency in the English language. A person with Limited English Proficiency may have difficulty speaking or reading English.<sup>3</sup> This manual must be made available to parents via school website and printed versions in Spanish.

### 1.10 SAFETY PLAN COMMITTEE

Experience indicates that operational planning is best performed by a team. The common thread found in successful operations is that participating organizations have understood and accepted their roles. Close collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.

<i>TEAM MEMBER</i>	<i>TITLE</i>
Diana Diaz	Director of Operations
Danielle Miranda	SPED Teacher/Dean of Student and Family Services
Toni Bazan	Health Assistant
Cecy Barfusson	School Social Worker
Yvette Barnwell	SPED Teacher/Community Schools Coordinator
David Bryant	Assistant Principal
Chris Jones	Executive Director

The core planning team included school representatives from administrators, educators and service providers to facilities and transportation managers, students, parents and family services representatives. An effective team also involves individuals and organizations that serve and represent the interests of persons with disabilities, others with access and functional needs, and racial minorities and religious organizations, so that specific concerns are included in the early stages of planning. In addition, the core planning team should include community partners such as first responders, local



emergency management staff and others who have roles and responsibilities in school emergency management before, during and after an incident. This includes local law enforcement officers, emergency medical services (EMS) personnel, school resource officers, fire officials, public and mental health practitioners, and local emergency managers. Their expertise will inform the development, implementation, and refinement of the school's Safe School Plan.

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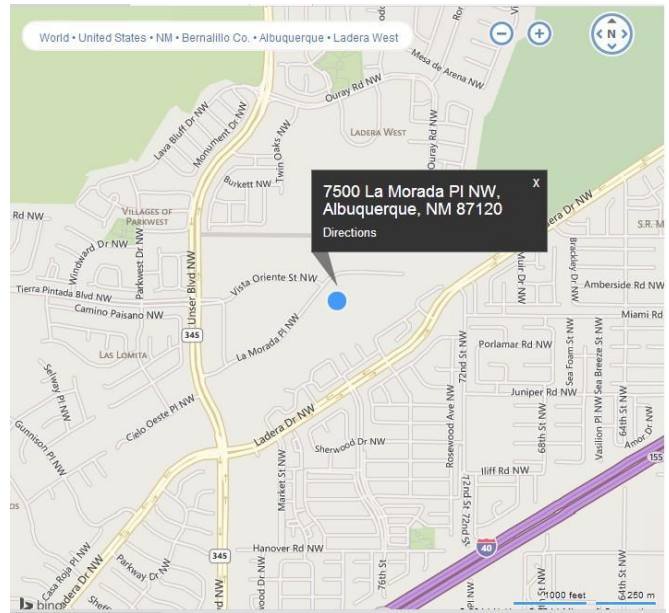
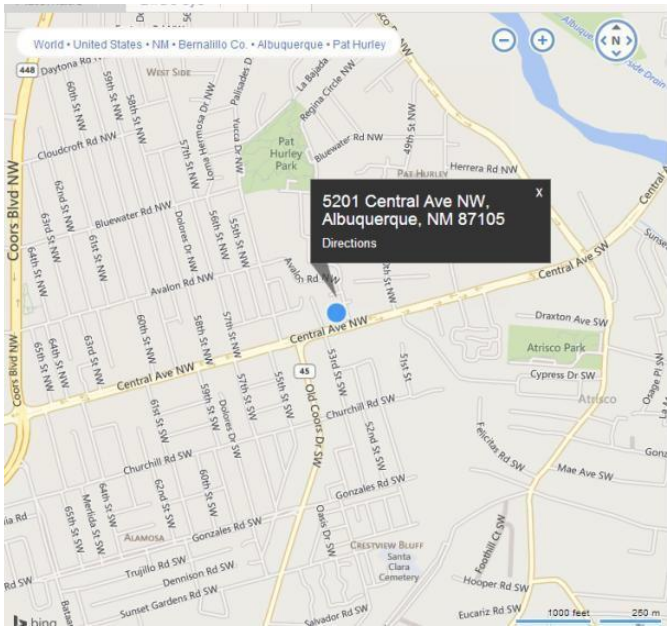
A shared approach facilitates mutual understanding, coordination, and execution of the emergency management strategies and also works from a common command structure. All team members need to take time to learn each other's vocabulary, command structure, and culture in order to facilitate effective planning.

Each person involved in the development and refinement of the plan should know her or his roles and responsibilities in the planning process.

School emergency management planning is an ongoing effort that is reinforced through regularly scheduled planning meetings. Establishing a flexible but regular schedule of meeting times will facilitate greater collaboration, coordination, and communication among team members and will help solidify crucial relationships.<sup>4</sup> **1** Civil Rights, <http://www.hhs.gov/ocr/civilrights/resources/specialtopics/lep/index.html>

# 1.11 SCHOOL BUILDING FLOOR PLAN & CAMPUS MAPS

Albuquerque Bilingual Academy is composed of two campus locations:



Albuquerque Bilingual Academy is located in two separate places.

Albuquerque Bilingual Academy

5201 Central Ave. NW

Albuquerque, NM 87105

Tel: 268-3274

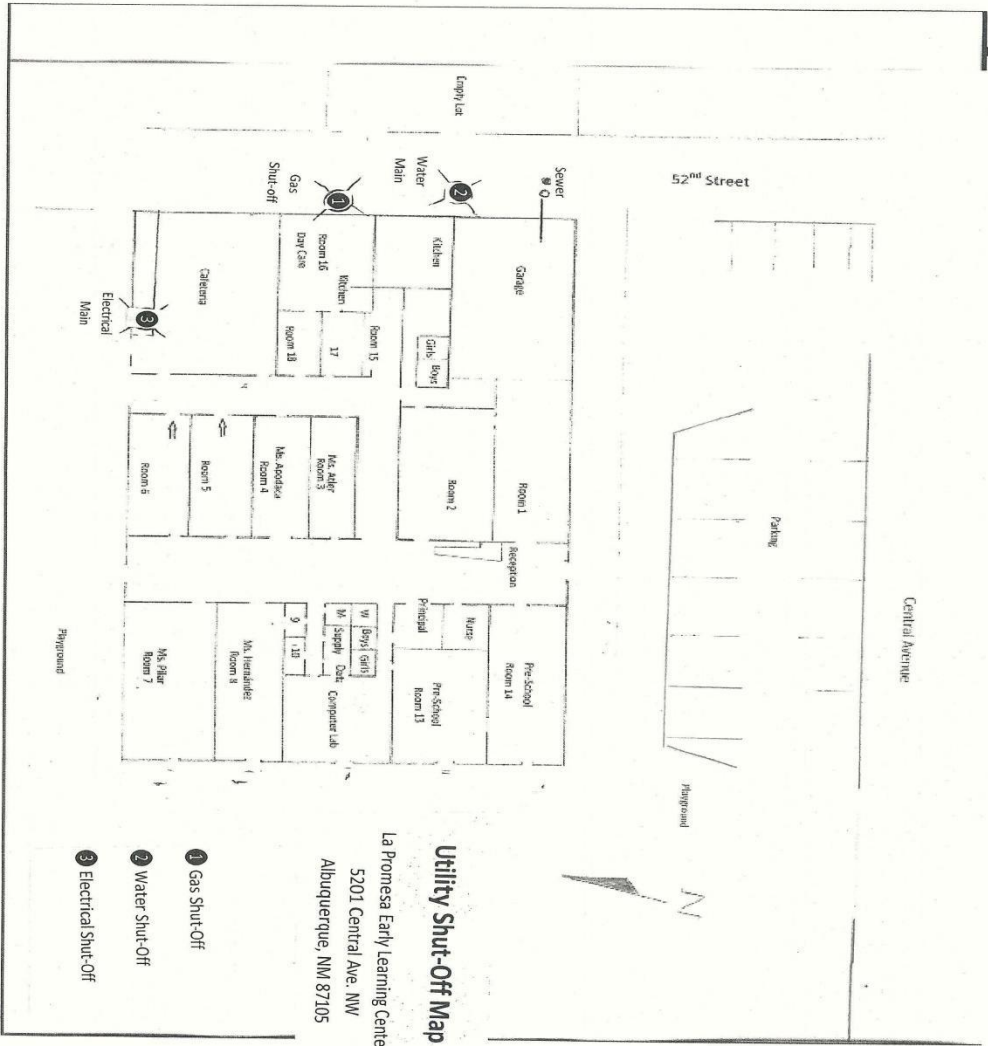
Albuquerque Bilingual Academy

7500 La Morada Pl. NW

Albuquerque, NM 87120

Tel: 836-7706



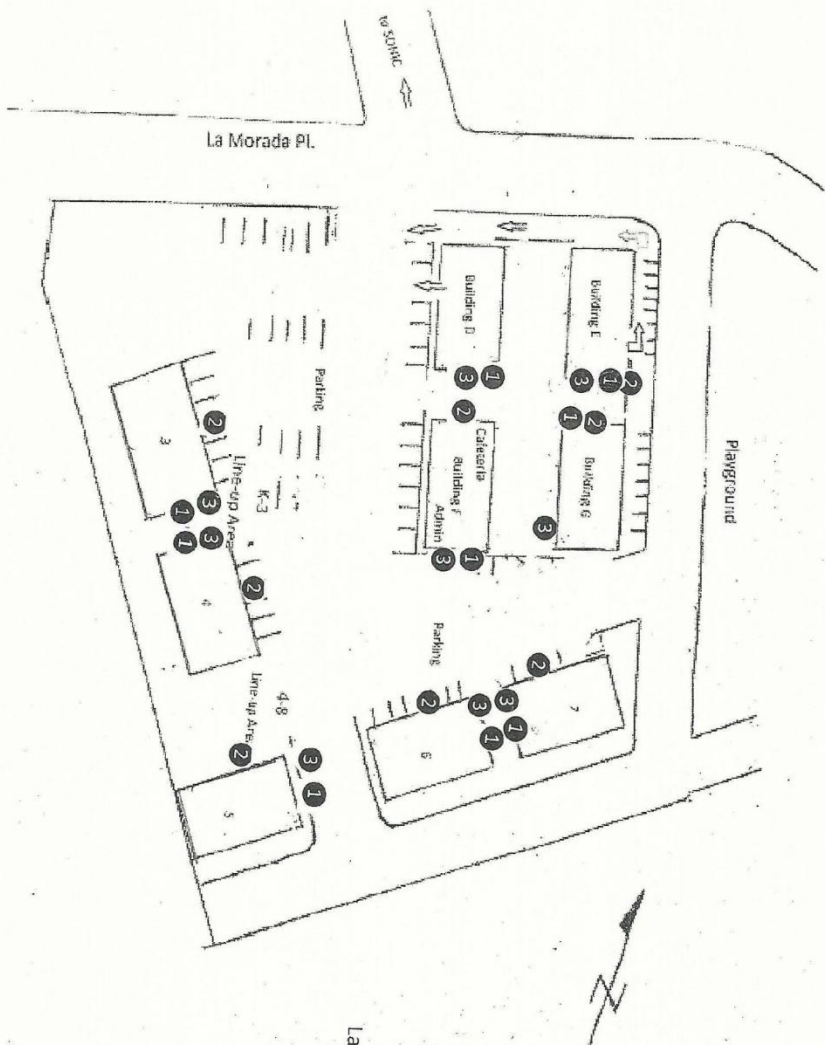


**Utility Shut-Off Map**

La Promesa Early Learning Center  
 5201 Central Ave. NW  
 Albuquerque, NM 87105

- ① Gas Shut-Off
- ② Water Shut-Off
- ③ Electrical Shut-Off

Revised – February 2015



### Utility Shut-Off Map

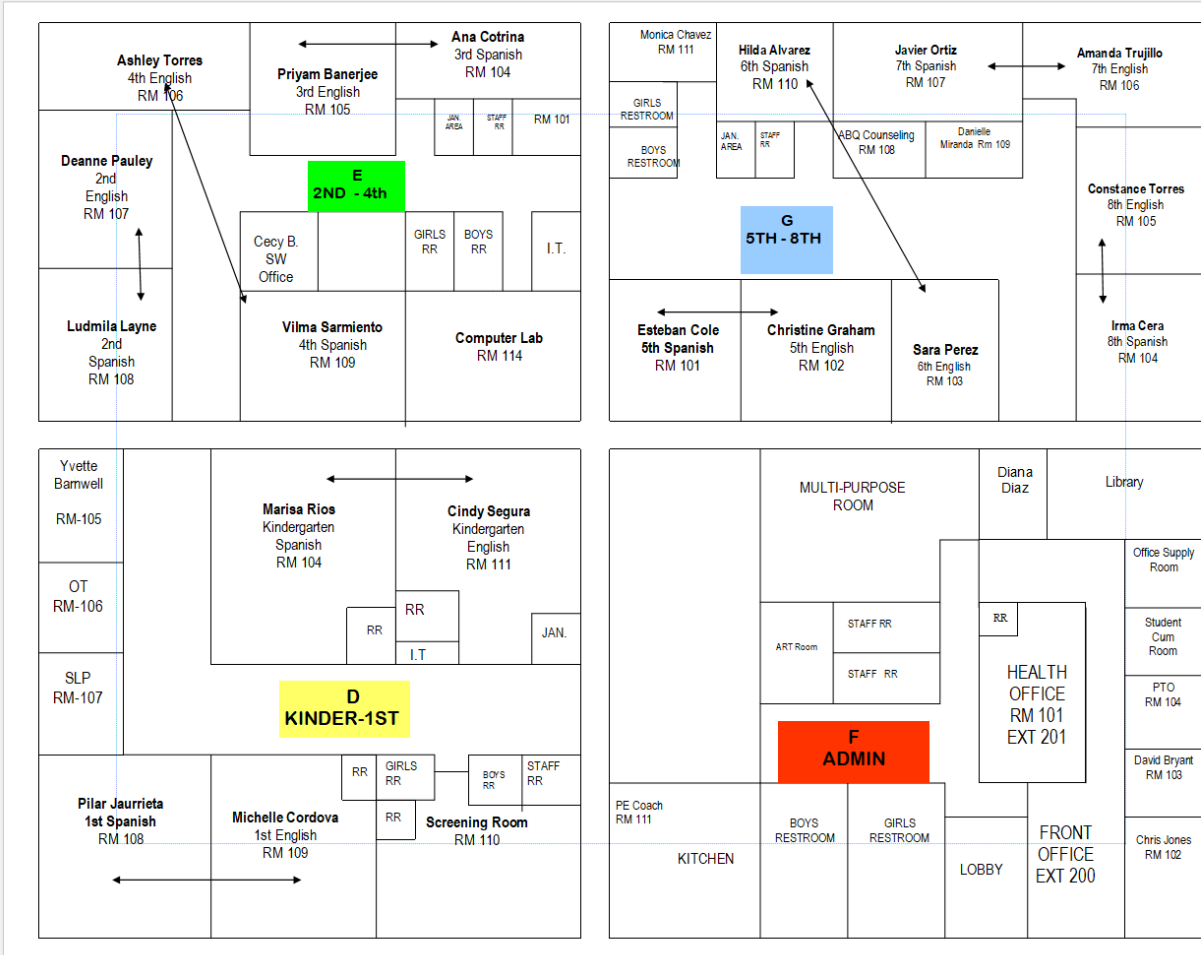
Each Building has its own shut-offs

La Promesa Early Learning Center  
7500 La Morada Pl. NW  
Albuquerque, NM 87120

- 1 Gas Shut-Off
- 2 Water Shut-Off
- 3 Electrical Shut-Off

Revised - February 2015





# SCHOOL POLICIES AND PROCEDURES

## INTRODUCTION

**Albuquerque Bilingual Academy (ABA)** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN – SCHOOL POLICIES AND PROCEDURES section provides **ABA** staff with direction in the areas of discipline, dress, attendance, and abuse/neglect reporting, bullying prevention, etc.

**Albuquerque Bilingual Academy (NM State Chartered School)** recognizes that each school community has unique needs and resources, which must be addressed to enhance the *School- Level Safety Plan*. The SAFE SCHOOL PLAN – SCHOOL POLICIES AND PROCEDURES section will be reviewed annually by school staff.

## **ATTENDANCE POLICY**

In accordance with the “Attendance for Success Act”, all school age children over the age of five (before September 1<sup>st</sup> ) and students under the age of eighteen (18) years and who have not yet graduated from high school or earned a high school equivalency certificate, are required to attend school. Excessive absenteeism, regardless of the reason, will negatively affect achievement in class. **Compliance is the responsibility of the parent/guardian.** Research clearly states that consistent school attendance is highly proportionate to academic success.

The staff at Albuquerque Bilingual Academy (ABA) considers school attendance and punctuality a necessity to reach student expected outcomes as well as instilling life skills for students. Daily school attendance is necessary for students to benefit fully from the instructional program. ABA does recognize that there are situations that dictate a student’s absence. Students and their families, however, must assume responsibility for the student’s absences and recognize that excessive absenteeism, regardless of the reason, will negatively affect the student’s achievement in class.

For grades Kindergarten through fifth, unexcused absences up to fifty percent of an instructional day will count as **one-half day absence** and the unexcused absences of more than fifty percent of an instructional day will be counted as **one full-day absence**. For grades six through eight

**Excessive excused absences will result in further inquiry from the principal and request for additional documentation.** Family vacations are considered **unexcused absences**, and it is expected that parents will schedule vacations during periods of time when school is not in session. Students who are signed out before the end of the instructional day must have written documentation of the reason (as defined under excused absences) or be subject to the same consequences as tardy.



ABA staff will follow the attendance process outlined in the Attendance Procedural Directive. This Directive strives to work with students and their parents/guardians by notifying, meeting and planning with parents/guardians to provide intervention strategies that focus on keeping students in an educational setting. If there is another unexcused absence after delivery of a written notice of habitual truancy, the student will be reported to the probation services office of the judicial district for possible legal actions.

### **Make-up Work**

- Students are entitled to make up work for all excused absences and up to 10 unexcused absences with the following exceptions;
  - The Principal has the discretion to decide whether or not a truant student (10 unexcused full day absences) will be entitled to make up their work.
  - On the first day back to a class, students are responsible for completing and submitting the **Make-Up Work Request Form** in order to obtain make-up assignments.
  - Students will have the opportunity to complete the work in a period of time equal to the number of days absent unless other arrangements have been mutually agreed upon and documented by the student and the teacher.
  - Failure to complete make-up work in the time allowed may place students at risk of not earning class credits and may cause retention.
  - Teachers will need 24 hours from the time of the request to compile assignments.
  - Students are expected to take semester finals on the days they are scheduled.
  - Students will be permitted to make up finals if they are missed due to an excused absence.

## **Attendance Procedural Directive**

### **ATTENDANCE FOR SUCCESS**

- Students are expected to attend in-person or remote instructional programs, as provided by the School, each day. Attendance will be officially recorded and reported to PED, whether school is conducted online or in-person. The school further will track online participation. The New Mexico Attendance for Success Act requires that districts and charter schools provide interventions to students based on the percentage of absences students have accrued.
- Hybrid Model: For hybrid learning models in which students attend in-person classes on some days of the week and participate in remote learning on other days of the week, attendance shall be taken by teachers for both in-person and remote instructional classes and school programs. Accurate attendance data shall be documented and reported by the School, in accordance with the Attendance for Success Act. Teachers will track

student engagement and whether or not students are logging on to online instructional activities or otherwise using other means to participate in a class/activity, and the School will maintain this data. The School will monitor those students who are not participating or engaging with online instructional activities and provide supports as appropriate.

- Albuquerque Bilingual Academy will maintain attendance records through the school's student information system, Tyler SIS. Attendance will be taken for K-5 in the morning and afternoon during live lessons and for grades 6-8 during the three daily live lessons. Teachers will adjust attendance at the end of each day; these adjustments will be made after teachers analyze students' work completion. The school will work with families to make adjustments to attendance for reasons that include: limited access to technology, parent work schedules, and other issues that restrict access to online learning. Upon return to in-person instruction, parents of students working online will be responsible for reporting their students' attendance through submission of a school-developed form. This form can be found at: <http://www.aba-nm.com/Content2/84>. Teachers, during in-person instruction, will record attendance after visually and/or aurally verifying students are present in classes. Note that the ASA requires that attendance be tracked and recorded/reported on the basis of EACH SCHOOL DAY (24-hour period)]
- Please complete the Family Assistance Form if your students requires a device and/or internet access during the 2020-2021 school year. ABA has devices and Wi-Fi Hotposts available for check out by parents of enrolled students. Please contact David Bryant at [dbryant@lpelc.com](mailto:dbryant@lpelc.com) if you/your student requires assistance with remote participation/engagement methods.
- If campus is closed, and remote-only instructional model is implemented due to emergency, attendance shall continue to be taken and reported to the NMPED, pursuant to this policy and the Attendance for Success Act. Students will be expected to participate in remote learning during any campus closure period(s) as scheduled.
- Failure to attend and/or participate in instructional classes and school programs shall result in processes being implemented pursuant to the School's Attendance Policy and the Attendance for Success Act (see student/parent handbook). Meetings that need to be held with parents/guardians pursuant regarding attendance may be held via videoconference or teleconference in lieu of in-person.
- Medical and other excused absences: Absences due to medical conditions may be excused absences if the status of the student is disclosed to appropriate school personnel and if relevant documentation is provided as per the existing School attendance policies. Students will be allowed to make up schoolwork missed due to excused medical absences. Excused medical absences, including medical absences for students on 504 plans and students who are expectant or parenting, are included when determining students' attendance intervention tiers. However, for students who are excessively absent (students missing 20 percent or more of class periods or school days), additional excused medical absences need not be considered when determining whether a student must be referred to the probation services office.
- Optional Online-Only program: For optional online instructional programs that the school may employ to better meet the needs of some families, and in which families may choose whether or not to participate, attendance will be regularly taken and reported for program participants, and students will be supported with appropriate interventions in accordance with the Attendance for Success Act.
- Albuquerque Bilingual Academy will hold an annual meeting at the beginning of the school year to explain attendance policies and procedures and to solicit recommendations and suggestions from families. ABA school

staff will refer to ABA Attendance Policy School when discussing attendance policies and procedures with families.

- A parent/guardian is responsible for calling to notify ABA in the event of their student's absence. We are concerned for the safety of our students. Each day of your child's absence, please call the office at 836-7706 to notify us that he/she will be absent. Calls from a parent/guardian regarding absences are requested as early in the school day as possible, but they will be accepted until the end of the school day. If a phone is not available in the home, please send a note to the office upon return.
- The parent or guardian should notify the school of anticipated absences because of family trips, family emergencies, and medical or agency appointments.
  - Family vacations are considered unexcused absences, and it is expected that parents will schedule vacations during periods of time when school is not in session.
- School administration will request additional documentation for excessive excused absences as a part of tiered interventions that make up the school's attendance for success plan (see page 10).
- For grade K-5, teachers will take attendance for each instructional day in the morning AND afternoon.
- For grades 6-8, teachers will take attendance for each instructional day on a per class period basis (6-7 periods).
- Absences will be recorded daily in the Tyler Student Information System and then imported into to the Student Teacher Accountability Reporting System (STARS).
- Parents/guardians of students that were not recorded as present by 10:00 AM will be contacted by ABA; This "Safety Call" may be sent through the school's automated notification system.
- Absences may be excused for the following reasons with appropriate documentation:
  - Illness (including chronic illness documented on a health plan, IEP or 504 plan)
  - Limited family emergencies; family deaths
  - Medical, health or legal appointments
  - Religious commitment
  - Diagnostic testing
  - Limited extenuating circumstances as approved in advance by the school principal
- All absences for other reasons are unexcused including:
  - Non-school sponsored activities or trips
  - Family vacations outside of the normally scheduled school break
- ABA will adhere to the requirements of the **Attendance for Success Act**, which is made up of the following Tiers:
  - Tier One (Whole School Intervention): Universal, whole school prevention for all students, including students who have missed less than 5% of classes for any reason. A whole-school approach focuses on improving attendance for all students and reducing chronic absenteeism.

- Tier Two (Individualized Prevention): Individualized prevention and early intervention for students who are missing 5% or more. Tier 2 provides an opportunity to create an individualized action plan that addresses chronic absences.
- Tier Three (Early Intervention): Early intervention includes interventions for students who are considered chronically absent and missing 10% or more but less than 20% of classes or school days for any reason.
- Tier Four (Intensive Support): Intensive support includes interventions for students who are considered excessively absent and missing 20% or more of classes or school days for any reason. Tier 4 focuses on students who have not responded to previous interventions provided by the school and may lead to referrals to CYFD.
- The ABA Attendance for Success Plan can be accessed through the following link:  
<https://www.lpelc.com/Content2/86>.
- ABA will investigate unexcused absences through telephone contact or home visits with parents/guardians as soon as possible and advise them regarding the importance of regular school attendance and the legal implications of missing school in the parents'/students' language.

### **Excessive Absences**

- School-sponsored activities taking students out of school are not included when evaluating excessive absences. No more than ten (10) school-related absences shall occur per class per semester.
- ABA may withdraw a student after ten (10) **consecutive days** of absence, but only after the school has exhausted its efforts to keep the student in an educational setting through a variety of documented interventions that align with the school's attendance for success plan.
- ABA **may not** use out of school suspension or expulsion as punishment for truancy.

### **Tardy**

Students must report to the office if they arrive after 7:45 am. Students must be signed-in by a parent or guardian and provide documentation to excuse the tardy.

- Students who are tardy for class will receive consequences.
  - Consequences for being tardy will be determined by ABA administration. Examples of consequences include extended time in an alternative academic or community service setting (i.e. lunch, recess, after school, Saturday school, etc.).
  - A parent/guardian must sign-out a student from school at the front attendance desk if a student must leave for any reason before the end of the instructional day. If it is necessary to take your student prior to dismissal, please do so prior to 2:00 PM. No students will be dismissed from class after 2:00 PM unless in an emergency.

- Tardiness and early pickups are tracked by the front office. Administration may schedule an intervention meeting with parents/guardians after a student accumulates 5 tardies or are picked up five times before the end of the instructional day.

## **Special Education Attendance**

Regular attendance is expected of special education students unless individual needs of such students is documented on an IEP Health Plan and recommended by the IEP committee. In the event that attendance variances are warranted, the case manager and IEP team will document this in the student's legal IEP file.

## *DISCIPLINE POLICY*

**Albuquerque Bilingual Academy** is committed to maintaining a campus environment that is pleasant, safe and conducive to learning for all. Toward this end **ABA** 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 **ABA** Discipline Policy. This responsibility carries authority from every employee to every student and shall not be limited by position assignment or job description.

Appendix A at the end of this document will provide the Discipline Matrix for ABA and will delineate the possible infractions by students and its consequence. We will refer to Appendix for much of this action

## *STUDENT BEHAVIOR*

ABA uses the **Love and Logic** method of working with students that promotes positive school wide discipline.

**Core Beliefs**-Developed from the "Love and Logic" method of dealing with behavior and discipline

- I believe that every attempt should be made to maintain the dignity of both the student and adult during a disciplinary situation.
- I believe that students should be guided and expected to solve the problems they create while preserving the educational environment.
- I believe that there should be a logical connection between the students' actions and the consequences that follow.
- I believe that students should be given the opportunity to make decisions and live with the natural or logical consequences whether good or bad.

- I believe that the adult's emphasis should be placed on helping student learn to problem solve and to adopt new behaviors.
- I believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world.
- I believe that it is best if the students do most of the thinking with adult guidance placed on helping students learn to problem solve, adopt, and implement appropriate new behaviors.

#### SCHOOL AND CLASSROOM RULES

1. I will treat you with respect so you know how to treat me.
2. If you cause a problem, I will ask you to solve it.
3. If you can't solve the problem or choose not to, I will do something.
4. Feel free to do anything that doesn't cause a problem for anyone else.
5. What I do will depend on the special person and the special situation.
6. If you feel something is unfair, there will be an opportunity to express that.

**Recovery**-This is a method of removing a child from the regular classroom activities to preserve the learning environment so:

Goal #1: The teacher can teach

Goal #2: Other students can learn

There will be three "recovery" areas.

- Somewhere in the classroom
- Another teacher's classroom
- Outside of the Principal's office

**The R2D2 program stands for:**

- **Responsible**
- **Respectful**
- **Disciplined**
- **Dependable**

Each child will have **equal** opportunity to earn R2D2 slips/Panther Passes for demonstration of **Outstanding Academic Performance** and **Exemplary Behavior** throughout the year. Our goal is for each Albuquerque Bilingual Academy students to earn 20 slips/passes over the course of the school year.

Slips/passes are entered into a weekly drawing for prizes. Students who earn 20 passes for the entire year are placed in a grand prize drawing at the end of the school year.

*RIGHTS TO A FREE APPROPRIATE EDUCATION*

All students are guaranteed the right to a free appropriate education. Should the behavior of another student interfere with the ability for a student or students to receive an appropriate education, the student interfering with these rights will be removed from the educational setting. At any time, Albuquerque Bilingual Academy reserves the right to suspend or expel a student should the behavior or behaviors be dangerous to the safety or educational process of self or others.

*DISRUPTION OF THE EDUCATIONAL PROCESS- SEE DISCIPLINE MATRIX (APPENDIX A)*

Consequences will result for cases of bullying, fighting, harassment, inappropriate use of cell phones or other electronic devices, and other forms of disrupting the educational process, or violation of laws, rules and regulations. Acts of misconduct are subject to disciplinary action by appropriate school personnel. Unacceptable behavior is defined as whether or not it disrupts or has the potential to disrupt the educational process. This handbook follows Albuquerque Bilingual Academy, State, and Federal guidelines.

## CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

The school is a community, and the rules and regulations of a school are the laws of that community. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violation of school rules.

- Minimum mandatory consequences have been established and must be expected for any violation.
- Schools must make a good faith effort to notify the parents or legal guardian of the student in any circumstances where the school's disciplinary response will exceed administrator/student contact.
- Administrative response to unacceptable behavior may vary as each administrator selects from a spectrum of actions such as those listed here and in Discipline Matrix (Appendix A).
- Administrators may impose consequences beyond those identified as minimum mandatory.*

## SUSPENSION

A suspension is the removal of a student from a class or classes and all school-related activities for any period of time. Suspension will include a range of responses from in-school suspension alternatives to long-term removals of one year or longer.

- The school administration must provide written notification to each of a student's teachers and to the student's parents/legal guardians within one (1) school day of imposing any form of suspension.
- The school administration must keep on file a copy of the notification for any suspension occurring during a school year.
- The principal of the school is responsible for notification, compliance and documentation at his/her school.
- Copies of suspension notification may be discarded at the beginning of each academic year for prior year actions, except for any long-term suspensions or expulsions still in effect.

## SHORT-TERM SUSPENSION

Short-term suspension will be at the discretion of the school administrator and will address behaviors that disrupt the educational process. Administrators may impose consequences beyond minimum mandatory in order to maintain the safety and security of the school population.

- Short-term suspension will be limited to no more than five (5) days.



- Each school will have its own method for developing alternative educational settings for students who have been short-term suspended.

#### *LONG-TERM SUSPENSION*

Long-term suspension is defined as the removal of a student from instruction and all school- related activities for more than ten (10) days and up to the balance of the semester, or longer as determined by the hearing officer in cases which are near the end of a given semester.

A student receiving a long-term suspension may lose credit for the semester unless placed in an alternative school setting.

- A student must be given the opportunity for a due process hearing prior to the suspension.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.
- At the principal's discretion, students may be suspended pending a due process hearing.

#### *EXPULSION*

Expulsion is the suspension of a student from Albuquerque Bilingual Academy for a period exceeding one (1) semester. In some cases, expulsion may be a permanent removal from this school system. When appropriate, a student who is expelled may be placed in an alternative program.

- A student receiving an expulsion will lose credit for the semester in which the expulsion occurs, unless the student is engaged in an alternative program.
- A student must be given a due process hearing prior to expulsion.
- The student may, at his/her own expense, choose to be represented by an attorney at the hearing.

#### *FIREARMS*

- Possession, selling or otherwise furnishing a firearm.
- Possession of any explosive device as defined in the Gun Free Schools Act.

The Gun Free Schools Act provides for a mandatory expulsion of a period of not less than one year for a student who is determined to have brought or to have possessed a firearm at school or any setting that is under the control and supervision of school officials. Only the **Head Administrator** may modify in writing the one-year expulsion requirement on a case-by-case basis. All school related incidents of firearm possession must be reported to the Albuquerque Police Department.

#### REFERRAL FOR LEGAL ACTION

- Communication of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency.
- New Mexico law requires that, if any school employee has reasonable cause to believe that a child is or has been in possession of a firearm on school premises, the employee shall immediately report the child's actions to a law enforcement agency and the Children, Youth and Families Department.

#### SUSPENSION OF EXTRA-CURRICULAR PRIVILEGES

Students may be removed, at the discretion of the principal, from any part or all of extra-curricular privileges for time periods up to one (1) full calendar year.

- Participation in extra-curricular activities is a privilege offered to and earned by students.

Because participants are serving as representatives of their school and community, their conduct is expected to exemplify high standards at all times.

- Participants are expected to adhere to higher standards of academics and conduct than established for the general school population in order to maintain their extra-curricular privileges.
- *Participation in extra-curricular activities is **not** a student right, and suspension of such privileges does **not** require a due process hearing procedure.*

#### ATTENDANCE INCIDENTS

Students are expected to attend school regularly and come to school on time. Furthermore, after arriving at school, students must not leave campus without parental consent and must report to regular and specialty classes on time as directed by staff. Students may not leave their assigned/designated areas at any time under any circumstance unless given permission by the staff member responsible for supervision. A listing of 'Attendance Incidents' can be found within the Albuquerque Bilingual Academy Discipline Matrix, along with the designated consequence for each rule violation.

## *RULE VIOLATION*

Rules at Albuquerque Bilingual Academy have been established to maintain the order of our school and to ensure the safety of our students. All Albuquerque Bilingual Academy students are expected to follow the established rules. A

listing of 'Rule Violations' can be found within the Albuquerque Bilingual Academy Discipline Matrix, along with the designated consequence for each rule violation.

## *DISRUPTIVE INCIDENTS*

Behavior that impedes the learning of Albuquerque Bilingual Academy students will not be tolerated. Any disruptions of the educational process will warrant disciplinary consequences. Cooperating with teachers and peers is essential to learning. Students are expected to actively participate in class and activities related to the curriculum, and to refrain from disruptive behavior such as horseplay or using profane language. A listing of 'Disruptive Incidents' can be found within the Albuquerque Bilingual Academy Discipline Matrix, along with the designated consequence for each rule violation.

## *SUBSTANCE ABUSE/DRUG RELATED INCIDENTS*

The campus of Albuquerque Bilingual Academy is tobacco, alcohol, and drug free. All persons entering the campus of Albuquerque Bilingual Academy are not permitted to carry or use tobacco, alcohol, illegal or non-prescribed drugs. Students may not transmit, sell, or be under the influence of non-prescribed medication, tobacco, alcohol, illegal drugs, and may not be in the possession of drug paraphernalia. A listing of 'Substance Abuse/Drug Related Incidents' can be found within the Albuquerque Bilingual Academy Discipline Matrix, along with the designated consequence for each rule violation.

## *ACTS AGAINST PERSONS*

Students should refrain from making physical contact with other Albuquerque Bilingual Academy students or with other persons while participating in off-campus school-related activities. Aggressive acts will not

be tolerated, physical nor verbal. A listing of 'Acts Against Persons' can be found within the Albuquerque Bilingual Academy Discipline Matrix, along with the designated consequence for each rule violation.

## *PROPERTY INCIDENTS*

Destruction of any property of Albuquerque Bilingual Academy or the property on the campus of Albuquerque Bilingual Academy requires disciplinary action. This includes theft, vandalism, technology, arson and burglary. A listing of 'Property Incidents' can be found within the Albuquerque Bilingual Academy Discipline Matrix, along with the designated consequence for each rule violation.

#### *OTHER CRIMINAL INCIDENTS*

All criminal acts will be reported to law enforcement. We take criminal incidents very seriously in order to preserve the safety of our students. Weapons or look-alike weapons are not allowed on Albuquerque Bilingual Academy property. Please see the complete listing of 'Other Criminal Incidents' that can be found within the Albuquerque Bilingual Academy Discipline Matrix ([Appendix A](#)), along with the designated consequence for each rule violation.

#### *SEARCHES AND QUESTIONING*

- Physical Searches – Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code.
  - Minimally Intrusive Searches – Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee, school security officer, or campus security aide.
  - More Intrusive Searches – Searches such as pat downs and frisks may only be conducted by an authorized person of the same sex as the student being searched.
  - Most Intrusive Searches – A strip search shall be conducted only upon individualized reasonable suspicion of a safety concern and shall be conducted by a school administrator, of the same sex as the student, and in the presence of another authorized person, of the same sex. Strip searches should only be conducted in life- threatening situations, or in situations that pose a danger to the school population. Administrators who conduct a student strip search will report the incident to their appropriate Director.
  - More Intrusive or Most Intrusive searches can only be conducted where there is reason to believe that a student may be in possession of a firearm, a weapon, or a dangerous drug.
- Field Trips – Approved chaperones of the same gender may assist in checking of luggage or personal items for activity/field trips.

The Albuquerque Bilingual Academy governance board recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

**State Statute 6.12.7 NMAC** defines "bullying" as "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 PREVENTION

"Bullying" or "harassment" is **any** gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well being may be at issue.

"Bullying" is conduct that meets all of the following criteria:

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, *technological* or emotional means; • substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

"Harassment" is conduct that meets all of the following criteria:

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

## ***ABA Cyberbullying Policy***

House Bill (HB) 54a defines “cyberbullying” as electronic communication that:

- Targets a specific student;
- Is published with the intention that the communication be seen by or disclosed to the targeted student;
- Is in fact seen by or disclosed to the targeted student; and
- Creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student’s educational benefits, opportunities, or performance.

The Albuquerque Bilingual Academy governance board recognizes that in order to have the maximum impact, it is critical to provide training on how to recognize signs that a person is being cyberbullied for all licensed school employees; Expects any licensed Albuquerque Bilingual Academy staff member with information about or a reasonable suspicion that a person is being cyberbullied to report the matter immediately to the school principal, executive director, or both; Expects the Albuquerque Bilingual Academy principal or executive director who receives the report of cyberbullying to take immediate steps to ensure prompt investigation of the report; and expects the Albuquerque Bilingual Academy principal or executive director to take prompt disciplinary action in response to cyberbullying confirmed through investigation.

### **HB 54- Student Discipline for Cyberbullying Confirmed through Investigation**

- The Albuquerque Bilingual Academy principal and/or executive director will ensure that disciplinary action for cyberbullying will be by the least restrictive means necessary to address a hostile environment on the school campus resulting from the confirmed cyberbullying

Such discipline may include counseling, mediation, and appropriate disciplinary action that is consistent with the legal rights of the students involved.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The Albuquerque Bilingual Academy governance board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The Albuquerque Bilingual Academy governance board recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The Albuquerque Bilingual Academy governance board believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The Albuquerque Bilingual Academy governance board believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

Consequences and appropriate remedial actions for a student or staff member who engages in



one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with Albuquerque Bilingual Academy student handbook policies (please see [Appendix A](#)).

The Albuquerque Bilingual Academy governance board requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

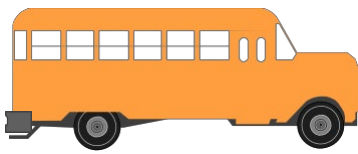
The Albuquerque Bilingual Academy governance board requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The Albuquerque Bilingual Academy governance board prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The Albuquerque Bilingual Academy governance board prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with Albuquerque Bilingual Academy policies, procedures, and agreements.

The Albuquerque Bilingual Academy governance board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

## BUS DISCIPLINE



Albuquerque Bilingual Academy is currently applying for to and from school transportation. The school sites have not had bus transportation before. It does, however, has an activity bus and this section will include activity bus transportation, until such time when ABA can attain

busing for students. Bus disruptions, whether deliberately or inadvertently interfering with the safe operation of a school bus, behaving in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops, or at pick-up areas, will result in a progressive discipline procedure as stated below.

*VIOLATIONS THAT SHOULD BE CONSIDERED MAJOR OFFENSES INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:<sup>5</sup>*

- Possessing or using drugs (includes alcohol, cigarettes, lighters)
- Throwing objects off the bus as well as on the bus
- Fighting (trying intentionally to hurt someone)
- Carrying or using weapons, dangerous instruments, and explosive/implosive devices
- Threatening or bullying someone (verbal and physical threats)
- Sexually harassing someone

Such violations shall be reported immediately to the school office using the Bus Incident Form.

### *PROGRESSIVE DISCIPLINE PROCEDURE FOR BUS DISRUPTION*

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

#### First warning

The bus driver issues a Bus Incident Report, stating the offense. The Bus Incident Report is turned into the school office. Depending on the incident, a call to parents and/or a letter from the principal is sent to the parents with the report attached. The letter informs the parents that bus privileges are revoked until a conference can be arranged with the parents, bus driver, and the principal.

The letter will also inform the parents that bus privileges may be revoked, should a student receive a second bus incident report.

#### Second warning

The bus driver issues a Bus Incident Report, stating the offense. The Bus Incident Report is turned into the school office. A second letter from the principal along with the Report is sent to the parents. The letter reminds the parents that they have been warned and the second incident report will result in bus privileges being revoked.

### *SUBSTANCE USE/GANG CTIVITY/WEAPONS*

The principal, in cooperation with the bus company, may immediately revoke bus privileges for behavior that results in injury or potential injury to another person.

There are four copies of each Bus Incident Report, one for:

1. Parent(s)
2. School
3. Bus Company
4. District Transportation Office.

## TOBACCO, ALCOHOL AND DRUG FREE SCHOOL DISTRICTS DEFINITIONS

### (6.12.4.7 NMAC)

Illegal substance use/abuse and/or misuse/abuse of legal (prescribed) substances will result in parental notification and may result in notification to other appropriate authorities (Please see Appendix A).

A. “Alcoholic beverage” means a beverage with no less than one-half percent alcohol and includes wine, beer, fermented, distilled, rectified and fortified beverages.

B. “Illicit drugs” means steroids and prescription and over-the-counter medications being used for an abusive purpose or when not used in compliance with the prescription or directions for use and are not being used to treat a current health condition of the student.

C. “Mood-altering substances” means substances that include, but are not limited to paint, glue, aerosol sprays and similar substances.

D. “Tobacco” means substances that include, but are not limited to cigarettes, cigars, chewing tobacco, dipping tobacco, snuff and similar substances.

[6.12.4.7 NMAC – N, 11-13-09]

## YOUTH VIOLENCE

Albuquerque Bilingual Academy primary concern is keeping students safe. Youth violence can start early and continue into young adulthood. The young person can be a victim, an offender, or a witness to the violence.

Youth violence includes various behaviors. Some violent acts—such as bullying, slapping, or hitting—can cause more emotional harm than physical harm. Others, such as robbery and assault (with or without weapons) can lead to serious injury or even death. The ABA policies are strong in enforcing a safe atmosphere.

## GUN FREE SCHOOLS

### 6.11.2 NMAC RIGHTS AND RESPONSIBILITIES OF THE PUBLIC SCHOOLS AND PUBLIC SCHOOL STUDENTS

- This rule is based on the requirement of the federal Gun Free Schools Act which requires state and local school districts to have policies concerning weapons.
- This rule requires each school district to adopt a policy providing for the expulsion from school, for a period of not less than one year, of any student who is determined to have knowingly brought a weapon to school. The local school board or the **Head Administrator** of the school district may modify the expulsion requirement on a case-by-case basis.

PERSISTENTLY DANGEROUS SCHOOLS

6.19.3 NMAC UNSAFE SCHOOL CHOICE OPTION:

- The No Child Left Behind Act states that a student attending a persistently dangerous school, or who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a public school that the student attends, should be allowed to attend a safe public school within the school district, including a public charter school. This rule establishes the definitions and criteria for identifying persistently dangerous schools in New Mexico.

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

- *CONTROLLED SUBSTANCE POSSESSION:*
- **Controlled Substance Sale or Distribution:**
- **Tobacco Use:** 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 and wearing gang attire or colors..
- **Possession of Weapons on school ground:** Possessing a weapon, including “look-alikes,” such as but not limited to a firearm, any type of gun, knife (including pocket knives), or club, is prohibited, and will result in immediate suspension.

ALBUQUERQUE BILINGUAL ACADEMY DRESS CODE

**Albuquerque Bilingual Academy** 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.

*UNIFORM POLICY – APPROPRIATE ATTIRE FOR STUDENTS:*

Slacks and Pants:

- Color: All slacks and pants must be a solid Khaki or navy blue color.
- Style: Slacks and pants can be pleated or flat front, full length, appropriately fastened at the waist; if pants have loops, belts are required.
- Material: Cotton, canvas, corduroy, linen, polyester, or twill.

Tops:

- Shirts and blouses must have button down collars or have straight collars. Turtlenecks and polo shirts are permitted. All tops must be worn tucked inside pants, slacks or skirts, unless they are designed to be worn outside.
- Color: All students shall wear maroon or white shirts.
- Style: Long or short sleeves with a collar required.
- Logos: Albuquerque Bilingual Academy school logo's are permitted and are not limited to size.
- Undershirts: Must be maroon or white, and match the color of the top.

Skirts, Skorts, and Jumpers:

- Color: Khaki or dark blue in a color, single color or plaid MM-Box pleats front and backs, plaid MM-Center box pleat (see Dennis Style). Skorts: MM Plaid with Tabs (see Dennis Style). Skirts must be at least knee length.

Jackets, Cardigans, and Sweaters: Optional

- Must be appropriate and should not disrupt their learning process or the school environment.

Footwear:

- Style: Athletic shoes, loafers, dress shoes, or other closed toed/closed heel shoes. Heelys, opened toed and opened heels are not appropriate footwear.

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

#### *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. School personnel are required by law to report substance abuse, child abuse and neglect.

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 22-10A-32 NMSA 1978. Licensed school employees; required training program.**

A. All licensed school employees shall be required to complete training in the detection and reporting of and substance abuse. This requirement shall be completed within the licensed school employee's first year of employment by a school district.

B. Pursuant to the policy and rules, [PED] shall develop a training program, including training materials and necessary training staff, to meet the requirement of Subsection A of this section to make the training available in every school district. The department shall coordinate the development of the program with appropriate staff at the human services department and the department of health.

*SECTION 32A-4-3 NMSA 1978. DUTY TO REPORT CHILD ABUSE AND CHILD NEGLECT; RESPONSIBILITY TO INVESTIGATE CHILD ABUSE OR NEGLECT; PENALTY.*

A. Every person, including a . . . nurse; a schoolteacher; a school official. . . who knows or has a reasonable suspicion that a child is an abused or a neglected child shall report the matter immediately to:

- (1) a local law enforcement agency;
- (2) the department; or
- (3) a tribal law enforcement or social services agency for any Indian child residing in Indian country.

Bullying Prevention

No student should be faced with intimidation or threats at school, and no school should tolerate bullying. Every local school board and charter school is now required to establish a written anti-bullying policy under 6.12.7.8 NMAC and both a bullying and a “cyberbullying” prevention policy under Section 22-2-21 NMSA 1978.

6.12.7.7 NMAC defines “bullying” as 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 hazing, harassment, intimidation or menacing acts of a student, which may be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.

With passage of 2013 New Mexico legislation, cyberbullying is also a required part of bullying prevention policies for all public schools, including charter schools, and state supported educational institutions. With amendments to Section 22-2-21 NMSA 1978, schools were required to create a specific cyberbullying prevention policy by August 2013 that includes training for school administrators and teachers.

No bullying should be tolerated in New Mexico schools. Further, districts may benefit from understanding that bullying disproportionately affects lesbian, gay, bisexual, and transgender (LGBT) students. U.S. Department of Education Secretary, Arne Duncan, has noted that approximately 1/3 of all students aged 12-18 experienced bullying during the 2007-2008 school year compared with 90% of LGBT students who were verbally bullied in grades 6 through 12 and half who were physically harassed during the 2008-2009 school year.



Recent tragedies involving LGBT students and students perceived to be LGBT only underscore the need for safer schools,"<sup>6</sup> according to the Secretary.



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

The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) is committed to working with states to ensure that school districts provide all children with positive, safe, and nurturing school environments in which they can learn, develop and participate.

For more information about a school district's responsibilities under the Individuals with Disabilities Education Act (IDEA) to address bullying of students with disabilities, visit: <http://www.ed.gov/ocr/docs/disabharassltr.html>

**Albuquerque Bilingual Academy has a zero tolerance policy for** bullying and cyberbullying.

The policies are distributed annually\_\_(how?)

Our entire school staff is required to report bullying incidents.

People who report bullying are protected by\_\_(how?)

Our policy provides\_\_\_\_as a consequence for false reporting of a bullying incident.

We include a bullying prevention program as part of our school health standards by\_\_\_\_\_.

We include discussions on the disproportionate impact of bullying on persons with disabilities, racial minorities and LGBT persons as part of our school health program.

#### *CREATING A SAFE ENVIRONMENT FOR LGBT YOUTH*

It is important to build a safe environment for all youth, whether they are straight or LGBT. All youth can thrive when they feel supported. Parents, schools, and communities can all play a role in helping LGBT youth feel physically and emotionally safe:

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6 Key Policy Letter, <http://www2.ed.gov/policy/elsec/guid/secletter/110607.html>

Build strong connections and keep the lines of communication open. Some LGBT youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.

Establish a safe environment at school. Schools can send a message that no one should be treated differently because they are, or are perceived to be, LGBT. Sexual orientation and gender identity protection can be added to school policies.

Create gay-straight alliances (GSAs). GSAs help create safer schools. Schools must allow these groups if they have other “non-curricular” clubs or groups. Learn more about the right to form a GSA under the Equal Access Act.

Protect privacy. Be careful not to disclose or discuss issues around being LGBT with parents or anyone else.<sup>7</sup>

#### *PEST MANAGEMENT*

**Albuquerque Bilingual Academy** believes it is important for a school to create a safe learning environment that maintains the health and safety of its students, faculty, staff and visitors when developing policy and procedures for the implementation of pest management.

As in 6.30.2.10 NMAC, Procedural Requirements, Pest Management policy shall at least include, but not be limited to the following:

- Definitions;
- No use of pesticides or pest control device as defined in the New Mexico Pesticide Control Act may be used on public school property except those pesticides and devices currently registered for legal use in the state by the New Mexico Department of Agriculture;
- No pesticide may be applied to public school property except by those persons certified in the applicable category and currently licensed by the New Mexico Department of Agriculture or by employees under their direct supervision;

- Pesticides will only be applied in or on the outside of school buildings when a pest is present and will not be applied on a regular or “calendar” basis unless it is to treat an infestation and is part of a pest management system being implemented to address a particular target pest;
  - 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 public school property when students, staff, or visitors are present or may reasonably be expected to be present within 6 hours of the application;
- 
- In emergency cases where a pest infestation threatens the health and /or safety of the occupants of public school property, and which requires the immediate application of a pesticide to remediate the infestation, students, staff, and other school occupants will be removed from the treatment area prior to the application;
  - At the beginning of each year, and when new students register, schools will develop a list of parents and guardians, who wish to be notified prior to pesticide application during the school year. In emergency cases where a pest infestation threatens the health and safety of the occupants on public school property, no pre-notification is required;
  - Written records of pesticide application will be kept for three (3) years at each school site and be available upon request to parents, guardians, students, teachers, and staff.

#### PEST MANAGEMENT IN SCHOOLS

##### **Protecting Children in Schools from Pests and Pesticides**

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

The Environmental Protection Agency (EPA) recommends that schools use integrated pest management (IPM) to reduce pesticide risk and exposure to children. Put simply, IPM is a safer and usually less costly option for effective pest management in a school community. A school IPM program uses common sense strategies to reduce sources of food, water and shelter for pests in school buildings and grounds. An IPM program takes advantage of all pest management strategies, including the judicious and careful use of pesticides when necessary.

Since children spend so much of their day at school, integrated pest management provides an opportunity to create a safer learning environment - - to reduce children’s exposure to pesticides as well as eliminate pests. EPA is encouraging school officials to adopt IPM practices to reduce children’s exposure to pesticides.<sup>8</sup>

Most of us in our everyday lives don't give pest control a second thought. We only react after we see a roach or a mouse run through our house. Yet, in our professional surroundings, some of us are asked to follow Integrated Pest Management (IPM) either by law or voluntarily.

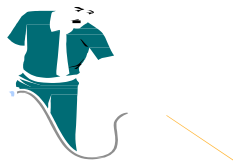
IPM is a strategy that provides quality pest control, using the least hazardous chemicals and techniques. IPM programs use current, comprehensive information on the life cycle of pests and their interactions with the environment. This information, in combination with available pest control methods, is used to manage pest damage by the most economical means, and with the least possible hazard to people, property, and the environment.

Schools and childcare facilities face risks from pests as well as the pesticides used to control these pests. Pesticides can help control pests but must be used carefully. It is important for all of us to remember that children may be more sensitive to pesticides than adults. Young children,

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7 Pesticides: Controlling Pest, <http://www.epa.gov/pesticides/ipm/>

especially, may have different exposures than adults -- they can encounter pesticides by crawling, exploring, or hand-to-mouth activities.



#### *TIPS FOR TEACHERS AND STAFF TO HELP WITH IPM*

- **Clutter and pests go hand-in-hand:** In most schools today clutter is a natural phenomenon that just “happens.” However, many pests (cockroaches, spiders & mice) thrive in areas that accumulate a lot clutter. Clutter control is essential in classrooms to reduce potential habitats for pests.
  - ❖ Keep materials organized in plastic storage boxes with lids.

- ❖ Eliminate cardboard wherever possible.
  
- ❖ Store items several inches away from walls so that storage areas can be easily inspected for pests.
  
- **Facing the food battle in the classroom:** These days keeping food out of the classroom is not as easy as before. There are those rooms where students spend their entire day, even lunchtimes. That said, teachers and students can help keep pest populations from going “out of control.”
  - ❖ Store food in pest-proof plastic containers.
  
  - ❖ Keep items like beans, corn, and macaroni in plastic containers and pick up spilled items after each use.
  
  - ❖ If food or drinks are spilled in the room, clean it up immediately.
  
  - ❖ Encourage students not to keep food, drinks or candy in their desk or lockers. Have a cleaning party before long school breaks.

*Note: See “Food Safety Inspection” information in the School Guide’s Prevention Policy and Procedures section.*

- **Pets in the classroom:** Pets in a classroom can provide valuable learning opportunities; however, they can also lead to pest problems.
  - ❖ Store pet food in sealable containers; make sure the lids are closed tightly each day.

- ❖ Clean up food or water spilled during routine feedings.
  
- ❖ Clean pet cages and aquariums on a regular basis.
  
- ❖ Check aquariums periodically for water leaks.
  
- ❖ Avoid placing pet cages and aquariums on wooden boxes; place on an open pedestal – less area for pests to hide.
  
- **Report problems and monitor for pests:** Teachers and custodians are usually the first to find a problem. However, they do not always think to report it.
  - ❖ Report water leaks, cracks in doors and windows, or other items needing repair.
  
  - ❖ Help identify pest vulnerable areas to the IPM Coordinator or the licensed applicator.
  
  - ❖ Use a pest sighting log in each building; report pest sightings immediately and accurately.
  
  - ❖ Don't move pest monitoring stations; if you notice one has been moved, report it.
  
  - ❖ Don't store pesticides in your room or custodial closet.<sup>9</sup>

## PLANNING FOR SAFE SCHOOLS IN NEW MEXICO: Prevention



## 2.1 HEALTH SERVICES/HEALTH EDUCATION

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

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. As well, Health Education meets the content standards with benchmarks and performance standards as set forth in 6.30.2.19 NMAC.

**Albuquerque Bilingual Academy** incorporates Health Education curriculum at all grade levels. Please make sure your child wears the proper shoes for PE. This is important for safety reasons and allows your child to participate. Also, make sure your child has sunscreen on and stress the importance of drinking plenty of water throughout the day to stay hydrated. Students should not wear jewelry to PE class. Have a wonderful and safe year.

The coach will pick up each class at their classrooms. The students will walk in a single line with their hands to their sides. One the class enters the activity area; they will go to their assigned spots to begin



the warm-up. The coach will utilize this time to reinforce signals, boundaries, rules, and explain the activity of the day.

*START SIGNAL:*

**Ready Go** – When I say READY GO this signals the students when to start. For example: If I say READY GO you will line up.

*STOP SIGNAL:*

I will give a stop signal (such as a whistle blast, “stop”, or “freeze” command, a clap, or a raised hand), then countdown “three, two, one.” By “one,” all students should be quiet, standing in place, and looking at the instructor.

Ready Position -When I give the stop signal, I want the students to be in a “ready” position with their hands behind their backs to let me know they hear the stop signal.

*LISTENING TO THE COACH:*

When I need the students to listen to me I will give a vocal command: “Voices off, eyes on me.” Students should be in the “ready” position.

**Warm-up:** (Blue cards) 3-5 minutes

The warm-up prepares the body for vigorous activity to follow, as well as reduces the likelihood of injury. Any body part that will be involved in vigorous action should have a Warm-up period. A Warm-up period should be part of the daily class routine (DCR) The students will begin their warm-up as soon as they arrive at the activity area. At this time I will give instructions, explain objectives, and activities, and incorporate common core activity (short activity).

**Aerobic fitness activity:** (Pink Card) 5-12 minutes

Aerobic activities incorporate fitness components associated with a healthy lifestyle which includes: cardiovascular fitness, muscular strength, flexibility, wellness and nutrition. These activities are designed to engage students to continuous moderate to vigorous physical activity in a fun and enjoyable, and success oriented

environment. At ABA we want to foster a positive attitude toward physical fitness and promote lifelong learning skills for living a healthy lifestyle.

**Activity:** 10-20 minutes

At ABA we will embrace the notion that children need to be exposed to a variety of gross and fine motor movement skills. The main emphasis in the activity portion is to create interest, improve skills, foster fair play, have fun, and encourage participation. The activities will provide additional opportunities towards developing components of health-related fitness and to develop a solid foundation by teaching a variety of skill themes and movement concepts appropriate for the primary grades. For the 3-5 grades we will feature activities which develop fundamental skills associated with sports and recreation. The 6-8 grades will provide for more diverse sport and recreational lifetime pursuits. If we are fortunate to utilize a gym space, traditional team and individual sports offer challenging game-like opportunities to hone skills, compete and play.

**Cool-down:** (Blue cards) 3-5 minutes

The cool-down involves tapering the level of intensity to help the student's bodies return to a normal level. It also helps with the transition back to the classroom. WE will review the lesson, reinforce positive behaviors, obtain feedback, and provide lesson closure. Example: walking, stretching, and resting.

**Additional Health Curriculum**

In addition to what is described above, ABA has committed to providing 7<sup>th</sup> and 8<sup>th</sup> graders with an online health curriculum, using resources from our online Edgenuity program as well as from a licensed teacher providing online support to students. Please note: the online format was in response to the changes made by our school to address the ongoing COVID pandemic and as part of our online learning model for the Fall 2020 semester.

**ABA PARENT/ GUARDIAN/ COMMUNITY ENGAGEMENT OPPORTUNITIES**

Dear Parents, Guardians, and Community Member,

Engagement at our school is very important to us! Research shows that students of involved parents/ guardians perform better in school. We know your time is valuable, but please take time

to fill out this form so we ensure that you have a fun and productive time here at the school and with your child! We look forward to seeing you!!

- Classroom Help
- Assist in the classroom-Help with class projects
- Assist with classroom field trips
- Drop off, pick-up area
- School Activities
- Book of the Month
- Campus Clean-up
- Chaperone School Events
- Open House Support
- Judge Science Fair Projects
- Serve on Goal Team Committees
- Staff Appreciation
- School Publication
- School Spirit
- Title 1 Event Volunteer (Free Background Check)
- Lunch Supervision
- Field Trip Chaperone
- Picture Day (Fall or Spring)
- Assist Library as needed
- Athletics
- Calling other Parent
  
- Guest Career Speaker/ Classroom
- Staff and Student Incentives
- October Fest
- Parent Center Support
- Field Day

- Photography; Event pictures for yearbook of bulletin boards
- Monthly Parent Connection
- Turkey Bingo
- Mother/Son Sweetheart Dance
- Other: (Special Skills or donation you want to offer)
- Father/Daughter Winter Ball

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Complete the Information below:

Name of Student(s) -----

Parent/ Guardian's Name; \_\_\_\_\_ Grade  
 Level: \_\_\_\_\_ Phone #: \_\_\_\_\_ Alternate  
 Phone#: \_\_\_\_\_ Cell #: \_\_\_\_\_ Email  
 Address: \_\_\_\_\_ May we  
 send you school information via your email? YES NO

What language do you prefer to use? \_\_\_\_\_

*PARENT TEACHER ADVISORY TEAM (PTAT)*

The Parent Teacher Advisory Team exists primarily to encourage and assist in being the home/school liaison. Its goals, committees and activities all lead to this one important purpose. Participation in the organization ensures a higher degree of interaction and better communication between the two places where elementary students spend most of their school days. We encourage you to become active in this vital group. Meetings will be held the 3<sup>rd</sup> Thursday of each month from 3:30-5:00 PM. Notices of meetings and activities throughout the year will be sent home.

*FAMILY/PARENT CONNECTION NIGHTS*

ABA holds parent connection night events on a monthly basis to foster parent and community involvement. Themes are designated for each event. All themes are reflective of cultural and academic concepts significant to our population and charter. Parent connection events are traditionally held on the 2<sup>nd</sup> Thursday of each month from 5:30-7:30 PM. At parent connection events, parents are given information related to all areas of curriculum, instruction, assessment. Teachers facilitate model lessons for parents and share strategies that parents can use to support their student(s) at home.

## LIFE SKILLS

Traditionally, health education emphasized the learning and comprehension of health facts. The health education curriculum was organized around health topic areas to be 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



**Albuquerque Bilingual Academy** 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.

## Family, School, and Community Involvement

Family, school and community involvement helps to enhance 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 for parents 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 substance use.
- How to talk to children about sensitive topic areas.
- Keys to setting limits and guidelines 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 at <http://www.ped.state.nm.us/parents/familyToolkit.html>

## HEALTH OFFICES

<b>LOCATION</b>	<b>ADDRESS</b>	<b>TELEPHONE</b>
Bernalillo County	100 Deputy Dean Miera Dr. SW	(505) 839-8852
Bern. County Metro Detention Center		
Northwest Valley	7704 2 <sup>nd</sup> Street NW	(505) 897-5700
Northeast Heights	8120 La Mirada Pl. NE	(505) 332-4850
Southwest Valley	2001 N. Centro Familiar SW	(505) 873-7477
Southeast Heights	7525 Zuni SE	(505) 841-8928
Midtown	2400 Wellesley Dr. NE	(505) 841-4100
Cibola County Grants	700 East Roosevelt Avenue, Suite 100	(505) 285-4601
McKinley County Gallup	1919 College Drive	(505) 722-4391
Sandoval County Cuba	6362 Highway 550	(575) 289-3718
Sandoval County Health Commons	1500 Idalia Rd., Bldg. B	(505) 867-2291
San Juan County Bloomfield	903 W. Broadway Avenue	(505) 634-0229
Farmington	355 South Miller Street	(505) 327-4461
Torrance County Estancia	300 South 8th Street	(505) 384-2351
Moriarty	1110 Route 66 West	(505) 832-6782
Valencia County Los Lunas	445 Camino Del Rey SW, Suite A	(505) 222-0940
Belen	617 Becker Avenue	(505) 864-7743



## 2.2 INFECTIOUS AND COMMUNICABLE DISEASE

### INFECTIOUS AND COMMUNICABLE DISEASES MITIGATION AND PREVENTION

**MITIGATION ACTIVITIES ARE TAKEN IN ADVANCE OF AN INFECTIOUS DISEASE OUTBREAK TO PREVENT OR TEMPER ITS IMPACT. MITIGATION EFFORTS WILL OCCUR PRIMARILY DURING THE EARLY PHASE OF THE OUTBREAK.**

**HOW ILLNESS SPREADS**

**TRANSMISSION OF AN INFECTIOUS DISEASE MAY OCCUR THROUGH SEVERAL PATHWAYS:**

- **DIRECT CONTACT. DIRECT-CONTACT INVOLVES SKIN-TO-SKIN CONTACT AND PHYSICAL TRANSFER OF MICROORGANISMS FROM AN INFECTED PERSON TO A SUSCEPTIBLE HOST.**
- **PERSON TO PERSON: THE MOST COMMON WAY FOR INFECTIOUS DISEASE TO SPREAD IS THROUGH THE PHYSICAL DIRECT TRANSFER OF BACTERIA, VIRUSES OR OTHER MICROORGANISMS FROM ONE PERSON TO ANOTHER. THESE GERMS CAN BE SPREAD WHEN AN INFECTED INDIVIDUAL TOUCHES, COUGHS ON OR KISSES SOMEONE WHO IS NOT INFECTED, THROUGH THE EXCHANGE OF BODY FLUIDS FROM SEXUAL CONTACT OR A BLOOD TRANSFUSION. MONONUCLEOSIS CAN BE SPREAD BY SALIVA. DISEASES SUCH AS HEPATITIS B, HEPATITIS C, AND THE HUMAN IMMUNODEFICIENCY VIRUS (HIV) CAN BE SPREAD BY CONTACT WITH INFECTED BLOOD. INFECTED STUDENTS CAN POSSIBLY TRANSMIT THESE DISEASES THROUGH BITING IF THERE IS VISIBLE BLOOD MIXED WITH THEIR SALIVA (I.E. FROM BLEEDING GUMS).**
- **ANIMAL TO PERSON: A SCRATCH OR BITE FROM INFECTED ANIMAL OR HANDLING ANIMAL DROPPINGS CAN CAUSE DISEASE.**
- **INDIRECT CONTACT. MANY MICROORGANISMS CAN LINGER ON OBJECTS SUCH AS A DOORKNOBS, FAUCET HANDLES, DESKTOPS AND COMPUTER KEYPADS. INDIRECT CONTACT INVOLVES CONTACT OF A SUSCEPTIBLE HOST WITH A CONTAMINATED INTERMEDIATE OBJECT IN THE ENVIRONMENT. SOME INFECTIONS CAN BE SPREAD INDIRECTLY BY CONTACT WITH CONTAMINATED CLOTHING. CHICKENPOX (VARICELLA), SHINGLES (HERPES ZOSTER), IMPETIGO, HEAD LICE, RINGWORM, AND SCABIES ARE ALL SPREAD THIS WAY.**
- **VECTOR. VECTOR-BORNE DISEASES RELY UPON ORGANISMS, USUALLY INSECTS, FOR TRANSMISSION OF THE PARASITIC, VIRAL OR BACTERIAL PATHOGENS FROM ONE HOST TO ANOTHER. BITES AND STINGS FROM MOSQUITOES, FLEAS, TICKS AND LICE CARRY DISEASE-CAUSING MICROORGANISMS ON THEIR BODY OR IN THEIR INTESTINAL TRACT WHICH CAN INFECT HUMANS.**



***DROPLETS. DISEASE IS EASILY SPREAD WHEN DROPLETS CONTAINING PATHOGENIC MICROORGANISMS ARE GENERATED FROM AN INFECTED PERSON DURING SNEEZING, COUGHING OR TALKING, LARGE DROPLETS TRAVEL LESS THAN THREE FEET BEFORE FALLING TO THE GROUND AND DO NOT REMAIN SUSPENDED IN THE AIR. TRANSMISSION VIA LARGE-PARTICLE DROPLETS REQUIRES CLOSE CONTACT BETWEEN THE INFECTED HOST AND ANOTHER PERSON. SICK STUDENTS WILL OFTEN CONTAMINATE THEIR HANDS AND OTHER OBJECTS WITH INFECTIOUS NOSE AND THROAT DISCHARGES. WHEN OTHER STUDENTS COME IN CONTACT WITH THESE OBJECTS AND THEN TOUCH THEIR EYES, MOUTH, OR NOSE, THEY CAN BECOME INFECTED. THIS TYPE OF TRANSMISSION ROUTE IS COMMON IN SCHOOL SETTINGS. SOME OF THE INFECTIONS PASSED IN THIS WAY ARE THE COMMON COLD, CHICKENPOX, INFLUENZA, MENINGITIS (VIRAL AND BACTERIAL), MUMPS, RUBELLA, PINK EYE (CONJUNCTIVITIS), STREP THROAT, AND WHOOPING COUGH (PERTUSSIS).***

**AIRBORNE. AIRBORNE TRANSMISSION OCCURS WHEN AN INFECTED PERSON COUGHS, SNEEZES OR TALKS AND GENERATES VERY SMALL RESPIRATORY DROPLETS CONTAINING VIRUS OR BACTERIA. THESE SMALL PARTICLES REMAIN SUSPENDED IN THE AIR FOR LONG PERIODS AND CAN BE WIDELY DISPERSED BY AIR CURRENTS. WHEN ANOTHER PERSON INHALES THESE SMALL PARTICLES, THEY CAN BECOME ILL. AIRBORNE TRANSMISSION OF DISEASE CAN ALSO OCCUR THROUGH INHALATION OF SMALL-PARTICLE AEROSOLS IN SHARED AIR SPACES WITH POOR CIRCULATION.**

- **FOODBORNE. CONSUMPTION OF FOOD AND LIQUIDS CONTAMINATED WITH PATHOGENIC BACTERIA CAN RESULT IN ILLNESS OR DEATH. COMMON SYMPTOMS OF FOODBORNE ILLNESS (“FOOD POISONING”) INCLUDE: NAUSEA, ABDOMINAL PAIN, VOMITING, DIARRHEA, GASTROENTERITIS, FEVER, HEADACHE AND/OR FATIGUE.**
- **FECAL. INTESTINAL TRACT INFECTIONS ARE OFTEN SPREAD THROUGH ORAL INGESTION OF VIRUSES, BACTERIA, OR PARASITES FOUND IN THE STOOL OF AN INFECTED PERSON OR ANIMAL. THIS TYPE OF TRANSMISSION HAPPENS WHEN OBJECTS CONTAMINATED WITH MICROSCOPIC AMOUNTS OF HUMAN OR ANIMAL FECES ARE PLACED IN THE MOUTH. IN SCHOOLS, THE AREAS MOST FREQUENTLY CONTAMINATED WITH FECES ARE HANDS, CLASSROOM FLOORS, FAUCET HANDLES, TOILET FLUSH HANDLES, TOYS AND TABLETOPS.**

#### **PREVENTION STRATEGIES**

**THE SCHOOL ENVIRONMENT: CLEANING, SANITIZING, DISINFECTING**

**CLEANING. A VIRUS GENERALLY LIVES 2 TO 8 HOURS ON SURFACES, BUT CERTAIN VIRUSES MAY LIVE UP TO A WEEK OR LONGER. FRICTION IS A KEY ELEMENT IN CLEANING BY USING SOAP (OR DETERGENT) AND WATER TO PHYSICALLY REMOVE GERMS, DIRT, AND IMPURITIES FROM SURFACES OR OBJECTS. CLEANING DOES NOT NECESSARILY KILL GERMS, BUT LOWERS THEIR NUMBERS AND MITIGATES THE NECESSARY HOST ENVIRONMENT FOR PATHOGEN SURVIVAL, CONCURRENTLY REDUCING THE RISK OF SPREADING INFECTION.**

**DISINFECTING. DISINFECTION IS THE DESTRUCTION BY USE OF CHEMICALS OF PATHOGENIC OR OTHER HARMFUL MICROORGANISMS ON SURFACES OR OBJECTS. DISINFECTING DOES NOT NECESSARILY CLEAN DIRTY SURFACES OR REMOVE GERMS. DISINFECTING AGENTS SPECIFICALLY TARGET INFECTIOUS PATHOGENS AND CAN LOWER THE RISK OF SPREADING INFECTION BY KILLING GERMS ON A SURFACE AFTER IT HAS BEEN CLEANED. DISINFECTION IS GENERALLY INTENDED FOR PATIENT-CARE ITEMS IN HEALTH CARE FACILITIES. DISINFECTION REQUIRES CONTACT BETWEEN THE DISINFECTANT AND THE SURFACE TO BE DISINFECTED FOR AT LEAST TEN MINUTES UNDER MOIST CONDITIONS.**

**SANITIZING. SANITIZING REDUCES THE NUMBER OF MICROBIAL CONTAMINANTS ON SURFACES OR OBJECTS TO A RELATIVELY SAFE LEVEL, AS JUDGED BY PUBLIC HEALTH STANDARDS OR REQUIREMENTS. SANITIZING WORKS BY EITHER CLEANING OR DISINFECTING SURFACES OR OBJECTS TO LOWER THE RISK OF SPREADING INFECTION.**

**ROUTINE CLEANING AND DISINFECTING. IT IS IMPORTANT TO MATCH CLEANING AND DISINFECTING ACTIVITIES TO THE TYPES OF MICROORGANISMS TO BE REMOVED.**

**FLU VIRUSES ARE RELATIVELY FRAGILE AND CAN LIVE AND POTENTIALLY INFECT A PERSON FOR ONLY 2 TO 8 HOURS AFTER BEING DEPOSITED ON A SURFACE, SO STANDARD CLEANING AND DISINFECTING PRACTICES ARE SUFFICIENT TO REMOVE OR KILL THEM. IT IS NOT NECESSARY TO CLOSE SCHOOLS TO CLEAN OR DISINFECT EVERY SURFACE IN THE BUILDING TO SLOW THE SPREAD OF FLU.**

**SPECIAL CLEANING AND DISINFECTING PROCESSES, INCLUDING WIPING DOWN WALLS AND CEILINGS, FREQUENTLY USING ROOM AIR DEODORIZERS, AND FUMIGATING, ARE NOT NECESSARY OR RECOMMENDED. THESE PROCESSES CAN IRRITATE EYES, NOSES, THROATS, AND SKIN; AGGRAVATE ASTHMA; AND CAUSE OTHER SERIOUS SIDE EFFECTS.**

**IF SURFACES OR OBJECTS ARE SOILED WITH BODY FLUIDS OR BLOOD, USE GLOVES AND OTHER STANDARD PRECAUTIONS TO AVOID COMING INTO CONTACT WITH THE FLUID.**

**REMOVE THE SPILL, AND THEN CLEAN AND DISINFECT THE SURFACE. EXTRA ATTENTION SHOULD BE PAID IN CLEANING THE FOLLOWING AREAS:**

- **CLASSROOMS WITH YOUNG CHILDREN. CLEAN AND SANITIZE TOYS REGULARLY.**
- **COMMON AREAS. CLEAN AND PERIODICALLY SANITIZE DESKS, TABLES, COUNTERTOPS AND DRINKING FOUNTAINS.**
- **HIGH TOUCH AREAS. COMPUTER KEYBOARDS, DOORKNOBS AND HANDLES, VISUAL AIDS AND TELEPHONES.**

**DO NOT MIX CLEANERS AND DISINFECTANTS UNLESS THE LABELS INDICATE IT IS SAFE TO DO SO. COMBINING CERTAIN PRODUCTS (SUCH AS CHLORINE BLEACH AND AMMONIA CLEANERS) CAN RESULT IN SERIOUS INJURY OR DEATH.**

- **HANDLE WASTE PROPERLY. FOLLOW STANDARD PROCEDURES FOR HANDLING WASTE, WHICH MAY INCLUDE WEARING GLOVES. PLACE NO-TOUCH WASTE BASKETS WHERE THEY ARE EASY TO USE. THROW DISPOSABLE ITEMS USED TO CLEAN SURFACES AND ITEMS IN THE TRASH IMMEDIATELY AFTER USE. AVOID TOUCHING USED TISSUES AND OTHER WASTE WHEN EMPTYING WASTE BASKETS. WASH YOUR HANDS WITH SOAP AND WATER AFTER EMPTYING WASTE BASKETS AND TOUCHING USED TISSUES AND SIMILAR WASTE.**
- **UNIVERSAL PRECAUTIONS**

**UNIVERSAL PRECAUTIONS ARE A SET OF GUIDELINES THAT ASSUME THAT ALL BLOOD AND CERTAIN OTHER BODILY FLUIDS ARE POTENTIALLY INFECTIOUS. FOLLOW UNIVERSAL PRECAUTIONS WHEN PROVIDING CARE TO ANY INDIVIDUAL, WHETHER OR NOT THE PERSON IS KNOWN TO BE INFECTIOUS. THE LIST BELOW DESCRIBES UNIVERSAL PRECAUTIONS:**

- *HANDWASHING*

**HANDWASHING IS ONE OF THE BEST TOOLS FOR CONTROLLING THE SPREAD OF INFECTIONS. ALL STUDENTS AND STAFF SHOULD PERFORM EFFECTIVE HANDWASHING, WHICH WILL REDUCE THE AMOUNT OF ILLNESS IN SCHOOLS. AVOID EATING OR TOUCHING MOUTH OR EYES WHILE GIVING ANY FIRST AID.**

**WASH HANDS THOROUGHLY WITH WARM RUNNING WATER AND A MILD LIQUID SOAP FOR AT LEAST 15 SECONDS. SCRUB BETWEEN FINGERS, UNDER FINGERNAILS AND AROUND THE TOPS AND PALMS OF HANDS:**

- **BEFORE AND AFTER PHYSICAL CONTACT WITH ANY PERSON (EVEN IF GLOVES HAVE BEEN WORN)**
- **BEFORE AND AFTER EATING OR HANDLING FOOD**
- **AFTER CONTACT WITH A CLEANING AGENT**
- **AFTER USING THE RESTROOM**
- **AFTER PROVIDING FIRST AID**
  
- **PERSONAL PROTECTIVE EQUIPMENT (PPE)**
- **WEAR DISPOSABLE GLOVES WHEN IN CONTACT WITH BLOOD AND OTHER BODY FLUIDS.**
- **WEAR PROTECTIVE EYEWEAR WHEN BODY FLUIDS MAY COME INTO CONTACT WITH EYES (E.G., SQUIRTING BLOOD)**
  
- **CLEAN-UP**
- **WIPE UP ANY BLOOD OR BODY SPILLS AS SOON AS POSSIBLE**
- **DOUBLE-BAG THE TRASH IN PLASTIC BAGS AND DISPOSE OF IMMEDIATELY**
- **CLEAN THE AREA WITH AN APPROVED DISINFECTANT OR BLEACH SOLUTION (BLEACH:WATER= 1:10)**
- **SEND ALL SOILED CLOTHING HOME WITH THE PERSON IN A DOUBLE-BAGGED PLASTIC BAG**

## **IMMUNIZATIONS**

- **CHILDHOOD IMMUNIZATIONS**

**IMMUNIZATIONS HELP PREVENT SERIOUS ILLNESSES. STATE HEALTH REGULATIONS REQUIRE STUDENTS ATTENDING SCHOOL TO BE UP-TO-DATE ON ALL IMMUNIZATIONS. A SIGNED WAIVER IS REQUIRED FOR A VALID EXEMPTION (MEDICAL, RELIGIOUS OR PERSONAL EXEMPTION). HEPATITIS A, INFLUENZA, AND BACTERIAL MENINGITIS VACCINES ARE AVAILABLE BUT NOT REQUIRED FOR SCHOOL ATTENDANCE. SEASONAL FLU VACCINATION IS STRONGLY RECOMMENDED FOR ANYONE OVER 6 MONTHS OF AGE. ALBUQUERQUE BILINGUAL ACADEMY WILL KEEP ON FILE ALL DOCUMENTATION OF THE IMMUNIZATION STATUS OF ALL STUDENTS ON FILE.**

- **ADULT IMMUNIZATIONS**

**IT IS HIGHLY RECOMMENDED THAT SCHOOL PERSONNEL BE VACCINATED AGAINST DIPHTHERIA, TETANUS, MUMPS, MEASLES, POLIO, CHICKENPOX (VARICELLA), AND RUBELLA (GERMAN MEASLES). IT IS ESPECIALLY IMPORTANT FOR WOMEN OF CHILDBEARING AGE TO BE IMMUNE TO RUBELLA, AS THIS INFECTION CAN CAUSE COMPLICATIONS FOR THE DEVELOPING FETUS. SEASONAL FLU VACCINATION IS STRONGLY RECOMMENDED AND AN ON-SITE FLU SHOT CLINIC IS MADE AVAILABLE TO ALL ALBUQUERQUE BILINGUAL ACADEMY STAFF BY COMMUNITY PARTNER, WALGREENS PHARMACY.**

#### **ANIMALS/PETS AT SCHOOL**

**ANIMALS IN THE CLASSROOM CAN BE BENEFICIAL IN THE EDUCATION PROCESS. HOWEVER, MOST SCHOOL POLICIES DO NOT ALLOW ANIMALS IN THE CLASSROOM DUE TO ALLERGIES AND SAFETY CONCERNS. SOME ANIMALS CAN TRANSMIT INFECTIOUS DISEASES TO HUMANS. FOR EXAMPLE, REPTILES, SHED SALMONELLA BACTERIA IN THEIR FECES WITHOUT BEING SICK THEMSELVES. PEOPLE CAN CONTAMINATE THEIR HANDS WITH FECES WHEN THEY HANDLE OR CLEAN UP AFTER THE ANIMAL, AND DISEASE CAN SPREAD THROUGH THE FECAL→ORAL ROUTE EXPLAINED ABOVE. SOME ANIMALS ARE NOT APPROPRIATE FOR THE CLASSROOM, SUCH AS: POISONOUS ANIMALS (E.G., POISONOUS SPIDERS, SNAKES, AND INSECTS); WILD, STRAY, OR AGGRESSIVE ANIMALS; OR ANIMALS FROM AN UNKNOWN SOURCE. TO MINIMIZE THE RISK OF STUDENTS AND STAFF ACQUIRING AN INFECTIOUS DISEASE FROM ANIMALS, TAKE SIMPLE PRECAUTIONS:**

- **KEEP ANIMAL CAGES OR ENCLOSURES CLEAN AND IN GOOD REPAIR. STUDENTS WHO ASSIST IN CLEANING THE CAGE(S) SHOULD BE SUPERVISED AND SHOULD WASH THEIR HANDS AFTERWARDS.**
- **STUDENTS AND STAFF SHOULD ALWAYS WASH THEIR HANDS AFTER ANY CONTACT WITH ANIMALS, AND AFTER VISITING PLACES WITH ANIMALS SUCH AS ZOOS OR FARMS.**
- **STUDENTS SHOULD NEVER “KISS” ANIMALS OR HAVE THEM IN CONTACT WITH THEIR FACES.**

#### **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 from 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.

**A COMPREHENSIVE PANDEMIC FLU PLANNING CHECKLIST FOR SCHOOLS INCLUDES COMPONENTS THAT:**

- **Address pandemic influenza preparedness as part of the district's safe school plan, with the involvement of all relevant stakeholders in the district (e.g., lead emergency response agency,**

district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives).

- Develop a dissemination plan for communicating with staff, students, and families, and include links to other communication networks.
- Advise **staff** students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Disseminate information 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).

#### *WHAT YOU NEED TO KNOW*

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; and
- Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).

### *FOOD SAFETY INSPECTIONS*

All School Food Authorities (SFAs) participating in the National School Lunch Program (NSLP) must obtain a minimum of two food safety inspections per school year, as required by the 2004 Child Nutrition and WIC Reauthorization Act.

#### *1. SCHOOL FOOD SAFETY INSPECTION REQUIREMENTS IN THE NSLP*

Each SFA must have two annual inspections for food safety. The New Mexico Environment Department conducts one. SFAs in certain locales can work with STET to contract for a second inspection. In areas where NMED inspectors are not available for a second inspection, SFAs may look for other local credentialed inspectors.

- Schools must post, in a publicly visible location, a report on the most recent food safety inspection, and provide a copy of the food safety inspection report to a member of the public upon request.
- The New Mexico Public Education Department (PED) requested but was denied a USDA waiver on behalf of LEAs in New Mexico that may be unable to find someone to do a second inspection. In these cases, the LEA must maintain documentation demonstrating that the LEA attempted to obtain the second inspection on behalf of a school or schools under its jurisdiction and the local governmental agency was unable to comply during that school year. SFAs must inform PED about the two food safety inspections each year by June 30<sup>th</sup>. LEAs must report annually to PED, per site, the number of food safety inspections obtained during each school year.
- Inspections must be conducted at any school that participates in the school lunch program or school breakfast program. All school sponsors participating must have a Food Safety Inspection for every kitchen and meal-serving site in their foodservice operation each school year. If a school sponsor purchases meals from another sponsor (Vended School Sponsor Meal Sites), the receiving and sending schools must have a Food Safety Inspection.

For further information, please contact the PED Student Nutrition Bureau at (505) 827-1821

At ABA it is important to have a routine cleaning and disinfecting schedule since it's key to maintaining a safe environment for faculty, students, staff and visitors.

Routine cleaning and disinfecting

Clean and disinfect at least daily frequently touched surfaces and objects such as:

- Door knobs and handles
- Classroom desks and chairs
- Lunchroom tables and chairs
- Countertops
- Light switches
- Handles on equipment (e.g., athletic equipment)
- Push-buttons on vending machines
- Shared toys
- Shared remote controls
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Glass on classroom doors and entry ways
- Each staff member will need to clean and disinfect their own working area including computer, keyboard, phones, desk and any other personal used area.

Cleaning cloth face coverings and face shields

- If using cloth face coverings, face covering should be clean and changed if visibly soiled.
- The CDC provides guidance for the use and care of cloth face covering and face shields. Review the [Use of Cloth Face Coverings to Help Slow the Spread of COVID-19](#).
- Face shields should be cleaned following manufacturer's instructions.
- Wipe face shield or goggles using a wipe or clean cloth saturated with EPA-registered disinfectant solution.

When a student or staff member becomes ill

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When a student or staff member develops any symptoms of illness consistent with COVID-19 in a school setting:

- Isolate the person in a separate room.
- Call parent to notify that student has symptoms related to Covid 19 that needs to be picked up.
- Upon arrival of parent, check in Tyler Sis System to make sure that the person picking up the student is authorized in our system.
- While student waits to be picked up by an authorized person. Ensure that they have hygiene supplies available, including a cloth face covering / face shield, facial tissues, alcohol-based hand rub and access to a bathroom.
- All staff who are monitoring students or staff member with symptoms must wear a cloth facemask and practice social distancing. Close off the space used for isolation after the ill person leaves. **Wait 24 hours** before you clean or disinfect. If 24 hours is not feasible, wait as long as possible. Open outside doors and windows to increase air circulation in the area if weather permits.



- After student/staff has left the room, clean and disinfect all areas used by the person who is sick, such as high-touch surfaces, and items they have touched (e.g., individual desk, bathroom, etc).
- Wear gloves when cleaning, and wash hands after removing gloves.
- At end of day, place signage on door requesting room to be disinfected by our custodian. Custodians will disinfect room with an Electrostatic Disinfecting Sprayer and place signage stating that room is disinfected and ready for use.

#### General precautions for the cleaning staff after an ill student has been in your facility

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- Avoid touching your face at all times.
- Wear disposable gloves when cleaning.
- After cleaning wash hands thoroughly with soap and water for at least 20 seconds after gloves are removed.
- Staff who are responsible for cleaning and disinfecting will be trained on how to use disinfectants safely and effectively and to safely clean up potentially infectious materials and body fluids – blood, vomit, feces, and urine.
- All cleaning staff should be trained on the hazards of the cleaning chemicals used in the workplace in accordance with [OSHA's Hazard Communication Standard 29 CFR 1910.1200](#).

#### Cleaning and disinfecting products

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- ABA will be using EPA-registered disinfectant and follow the manufacturer's instructions to ensure safe and effective use of the product.
- [List N: Disinfectants for Use Against SARS-CoV-2 \(COVID-19\)](#)
- Wear gloves and have good ventilation during use of the product when possible.
- Alcohol solutions with at least 70% alcohol can also be used for cleaning.
- If an EPA-approved disinfectant is unavailable, you can use 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions to disinfect. Do not mix bleach or other cleaning and disinfection products together.

#### Other Precautions been taken

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- Prominent notices at all entry points to facility, advising staff, students and visitors not to enter if they have symptoms of influenza will be in place.
- ABA will educate employees, students, parents and visitors on how to stop the spread of the virus by providing notices that will be placed around the school (including entrances, notice boards, meeting rooms and restrooms.) Notices contain information regarding hand hygiene, covering coughs and sneezes, and student spacing.
- One way floor signage will be placed around campus to direct visitors, staff and students on the procedure to enter and exit each building.
- All personnel will be informed with latest developments of any pandemic episode through email and/or staff meetings.

- Maximize communication with parents and school community related to health and safety and any pandemic episode through ClassDojo and school website.
- Space students' desks three (6) feet apart according to CDC social distancing recommendations.
- Discourage prolonged congregation in the hallways, bathroom, play area, cafeteria and any other area where congregating can be done.
- Limit group activities and interaction between classes.
- Some activities might need to be cancel due to the risk of close proximity.
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The following Disease Outbreak Response Guidance will be used, taken from the Department of Health Guidance

Page 1: <https://drive.google.com/file/d/193vip1wSIbRkzSiIs-oYVl6cpfWDfeZ0/view?usp=sharing>

Page 2: <https://drive.google.com/file/d/1dnsZkWT3TfWNHMXsryspT3Wjl5oE51od/view?usp=sharing>

## 2.3 BEHAVIORAL AND MENTAL HEALTH

Provided written summary of B/MH program; program includes linking students to community mental health services

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

New Mexico's Health Services Manual <http://nmschoolhealthmanual.org/> is an excellent resource on New Mexico statutes, administrative codes, regulations, and policies related to school health. The manual also covers health screening, assessment, and special education protocols and guidelines, among other focus areas related to health service delivery.

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

- Creating an atmosphere in which the psychological, social, and emotional aspects of the student are integrated into all parts of student life and wellness;
- Providing the structure and support to allow each student to live a socially and emotionally fulfilling life;
- Increasing awareness of students' social and emotional needs;
- Decreasing stigma around behavioral and mental health issues;
- Linking systems to improve support, resources, advocacy, and assessment;
- Creating school-linked programs that are family-friendly, accessible, integrated, and comprehensive;
- Supporting local strategies that create healthy schools; and
- Promoting behavioral health to break down barriers to students' learning.

B/MH program includes providing learning activities for students that address mental health stigma

**Stigma:** A mark of shame or discredit.

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

After a traumatic event, students and staff may have feelings, such as depression or post-traumatic symptoms that interfere with their daily lives. However, because such concerns can be looked down upon by peers, students and staff sometimes avoid seeking help for these issues. The school climate must 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 in need receive the right support and services early on.
- Encourage students to seek out help, not to fear discrimination, shame or blame.
- Decrease negative attitudes that surround behavioral health problems by providing accurate information about behavioral health. Encourage young people to support their friends who are living with behavioral health issues.
- Foster recognition in school personnel that many children have behavioral health issues that are real, painful, and sometimes severe.
- Increase public awareness about the importance of protecting and nurturing the behavioral health of young people.

ABA offers prevention and crisis interventions to address the mental health needs of students and families by having a full time Bilingual School Social Worker and a full time School Counselor. Both provide on site support as well as participate in giving ongoing Social-Emotional Learning lessons via the online SEL class, given to all students. The SEL curriculum is outlined in the next section.

The school also partners with Mental Health services in the community when referrals are needed. Organizations like: Albuquerque Counseling, Rape Crisis Center, Centro Savila, and StreetWise among others.

#### 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/contedu.pdf>
- “Stigma.” *The American Heritage*® *Stedman's Medical Dictionary*. Houghton Mifflin Company. 12 Nov. 2007. <Dictionary.com: <http://dictionary.reference.com/browse/stigma> >

## B/MH program provides RTI protocol as it applies to your school

ABA uses the proactive approach Positive Behavioral Interventions and Supports (PBIS), promoting positive behavior and school safety. ABA works to create schoolwide and classroom expectations. Our staff also teaches and displays the expected behavior for students. Teachers establish routines that create safe and positive learning environments for our students to thrive. Students are rewarded for positive behavior and provided with interventions when the set expectations are not followed. PBIS offers three levels of support, depending on the individual student's needs.

These three levels consist of Tier 1, Tier 2, and Tier 3:

1. Tier 1: Support is provided to *All Students*
2. Tier 2: Supports are provided to groups of *At-Risk Students* with related needs
3. Tier 3: Supports are provided to individual *High-Risk Students* with intense needs

Schoolwide Expectations:

- Be Respectful
- Be Responsible
- Be Safe

## B/MH program acknowledges NM's Age of Consent for Mental Health Services

***Mental health treatment:*** “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.” NMSA 1978§ 32A-6A-15 (NM Children’s Mental Health and Developmental Disabilities Act) consent for services) State Laws for Confidential Services allows a child under fourteen years of age to initiate and consent to an initial assessment with a clinician. A child under fourteen years of age may also initiate and consent to medically necessary early intervention service limited to verbal therapy, if such service will not extend beyond two calendar weeks NMSA 1978 § 32A-6A-14.<sup>10</sup>

1. State Laws for Confidential Services,  
<http://www.rec9nm.org/filestore/RegionIXStateLawsforConfidentialServices120711.pdf>

### Family planning:

No state or local governmental entity nor any health facility that furnishes family planning services “shall subject any person”, regardless of the person’s age, “to any standard or requirement as a prerequisite to the receipt of any requested family planning service”. NMSA 1978 Section 24-8-1 to 24-8-8 (NM Family Planning Act).

"Family planning services' includes contraceptive procedures and services (diagnosis, treatment, supplies and follow-up), social services, [and] educational and informational services."  
NMSA 1978 §24-8-2.

Federal regulations also require that family planning services funded in whole or in part with Federal Title X monies shall be provided to all persons, without regard to age.

1. 42 CFR Sec. 59.5(a)(4);

"Any person, regardless of age, has the capacity to consent to an examination and diagnosis by a licensed physician for pregnancy."  
NMSA 1978 § 24-1-13;

### **Conflict Resolution/Mediation: Provided list of school's active programs**

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

### **Restorative Justice Practices:**

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

### **Restorative Practice Handbook**

- ABA uses a Restorative Practices method of working with students that promotes positive school wide discipline. School Social Worker is the lead for this approach.
- The implementation of restorative circles to promote positive relationships in all classrooms.

### **Peer Facilitation: Provided list of school's active programs**

- ABA uses restorative practices and peer groups to promote healthy relationships

### Mentoring: Provided list of school's active programs

- ABA offers the “Respect and Care Club (RCClub)”. The (RCClub) is committed to promote and show respect and care towards the environments we inhabit in a school setting. Examples are: Classrooms, cafeteria, playground, hallways, the trees around campus, doors, chairs, the building's walls, etc. The goal is to empower students to be the leaders of promoting and showing these values.
- ABA also does Daily 15 in the morning where Middle School students have the opportunity to show leadership by coordinating the Daily 15 initiative every morning. Daily 15 is a physical health initiative where students of all grades run or walk for 15 minutes prior classes start every morning.
- Students are also encouraged to create clubs during recess time under the supervision of School Counselor or School Social Worker.
- In addition, we have an after school program that covers a wide range of interests and allows students to participate and actively model leadership, positive social skills, and other important norms that are age appropriate.

### Online SEL Component- Began in March 2020

When COVID- 19 hit in March 2020, ABA quickly developed a Social Emotional Learning Program to be delivered online through zoom. The School Social Worker and School Counselor delivered SEL classes to each grade level weekly. For the 2020-2021 school year, the SEL program has been revised. The program incorporates the five Social Emotional Learning Competencies provided by CASEL (*CASEL - CASEL, 2020*). The School Social Worker and School Counselor will continue to meet with each grade level weekly providing a lesson to each group of students. The lesson topics cover the five SEL Competencies that include 1) Self-Awareness, 2) Social Awareness, 3) Responsible Decision-Making, 4) Self-Management, and 5) Relationship Skills (*CASEL - CASEL, 2020*).

## 2.4 BULLYING

### Assurance submitted through WebEP

#### Albuquerque Bilingual Academy Charter School Anti-Bullying Policy

The ABA governance board recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.

**State Statute 6.12.7 NMAC** defines “bullying” as “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” or “harassment” is **any** gesture or written, verbal, graphic, or physical act (*including electronically transmitted acts – i.e., **cyberbullying**, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students*) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child’s imminent safety or overall well being may be at issue.

**“Bullying” is conduct that meets all of the following criteria:**

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, **technological** or emotional means; • substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- Is based on a pupil’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

**“Harassment” is conduct that meets all of the following criteria:**

- Is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
- Is directed at one or more pupils;
- Is conveyed through physical, verbal, technological or emotional means;
- Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- Adversely affects the ability of a pupil to participate in or benefit from the school district’s or public school’s educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
- Is based on a pupil’s actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.

***ABA Cyberbullying Policy***

House Bill (HB) 54a defines “cyberbullying” as electronic communication that:

- Targets a specific student;



- Is published with the intention that the communication be seen by or disclosed to the targeted student;
- Is in fact seen by or disclosed to the targeted student; and
- Creates or is certain to create a hostile environment on the school campus that is so severe or pervasive as to substantially interfere with the targeted student's educational benefits, opportunities, or performance.

The ABA governance board recognizes that in order to have the maximum impact, it is critical to provide training on how to recognize signs that a person is being cyberbullied for all licensed school employees; Expects any licensed ABA staff member with information about or a reasonable suspicion that a person is being cyberbullied to report the matter immediately to the school principal, executive director, or both; Expects the ABA principal or executive director who receives the report of cyberbullying to take immediate steps to ensure prompt investigation of the report; and expects the ABA principal or executive director to take prompt disciplinary action in response to cyberbullying confirmed through investigation.

#### HB 54- Student Discipline for Cyberbullying Confirmed through Investigation

- The ABA principal and/or executive director will ensure that disciplinary action for cyberbullying will be by the least restrictive means necessary to address a hostile environment on the school campus resulting from the confirmed cyberbullying
- Such discipline may include counseling, mediation, and appropriate disciplinary action that is consistent with the legal rights of the students involved.

The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

The ABA governance board expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.

The ABA governance board recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.

The ABA governance board believes that standards for student behavior must be set through interaction among the students, parents and guardians, staff, and community members of the school district, producing an atmosphere that encourages students to grow in self-discipline and their ability to respect the rights of others. The development of this atmosphere requires respect for self and others, as well as for district and community property on the part of students, staff, parents, and community members.

The ABA governance board believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.

Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students not to be part of the problem; not to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

The following factors, at a minimum, shall be given full consideration by school administrators in the development of the procedures for determining appropriate consequences and remedial measures for each act of harassment or bullying.

#### ***Factors for Determining Consequences***

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

#### ***Factors for Determining Remedial Measures***

##### *Personal*

- Life skill competencies
- Experiential deficiencies
- Social relationships
- Strengths
- Talents
- Traits
- Interests
- Hobbies
- Extra-curricular activities
- Classroom participation
- Academic performance

##### ***Environmental***

- School culture
- School climate and lack of connectedness
- Student-staff relationships and staff behavior toward the student
- Level of consistency in staff responses to bullying or harassing behaviors
- Level of consistency in application or severity of consequences given to students
- Staff-staff relationships witnessed by students
- General staff management of classrooms and other educational environments
- Staff ability to prevent and de-escalate difficult or inflammatory situations
- Social-emotional and behavioral supports
- Social relationships
- Community activities
- Neighborhood culture
- Family situation

Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with ABA student handbook policies. Remedial measures shall be designed to: *correct the problem behavior; prevent another occurrence of the behavior; and protect the victim of the act.* Effective discipline should employ a school-wide approach to adopt a rubric of bullying offenses and the associated consequences.

The consequences and remedial measures may include, but are not limited to, the examples listed below:

#### ***Examples of Consequences***

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Loss of Electives times
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or Saturday School, for students, and parent
- Out-of-school suspension
- Legal action
- Expulsion or termination

#### ***Examples of Remedial Measures Strategies for Individual Behavioral Change:***

- Framing the aggressive behavior as a failed attempt to solve a real problem or reach a goal. The adult assists the misbehaving student to find a better way to solve the problem or meet the goal.
- Restitution and restoration
- Transformative conferencing/restorative justice practices
- Supervised peer support group
- Corrective instruction or other relevant learning or service experience
- Supportive discipline to increase accountability for the bullying offense
- Supportive interventions, including participation of an Intervention and Referral Services team, peer mediation, etc.
- Behavioral assessment or evaluation, including, but not limited to, a referral to a Child Study Team, as appropriate
- Behavioral management plan, with benchmarks that are closely monitored
- Involvement of school disciplinarian
- Student counseling
- Parent conferences
- Student treatment
- Student therapy

***Strategies for Environmental Change (Classroom, School Building, or School District):***

- Activities or strategies designed to help the student who engaged in bullying or harassment reflect on the offending behavior, maintaining an emotionally neutral and strength-based approach
- School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying
- Change process to improve school culture
- School climate improvement/improvement in conditions for learning and instructional pedagogy (incorporation of brain-compatible strategies)
- Adoption of research-based, systemic bullying prevention programs
- Modifications of schedules
- Adjustments in hallway traffic
- Modifications in student routes or patterns traveling to and from school
- Increased supervision and targeted use of monitors (e.g., hallway, cafeteria, bus)
- General professional development programs for certificated and non certificated staff
- Professional development plans for staff in key disciplinary roles
- Disciplinary action for school staff who contributed to the problem
- Parent conferences
- Referral to family counseling
- Increased involvement of parent-teacher organizations
- Increased involvement of community-based organizations
- Increased opportunities for parent input and engagement in school initiatives and activities
- Development of a general bullying/harassment response plan
- Peer support groups
- Increase communication with and involvement of law enforcement
- Engage in community awareness events and planning sessions

The ABA governance board requires the principal and/or the principal's designee at each school to be responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of

the school community, including students, parents, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

The ABA governance board requires the principal and/or the principal's designee to be responsible for determining whether an alleged act constitutes a violation of this policy. In so doing, the principal and/or the principal's designee shall conduct a prompt, thorough, and complete investigation of each alleged incident. The investigation is to be completed within three school days after a report or complaint is made. The parents of the students involved shall receive written notice from the school on the outcome of the investigation (in compliance with current privacy laws and regulations). All reports on instances of bullying and/or harassment must be recorded by the school for annual data review.

The ABA governance board prohibits reprisal or retaliation against any person who reports an act of bullying or harassment or cooperates in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act.

The ABA governance board prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion. Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of bullying or harassment shall be in accordance with ABA policies, procedures, and agreements.

The ABA governance board requires school officials to annually disseminate the policy to all school staff, students, and parents, along with a statement explaining that it applies to all applicable acts of harassment and bullying that occur on school property, at school-sponsored functions, or on a school bus. The chief school administrator shall develop an annual process for discussing the school district policy on harassment and bullying with students and staff. The school district shall incorporate information regarding the policy against harassment or bullying into each school employee training program and handbook.

## 2.5 SUICIDE AWARENESS AND PREVENTION

\* Provided site-specific written suicide awareness/prevention protocol (must be included here and/or in Sec. 5.19)

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

Suicide prevention programs in healthy, supportive, and informed schools can help reduce youth suicide by identifying at-risk students and directing them to services and effective treatment. A well developed and practiced protocol addressing a suicidal student's issues includes a prevention curriculum, which addresses intervention strategies and a school recovery plan prepared by a school if such a crisis occurs.

#### *EARLY WARNING SIGNS FOR POSSIBLE SUICIDE:*

- Withdrawal from friends and family
- Preoccupation with death
- Marked personality change and severe 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 about which one usually cares
- Giving away personal items

#### Training and Professional Development:

- Annually, the principal shall ensure that all school employees are advised about the warning signs of suicide as well as Board of Education policies and administrative, procedural directives concerning potentially suicidal students. Staff will be taught how to recognize sudden changes in a student's appearance, personality, or behavior, indicating suicidal ideation or intentions.

#### Roles and Responsibilities:

- The principal should assemble a school crisis team (which can include the principal, school counselor, psychologist, nurse, school social worker, and teachers)
- The principal should appoint a point person from the crisis team to serve as the point(s) of contact for other staff members when referring students who self-injure or are suspected of self-injuring.
- Disseminate the school policy - The principal should ensure that staff members are familiar with and follow the school's self-injury policy.

#### Intervening:

- When a student threatens suicide or manifests the signs of her/his intent, **staff** must take immediate action to intervene on behalf of the student. It is not the responsibility of school personnel to make a formal assessment of risk or do necessary in-depth counseling; however, school personnel are in the position and have the duty to make appropriate referrals and assist families in securing immediate, formal assessments.

#### Reporting the Information:

- Any district employee who knows a suicide threat shall immediately report this information to the point person and school crisis team.

#### Student Interview:

- The point person shall interview the student and unless there are extenuating circumstances.

#### Parent/Legal Guardian Contact:

- The parent/legal guardian shall be notified immediately after the interview. The point person or the school nurse shall request that the parent pick up the student and take him/her for an emergency assessment. While waiting for the parent/legal guardian, the student shall remain in the office and under constant supervision by a school employee. The student shall not be left alone under any circumstance.
- Suppose a parent/legal guardian refuses to pick up the student and schedule an emergency assessment. In that case, the school shall document the parent/legal guardian refusal and may report neglect to the New Mexico Children, Youth and Families Department.
- All documentation regarding the intervention, interview, and communication with parents/legal guardians shall be kept in the student's counseling file and not in the student's cumulative file.

#### Referral:

- The point person and members of the crisis team should develop a referral list of local mental health professionals and treatment centers that are experienced in working with adolescents who self-injure and have suicidal thoughts.

#### Emergency Placement:

- Principals, crisis teams, and other appropriate parties shall not make any decisions related to the student's emergency placement. The decision to transport the student to the hospital for an evaluation shall be the parent/legal guardian's responsibility and decision. Suppose the parent/legal guardian cannot be contacted or refuses to take the student for an evaluation, the school principal, crisis team. In that case, the school nurse shall consult, and law enforcement may transport the student, by ambulance, to the hospital for an evaluation.
- If the student has recently attempted suicide, the school nurse shall be contacted immediately to determine the appropriate course of action.

#### New Mexico Child, Youth, and Family Department Involvement:

- The New Mexico Child, Youth, and Families Department does not act on suicide threats unless they are accompanied by suspected child abuse or neglect. Therefore, if abuse or a history of abuse is suspected, the school counselor or appropriate party shall contact the New Mexico Child, Youth and Families Department to file a report and to determine the next steps. If there is no suspected abuse or neglect, the New Mexico Child, Youth and Families Department shall not be contacted. However, should no action be taken by the parent/legal guardian after a suicide threat and attempt, this may be viewed as neglect and must be reported as such.

## **Guidelines for In-School Suicide, or Self-Harm Crisis Intervention**

Suicide or self-harm threats are to be taken seriously by all staff members. The following procedures must be followed by all suicide and self-harm threats:

- Interview from school social worker, school counselor, or psychologist
- Contact parent or guardian
- Staff referral form
- Inform the school nurse
- Inform principal
- Contact law enforcement or medical personnel, if needed
- **Never leave a student unsupervised**

The following forms are to be filled out for all instances in which a student has expressed suicidal ideation, and at the interviewer's discretion in self-harm instances:

- Self-harm Indicators (copy to school only)
- Action Plan (copy to school only)
- Parent Statement of Understanding/Release of Liability (copies to home and school)
- Safety Assessment Referral (copies to home and school)
- Authorization for Request/Release of Information (copies to home and school)
- Student Safety Plan (to be completed upon student's return to school)
- Personal Safety Contract (to be completed upon student's return to school)

The principal or his/her designee may remove a student from class or from school premises for health, safety, or welfare reasons. This includes students suffering from any condition that threatens his/her welfare or the safety of others. Any student who is removed is to be released only to the student's parent/guardian, a representative of the parent/guardian or other proper authority, including but not limited to law enforcement officers and medical personnel.

When a student is removed from school for self-harm ideations or actions, the Parent/Guardian Statement of Understanding may be used, at the school's discretion, to encourage the parent/guardian to seek professional mental health care for a student outside of the school. In these cases, failure to seek outside mental health consultation may constitute neglect, and the school is legally obligated to report the situation to the Children Youth and Families Department. The State of New Mexico defines "neglect of a child as one who is without proper parental care and control of subsistence, education, mental or other care of control necessary for the child's well-being."

### **Crisis Team:**

- \*Chris Jones, Director, 505-836-7706, ext. 202
- \*[David Bryant](#) Assistant Principal 505-836-7706 ext. 1203
- \*Danielle Miranda, School Counselor, 505-836-7706, ext. 511
- \*Cecy Barffuson Franco School Social Worker 505-836-7706,



- Diana Diaz, Director of Operations, 505-836-7706, ext. 206
- Toni Bazan, Health Assistant, 505-836-7706, ext. 201
- Bonnie Kaufman Registered Nurse, 505-836-7706, ext. 201
- Yvette Barnwell, Teacher, 505-836-7706, ext. 408

## ***Albuquerque Bilingual Academy Staff Referral Form***

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Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
\_\_\_\_\_ Date: \_\_\_\_\_

Referred By: \_\_\_\_\_ Parent

Contacted?  Yes  No

**Reason for Referral: "Student verbalized to another peer that he/she wants to die" "student was cutting himself"**

**Specific Observable Behaviors: Time, place, materials, objects, perceived expressions, activity, physical moves, etc.**

**Student's Strengths/Interests:**

### **Questions to Ask When Assessing Risk in Suicidal Ideation Students**

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**Risk Level I (low risk):** *Notify parents verbally and in writing*

Thoughts of suicide or self-harm, but no previous attempts, no plan, no immediate suicides of friends/family. There could be signs of depression, direct or indirect threats, change in personality, or evidence of self-harm in written work.

**Risk Level II (moderate risk):** *Notify parents verbally and in writing*

Suicide or self-harm ideation, plan, but no means, destructive behavior but student has support system, student can commit to safety, previous attempts, or recent suicides among family/friends. Possible high profile suicide in media or community, alcohol/drug use, diagnosed or undiagnosed mental illness, recent traumas, or change in medication.

**Risk Level III (high risk):** *Student transported to hospital by parents, police, or ambulance.*

Ideation, plan, means, cannot commit to being safe, previous suicide or homicide attempts, previous hospitalization for mental health, recent trauma, depression signs, diagnosed or undiagnosed mental illness, recent suicide in family or friend, recent suicide/good-bye letter, alcohol/drug use, repetitive self-injurer, access to lethal methods (guns, etc.), changes in medication, lack of support system.

**Risk Level Notes:**

- The risk levels described are designed to assist you in determining suicide or homicide risk, but is not an absolute measure.
- Access to lethal means potentially increases the risk level. If a student cannot commit to safety and has access to guns, the level is automatically high.
- Anytime there is an indication of previous suicide attempt, suicide in family/friends, recent hospitalizations, alcohol/drug use, change in medication, diagnosed mental illness, abrupt changes in behavior, or recent traumas, the student will be automatically a moderate to high risk level.

**Suicide Screening Questions** *(to be used to complete the Self-Harm Indicators page. These are examples of questions only. Questions can change depending on the age of the child)*

**Current Situation:** On a scale of 1-10, with 1 being as bad as it ever has been and 10 being as good as it ever has been, how would you rate your life right now? What is going on in your life that makes you feel that way? (Determine current stressors, home, school, friends, family, etc.)

**Somatic Questions:** Have you had or are you having any recent health concerns? (headaches, stomachaches, illness, physical pains, etc.) Are you taking any medications now or in the past? If so, which medications? Have you ever been hospitalized? If so, when and for what?

**Reality Check:** (determine how aware the student is with time and space presently. Can they keep a train of thought? Are they disoriented?) How long have you lived in your house? Tell me what you did this morning when you work up? What is your name?

**Drug Use:** Are you using any drugs or alcohol? If so, what? How often do you use? When was the last time you used?

**Emotional:** Have you ever felt depressed or very sad for more than a couple of weeks? Do you ever feel lonely or empty inside? Do you feel as if nobody loves or likes you? Have you ever felt hopeless, like things are not going to get better? Where do you see yourself in ten years? Do you feel in control of your life now?

**Behavior:** (determine coping mechanisms) How do you deal with your stress, anger, sadness? Have you ever attempted suicide? If so, when and how? (Determine change in behavioral patterns, such as eating, sleeping, or concentrating.)

**History:** Have you ever thought about or deliberately hurt yourself? Have you had any recent hospitalizations? Have you experienced any trauma recently (break up, death of a loved one, abuse, etc.)

## *Indicators of Self-Harm*

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Interviewer: \_\_\_\_\_ Position: \_\_\_\_\_

### **Intent**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>?</b>	<b>Description/Notes/Quotes</b>
Verbalization of self-harm				
Responses indicating hopelessness				
There is a plan				
There are means available				

### **History**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>?</b>	<b>Description/Notes/Quotes</b>
Any previous mental health intervention?				
Previous threats of self-harm?				
Previous self-harm attempts?				
Self-harm behavior in family or friends?				
Are you currently taking any medications? List.				
How many families have you lived with? Housing stability?				

### **Stressors**

<b>Indicator</b>	<b>Yes</b>	<b>No</b>	<b>?</b>	<b>Description/Notes/Quotes</b>
Family violence/abuse				
Death, loss, or separation				
Girlfriend/boyfriend breakup				
Caregiver/child conflict				
School pressures				
Long-term illness or pain				
Parent to-parent conflict				
Substance abuse				
Other				

**Support**

Indicator	Yes	No	?	Description/Notes/Quotes
Student feels supported at school. From whom?				
Students feels supported at home. From whom?				
Student feels supported by community. From whom?				
Appropriate adult supervision while not at school?				

**Symptomatic Behavior**

Indicator	Yes	No	?	Indicator	Yes	No	?
Changes in eating or sleeping habits				Crying			
Neglect of personal appearance				Substance abuse			
Neglect of school work				Increased risk-taking			
Problems internalized/self-blaming				Sexual acting out			
Withdrawn/unwilling to communicate				Tying up loose ends or giving away important items			
Self-mutilation				Anger issues			
History of cutting or currently cutting				Rebellious behavior			

***Action Plan***

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Person Completing Form: \_\_\_\_\_ Position: \_\_\_\_\_

Summary of Concern: (check one)    Risk Level I ____    Risk Level II ____    Risk Level III ____ Comments:
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Required Actions Taken	Date/Time	Who Was Notified	Notified by Whom
School Nurse Notified			
School Director or Designee Notified			
Parent/Guardian Notified			

Other Possible Actions Taken	Date/Time	Who Was Notified	Notified by Whom
Mental health provider notified/referral			
Police notified			
State/tribal services notified			
Parent Statement of Understanding Signed			
Intervention/counseling resources given			
Authorization for request/release of information given			
Parent/guardian informed that they are financially responsible for treatment			
Other:			

### ***Parent/Guardian Statement of Understanding/Release of Liability***

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Date: \_\_\_\_\_

Regarding \_\_\_\_\_ (student name),

I \_\_\_\_\_ (parent/guardian name) have been notified by Albuquerque

Bilingual Academy personnel of my child's threats or ideations to harm themselves or others, and have been asked to seek help for him/her within 24 hours from a licensed mental health professional by the State of New Mexico (see note). If I do not, I understand that my child's school considers this a failure to provide appropriate mental health care and is required by statute to report suspected neglect to the New Mexico Department of Children, Youth and Families (CYFD). The State of New Mexico defines **neglect** of a child as "one who is without proper parental care and control, subsistence, education, medical, or other care or control necessary for the child's well-being."

(initial)

\_\_\_\_\_ I understand there may be a risk of severe harm to my child without further medical assessment and/or treatment.

\_\_\_\_\_ I decline the recommendations and offers of school personnel to assist me in obtaining medical transport for further assessment of my child.

Albuquerque Bilingual Academy personnel have made community health/mental health referral information available to me. I agree, as indicated by my signature below, to release Albuquerque Bilingual Academy and School Personnel of all liability for any harm to my child as a result of my failure to act upon the suggestions and recommendations made to me regarding the concerns expressed and documented above.

I also understand that my child may be suspended from attending school or any extracurricular activity until appropriate mental health care has been received and the child possesses no suicidal tendencies and the child is safe to be by themselves or among peers with minimal supervision. Albuquerque Bilingual Academy is not a mental health treatment center.

The Student must report to \_\_\_\_\_ upon return to school.

<b>Referring school staff member:</b>		
_____	_____	_____
Printed Name	Signature	Date
<b>Parent/Guardian:</b>		
_____	_____	_____
Printed Name	Signature	Date

**Note:** Mental health professionals licensed by the state of New Mexico includes psychiatrists, psychologists, Licensed Social Worker (LMSW or LCSW), Licensed Professional Clinical Counselor (LPCC), Licensed Professional Counselor (LPC), Licensed Mental Health Counselor, Licensed Marriage and Family Therapist (LMFT), Psychiatric Nurse Practitioner, or Clinical Nurse Specialist.

## ***Safety Assessment Recommendation***

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Date: \_\_\_\_\_

Student: \_\_\_\_\_

Recommending School: Albuquerque Bilingual Academy

Contact Person: \_\_\_\_\_

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The above listed student has threatened/attempted self-harm. Please complete this form so the parent/guardian may confirm that a mental health assessment by a licensed independent/clinical level mental health professional was completed.

Thank you for your assistance.

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For psychiatrists, psychologists, Licensed Social Worker (LMSW or LCSW), Licensed Professional Clinical Counselor (LPCC), Licensed Professional Counselor (LPC), Licensed Mental Health Counselor, Licensed Marriage and Family Therapist (LMFT), Psychiatric Nurse Practitioner, or Clinical Nurse Specialist:

\_\_\_\_\_ The student has been evaluated

\_\_\_\_\_ The student has been evaluated and referred for additional mental health services at:

\_\_\_\_\_.

**Mental Health Professional:**

Name (print): \_\_\_\_\_ License Type: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommendations for safety at school:

\_\_\_\_\_  
\_\_\_\_\_



**Note:** Please make sure the *Authorization for Request/Release of Information* form is completed and signed so that information can be exchanged between the mental health agency and the school.

To be completed by School Nurse, School Social Worker, or Counselor upon receipt of this completed form:

Form received on: \_\_\_\_\_ by: \_\_\_\_\_

**\*\*\*This form must be completed and returned prior to the student attending class.\*\*\***

***Authorization for Request/Release of Information***

Today's Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

Address:  
\_\_\_\_\_

Home/Cell Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

*I hereby authorize the release of records for the following area(s) indicated:*

- Mental Health Evaluation       Psychological Reports  
 Consultation

From: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To:            Albuquerque Bilingual Academy  
               7500 La Morada Place NW.  
               Albuquerque, NM 87120

Person Requesting Records:

Requested records will be used for determination of the student's mental health capacity for a regular education or special education setting. This authorization shall remain in effect for one year from the date of signature unless revoked in writing by the student or the student's parent, guardian, or conservator.

I hereby consent to the release of the records indicated above:

\_\_\_\_\_  
Person giving consent signature

\_\_\_\_\_  
Date

**Check one:** •Parent    •Guardian    •Court appointed    •Conservator

**\*\*\*THE PERSON GIVING SIGNATURE TO THIS RELEASE HAS THE RIGHT TO RECEIVE A COPY OF THIS AUTHORIZATION\*\*\***

***Albuquerque Bilingual Academy  
Personal Safety Contract***

Student: \_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_

I, \_\_\_\_\_, promise to keep myself and others safe. I will not threaten to harm others or myself in any way. If I start to feel angry or frustrated, other things I can do instead of hurting myself or others are:

\_\_\_\_\_  
\_\_\_\_\_

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If I feel like I cannot control myself or start to feel that might not keep this promise, I will call (must include at least one adult):

Name	Phone Number

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Student Signature

---

Date

---

Witness

---

Title

---

Provided description of referral network for intervention

## CRISIS INTERVENTION RESOURCES

**Presbyterian – Anna Kaseman Hospital**

Mental Health Intervention: 505-291-5375

**UNM Mental Health – Children’s Psychiatric Hospital**

General phone number (505) 272-2800  
Student Crisis Intervention: 505-272-2890

**Lovelace Downtown Hospital – Mental Health Department**  
Crisis Intervention: 505-727-8855

**Crisis Text Line** - [crisistextline.org](http://crisistextline.org) Text Home to 741-741

**AGORA Crisis Center:** call (505) 277-3013 [www.agoracares.org](http://www.agoracares.org) chat online

**NM Crisis and Access Line:** 1-855-662-7474 [www.nmcrisisline.com](http://www.nmcrisisline.com)  
1- 855 (466-7100) peer to peer support.

## Counseling Resource List

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**Albuquerque Behavioral Health llc**  
[albuquerquebehavioralhealth.com](http://albuquerquebehavioralhealth.com)  
8100 Mountain Rd. NE  
Suite 200 B  
Albuquerque, NM 87110  
505-830-6500

**Children’s Grief Center of New Mexico**  
3001 Trellis Dr. NW  
Albuquerque, NM 87107  
505-323-0478

**New Mexico Solutions**  
707 Broadway, NE, Suite 500  
Albuquerque, NM 87102  
505-268-0701

**All Faiths**  
[www.allfaiths.org](http://www.allfaiths.org)  
505.271.0329  
1709 Moon Street NE,  
Albuquerque, New Mexico 87112

**St Martins Mental Health Services**

1201 3rd St NW,  
Albuquerque, NM 87102  
505-242-4399

**Centro Sávila**

1317 Isleta Blvd SW,  
Albuquerque, NM 87105  
505-312-7296

**Desert Hills**

5310 Sequoia Rd NW,  
Albuquerque, NM 87120  
855.436.3409  
505-715-6808

**ABQ Counseling Services**

2610 San Mateo Blvd NE A,  
Albuquerque, NM 87110  
(505) 835-1439

**Southwest Family Guidance**

<https://swfamily.com/>  
Albuquerque Main Office  
2221 Rio Grande Blvd NW  
Albuquerque, NM 87104  
(505) 830-1871

\* Crisis Intervention Team members are trained in a gatekeeper program (e.g., QPR); provided name or type and frequency of training

- ABA's Crisis Team will be trained using the AS+K Program, located on the following site: <https://txspc.learnworlds.com/course/gatekeeper>. This program provides a 1 hour training along with a certificate of completion to prove completion of the program.

**Behavioral Threat Assessment Team and Protocol**

Behavioral Threat Assessment Team: In addition to the suicide prevention training described above, four members of the crisis team make up the Behavior Threat Assessment Team. These four individuals are trained through CPI, and are responsible for serving as first responders in the event of a behavioral threat on campus. *Annual CPI training is provided by Michael Winfield of Onyx Supportive Living.*

Crisis Team Protocol:

Building E: Yvette Barnwell	Building G: Danielle Miranda
Building D: Cindy Segura	Building F: Chris Jones

Code Blue/Building Letter/Classroom Number or Area: Designated member of the crisis team responds dependent upon building (i.e. Code Blue/Building G/Room 105- D. Miranda)

Code Yellow (escalated-2 member response)/Building Letter/Classroom Number or Area: Designated members of the crisis team responds dependent upon building. Member from adjacent building provides support (i.e. Code Yellow/Building G/Room 105- D. Miranda & C. Jones)

Code Red (escalated-whole team response)/Building Letter/Classroom Number or Area: All members of the crisis team responds (i.e. Code Red/Building G/Room 105- D. Miranda, C. Jones, Y. Barnwell, & C. Segura)

In the event any of the staff members listed are not on campus, David Bryant, will serve as the sub.

### GRIEF

Make sure all school personnel know how to respond to a student who is showing signs of suicidal ideation. Follow an organized set of procedures to include the following.

- A specific Suicide Prevention Plan in place that outlines the appropriate steps to take when a student threatens suicide. Ensure that school personnel know about the plan.
- Create a referral network to get help quickly.
- Be aware, well in advance, of the existing agencies and services in the community to contact following a student suicide threat or attempt. Community agencies may include police, hospital emergency department, behavioral health agencies, psychiatric facilities and other emergency first-responder agencies.
- Establish crisis intervention teams in each school.

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

Between the ages of five and ten, a youngster begins to realize that everyone will die. Children 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, violent, emergency/disaster 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 much sooner. 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 learning, healthy relationships and the total well-being of the student.

### *STUDENT COUNSELING*

Student counseling is critical in creating an emotionally and psychologically safe environment. Addressing emotional, social, spiritual, mental, and physical well being are vital to the education of the whole student. 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 and/or when a student faces an emergency/disaster event.

Albuquerque Bilingual Academy has school 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. On- going groups are offered that help students in areas of friendship, grief and loss, as well as divorce-related issues. Groups are open-ended and students may join in or drop out throughout the year.

Students may need to be seen individually on an as-needed basis. A non-intrusive approach, recognizing the importance of play and supporting the student's ability to solve his/her 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. The Six Pillars of Character Counts ideals and intentions are central to Albuquerque Bilingual Academy counseling philosophy.

- I believe that students should be given the opportunity to make decisions and live with the natural or logical consequences whether good or bad.
- I believe that the adult's emphasis should be placed on helping student learn to problem solve and to adopt new behaviors.
- I believe that misbehavior should be viewed as an opportunity for individual problem solving and preparation for the real world.
- I believe that it is best if the students do most of the thinking with adult guidance placed on helping students learn to problem solve, adopt, and implement appropriate new behaviors.

#### SCHOOL AND CLASSROOM RULES

- I will treat you with respect so you know how to treat me.
- If you cause a problem, I will ask you to solve it.
- If you can't solve the problem or choose not to, I will do something.
- Feel free to do anything that doesn't cause a problem for anyone else.
- What I do will depend on the special person and the special situation.
- If you feel something is unfair, there will be an opportunity to express that.



**Recovery**-This is a method of removing a child from the regular classroom activities to preserve the learning environment so:

Goal #1: The teacher can teach

Goal #2: Other students can learn

There will be three “recovery” areas.

- Somewhere in the classroom
- Another teacher’s classroom
- Outside of the Principal’s office

**Positive Behavior Support System: *Incentive Program* R2D2 (Grades PreK-3) → Panther Passes (Grades 4-8)**

*THE R2D2 PROGRAM STANDS FOR:*

- **Responsible**
- **Respectful**
- **Disciplined**
- **Dependable**

Each child will have **equal** opportunity to earn R2D2 slips/Panther Passes for demonstration of **Outstanding Academic Performance** and **Exemplary Behavior** throughout the year. Our goal is for each Albuquerque Bilingual Academy students to earn 20 slips/passes over the course of the school year.

Slips/passes are entered into a weekly drawing for prizes. Students who earn 20 passes for the entire year are placed in a grand prize drawing at the end of the school year.

Schools can utilize any of a variety of programs on mediation. A conflict resolution/mediation program may contain the following components: **(SAMPLES ONLY - List school-site information if prevention programs exist).**

- Teacher Modeling Component – involves training of teachers and other staff to use conflict resolution skills.



- Curriculum Component – K-5 curriculum utilized in the classroom that enhances acceptance and understanding of the student mediation program.
- Student Mediator Component – involves the training of selected staff and students in the mediation process.

#### *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 towards 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 assessing 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; and
- Engaging students and families in meaningful ways.

# **PLANNING FOR SAFE SCHOOLS IN NEW MEXICO**

## **School Emergency Operations Plan (EOP)**



## INTRODUCTION

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

**The goal of this section of the School-level Safety Plan** is to assist schools in preparing for potential emergency situations, and executing appropriate actions to stabilize and terminate emergency 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.

**Albuquerque Bilingual Academy** (NM state chartered school) recognizes that each school community has unique needs and resources, which must be addressed to enhance the School-level Safety Plan. The **SAFE SCHOOL PLAN – SCHOOL EMERGENCY OPERATIONS PLAN** will be reviewed annually by school staff.

- ❖ **Prevention**,<sup>11</sup> for the purposes of this guide, [Guide for Developing High-Quality Schools Emergency Operations Plans], means the ability to avoid, deter, or stop an imminent crime or casualty. Schools prevent crimes, casualties and other mass incidents through prevention.
- ❖ **Protection** means securing schools against acts of violence and manmade or natural disasters. Protection focuses on physical safety and insulation from threats or hazards to students, teachers, staff, visitors, networks, and property.
- ❖ **Mitigation** means eliminating or reducing the impact of an emergency event on loss of life or property damage. In this document, [Guide for Developing High-Quality Schools Emergency Operations Plans], “mitigation” also means reducing the likelihood that threats and hazards will happen.
- ❖ **Response** means stabilizing an emergency as it occurs. Once an emergency clearly cannot be prevented, securing the environment is the proper response, saving lives and property. An effective response can facilitate the transition to recovery.

- ❖ **Recovery** means assisting schools affected by an event or emergency in restoring the learning environment.

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident:

Planners should check the written plan for compliance with applicable laws and for its usefulness in practice. Commonly used criteria can help determine the effectiveness and efficiency of the plan. The following measures can help to determine if a plan is of a high quality.

- A plan is *adequate* if it identifies and addresses critical courses of action effectively; the plan can accomplish the assigned function; and the plan's assumptions are valid and

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6 In the broader *PPD-8* construct, the term “prevention” refers to those capabilities necessary to avoid, prevent, or stop a threatened or actual act of terrorism. The term “prevention” also refers to preventing imminent threats.

reasonable.

- A plan is *feasible* if the school can accomplish the assigned function and critical tasks by using available resources within the time contemplated by the plan.
- A plan is *acceptable* if it meets requirements driven by a threat or hazard, meets costs and time limitations, and is consistent with the law.
- A plan is *complete* if it:
  - ✓ incorporates all courses of action to be accomplished for all selected threats and hazards and identified functions;
  - ✓ integrates the needs of the whole school community;
  - ✓ provides a complete picture of what should happen, when and at whose direction;
  - ✓ estimates time for achieving objectives, with safety remaining as the utmost priority; and
  - ✓ identifies success criteria and a desired end state; and conforms to the planning principles outlined in this guide.
- The plan must *comply* with applicable state and local requirements because these provide a baseline that facilitates both planning and execution.<sup>12</sup>

The planning team first needs to understand the threats and hazards faced by the school and the surrounding community, share their own knowledge of any such threats and hazards in the past or that may be faced in the future. The planning team should then reach out to local, state and federal agencies for data about historical threats and hazards faced by the surrounding community.<sup>13</sup>

The planning team should select suitable assessment tools to evaluate the risk posed by the identified threats and hazards.<sup>14</sup>

There are numerous assessments that the planning team may use, including: site, culture and climate, school behavioral threat, and capacity assessments. These assessments will help the planning team to not only determine risk, but also identify resources and issues that the plan may need to address. Through the assessment process, the planning team may also identify additional threats and hazards.

The most successful assessments are conducted by a broad array of individuals, including support staff and first responders. Students and parents, including those with disabilities, and others with access and functional needs, should be included to the maximum extent appropriate. The assessment also has to be strategic: If the school is in an isolated region of a county and the response times for law

enforcement officers or fire officials and EMS practitioners are lengthy, that may alter the calculus of the assessment. If response time is lengthy, other security measures may need to be enacted to compensate for lengthy response times.

Assessments will be used not only to develop the initial plan, but also to inform updates and revisions to the plan on an ongoing basis. The following table provides more information about some of the essential assessments the planning team should undertake.<sup>15-16</sup>

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7 Ibid, p. 19.

8 *Guide for Developing High-Quality School Emergency Operations Plans, 2013*, p. 7.

9 For more information on the threat and hazard identification and risk assessment process, please see FEMA's *Threat and Hazard Identification and Risk Assessment Guide (CPG 201)* at <http://www.fema.gov/plan>

10 *Guide for Developing High-Quality School Emergency Operations Plans, 2013*, p. 8.

11 For more information on assessments and schools, see the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Centers' *A Guide to School Vulnerability Assessments* at



# School Emergency Operations Plan (EOP)

## Protection (Before)



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[http://rems.ed.gov/display.asp?page=publications\\_General](http://rems.ed.gov/display.asp?page=publications_General)

### 3.1 ACCESS CONTROL

\_\_\_\_\_ To assess the security of our school, ABA utilizes a “Facility Safety Checklist”, a “School Climate/Culture Assessment”, a “Building Inspection Checklist”, and a “School Threat and Hazard Vulnerability Worksheet” (all included in the Mitigation section of the School Safety Plan for reference). Our school is located in a way that allows for natural surveillance of the entry point of our school. Our school has perimeter fencing to deter trespassing and to limit access to our classrooms. We have a front gate which is

kept locked during non-school hours and which serves as our main point of entry. Our front office staff have a wide view of the front of the school and of our main entry point at the front gate. We maintain a second entry point locked and only utilize it as needed for traffic routes during drop-off and pick-up of students at the beginning and end of the day. At both of those times, staff has been given duties which help with the natural surveillance of the second entry point into our school campus. In addition, our outside buildings have been gated off to limit entry into the main classrooms.

All visitors of Albuquerque Bilingual Academy must report to the front office to check-in before being given access to any of the classroom. Depending on the nature of the visit, our front office staff have been directed to seek identifying information as needed (badges, identification, driver's license, etc.). This is in addition to our Identification and Badge Policies as outlined in our Employee Handbook. Our front office staff are equipped with a locking mechanism to allow for electronic control of entry into our school classrooms.

ABA has worked closely with fire personnel to ensure they have access to a Knox Box on campus. We have included in the Knox Box a copy of the master keys, as is customary, along with main contact information and campus maps as requested by the fire inspector. Both of these measures ensure immediate access to our school facilities in the event of an emergency.

## 3.2 FACILITY SAFETY

**Albuquerque Bilingual Academy takes the utmost care in ensuring various safety checks are done on campus. We utilize the "Facility Safety Checklist" and "Building Inspection Checklist" to ensure all safety precautions are taken. Both of those checklists are included here for reference:**

### **Building Inspection Checklist (Electronic Access):**

[https://drive.google.com/file/d/1gTP\\_aw0laLgWOHcdJdMuYCZDaAeOAUkc/view?usp=sharing](https://drive.google.com/file/d/1gTP_aw0laLgWOHcdJdMuYCZDaAeOAUkc/view?usp=sharing)

### **Facility Safety Checklist (Electronic Access):**

[HTTPS://DRIVE.GOOGLE.COM/FILE/D/1G3V6KBRFWQJ\\_GW\\_E7XPE4JDUDIABWIFG/VIEW?USP=SHARING](HTTPS://DRIVE.GOOGLE.COM/FILE/D/1G3V6KBRFWQJ_GW_E7XPE4JDUDIABWIFG/VIEW?USP=SHARING)

### **TRAFFIC SAFETY**

Watch the crossing guards both on (Name Intersection/cross streets, etc.) and in school driveways. Remind students to cross the driveway only at the designated crosswalk. Stepping between cars is absolutely not allowed, even with an adult. Remember, students learn best by watching what adults model.

- Fire lanes must be observed. The fire lanes are along (location) of the main building
- Cars should not be parked in fire zones, and may be ticketed.
- Parent pick-up/drop-off areas should be separated from bus pick-up/drop-off areas.
- Traffic in the drive-through and parking lot is one way. Arrows should be painted in the drive-through and the parking lot, indicating the direction of traffic flow.
- The speed limit in the drive-through and parking lot is less than (10) miles per hour. Idle speed is recommended. Accelerating in these areas is not permitted.
- It is NEVER permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).
- There are designated areas and driveways for bus and emergency vehicle traffic only.

### **SCHOOL STUDENT DROP OFF/PICK UP**

- School grounds are only supervised during the school day.
- Parents may not drop off their students at the Albuquerque Bilingual Academy campus more than fifteen (15) minutes before school begins (7:45 AM)

- All students must be picked up within fifteen (15) minutes of the end of the school day.
- If extenuating circumstances prevent a family from picking up a student on time, the school must be notified within fifteen minutes of the end of the school day.
- 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 and such children may be subject to transportation to a designated state shelter.

#### BICYCLE SAFETY

Albuquerque Bilingual Academy encourages a healthy lifestyle for all students, staff, and parents. Exercise is an integral part of living a healthy lifestyle and riding a bicycle is terrific exercise. Each year, ABA contracts with the City of Albuquerque's Bicycle Rodeo program. Students are taught bicycle safety through their participation in the Bicycle Rodeo program. In addition, all students are given a free bicycle helmet to promote 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 among school age youth (ages 5-17). Albuquerque Bilingual Academy emphasizes the following bicycle safety tips for parents and students (extracted from: Prevent Bicycle Accidents flyer produced by the U.S. Department of Transportation, National Highway Traffic Safety Administration):

- All students riding bicycles should wear an approved bike helmet. An approved helmet has a sticker inside, certifying that the helmet meets standards of the Snell Memorial Foundation and/or the American National Standards Institute.
- To help ensure that the helmet is worn every time the student rides, let the student help pick out the helmet. If the parent is a rider, s/he should also wear a helmet to set a good example. Parents should also encourage their child'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 always to stop and look left, right, and left again, 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 many drivers do not see or acknowledge riders.

#### SIGN-IN/NAME TAGS

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

#### PLAYGROUND SAFETY

The Safety Committee of Albuquerque Bilingual Academy checks the buildings and grounds for hazards to ensure safety standards are met and everyone is safe.

Albuquerque Bilingual Academy routinely monitors the following:

- The depth of sand under the play/sports equipment
- 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 outside
- Lighting, both exterior and interior
- Fire safety
- Traffic safety

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

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

<b><u>Cracked, bent, warped, rusted play/sports equipment?</u></b>	-
<b><u>Worn swings, hangers, and chains?</u></b>	-
<b><u>Damaged swing seats?</u></b>	-
<b><u>Sharp corners or edges?</u></b>	-
<b><u>Broken supports or anchors?</u></b>	-
<b><u>Footings exposed, cracked or loose in the ground?</u></b>	-
<b><u>Protruding bolt ends, which are not rounded?</u></b>	-
<b><u>Loose bolts?</u></b>	-

<u>Broken bleachers or missing rails, steps, seats, rungs?</u>	-
<u>Chipped or peeling paint?</u>	-
<u>Type of surface under play/sports equipment, and a sand depth of 12 inches?</u>	-
<u>Pinch points, crush points from exposed mechanism?</u>	-
<u>Tripping hazards?</u>	-
<u>Vandalism, bottles or debris?</u>	-
<u>Splintered or deteriorated wood?</u>	-
<u>Evidence of any modification of equipment?</u>	-
<u>Any areas which could lead to entrapment or strangulation?</u>	-
<u>Areas which might harbor vermin?</u>	-
<u>Inspect all chain link, perimeter and backstop fences.</u>	-

### 3.4 INTERNET SAFETY TIPS FOR PARENTS

The internet offers a world of resources with the click of a mouse, but there is a dark side to the Internet that poses a variety of dangers for our youth. Viruses that could harm your computer; pedophiles that are trying to meet your child; and disclosure of personal information that could lead to identity theft are all risks inherent in using the internet. Every parent must recognize these dangers in

order to help their children learn to protect themselves online. The following are some safety tips for parents of elementary students who use the internet.

- Place the computer in a common area. We strongly suggest that your child not have a computer in his or her room, or at least no internet access on the computer in his or her room.
- Learn to use the internet. Experience cyberspace with your child and learn how to check the computer's "History" to see what websites your child is visiting.

TEACH YOUR CHILDREN THE FOLLOWING RULES:

- Talk to your child about dangers online. Your child should know that:
- Accepting files or downloads from unknown sources can include a virus that could harm the computer. Giving away personal information can lead to identity theft or worse.
- People may not be who they say they are online -- predators roam cyberspace.
- Open communication with your child is vital. Your child needs to feel s/he can come to you if s/he encounters frightening communications or images without fear of losing Internet privileges.

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

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

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

- Set up profile to Private or Friends Only – otherwise you are giving cyber predators permission to view it.
- Only add people to your friends list that you already know.
- Protect your personal information as well as personal information about your friends.
- If you are too young to be on a site, don't lie about your age to join.
- Delete mean or embarrassing comments.
- Beware of invitations through comments or bulletins to view videos or click on links; they may be attempts to capture your password and introduce a virus.
- Remember that anyone can lie online.

A stranger could be a cyber predator if:

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

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

- Once you have placed your picture on a public Internet site, it's out there forever and there is no taking it back.
- Software manipulation of photographs makes it possible for that photo to be altered and put back on the Internet or traded among child pornographers.
- Be anonymous: Don't provide personal information in your user name or screen name.

- Don't use passwords that are easy to guess (i.e., the name of your pet).

### 3.5 SCHOOL SECURITY STAFF

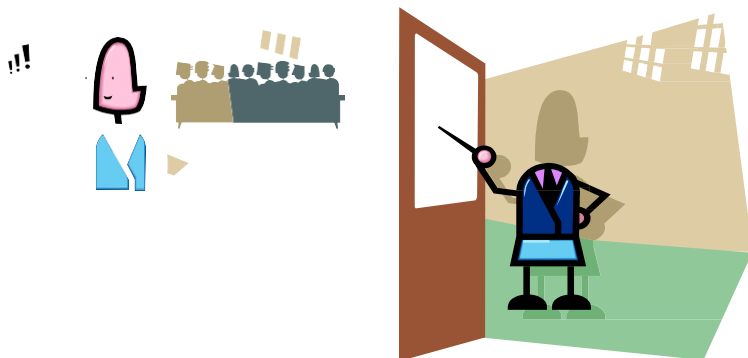
Not Applicable

Albuquerque Bilingual Academy does not have School Security Staff on campus.

**EXERCISE THE**

# School Emergency Operations Plan (EOP)

## Mitigation (Before)



The more a plan is practiced and stakeholders are trained on the plan, the more effectively they will be

able to act before, during, and after an emergency to lessen the impact on life and property. Exercises provide opportunities to practice with community partners (e.g. first responders, local emergency management personnel), as well as to identify gaps and weaknesses in the plan. The exercises below require increasing amounts of planning, time, and resources. Ideally, schools will create an exercise program, building from a tabletop exercise up to a more advanced functional exercise:



- **Tabletop exercises:** Tabletop exercises are small-group discussions that walk through a scenario and the course of action a school will need to take before, during, and after an emergency to lessen the impact on the school community. This activity helps assess the plan and resources and facilitates an understanding of emergency management and planning concepts.
- **Drills:** During drills, school personnel and community partners (e.g. first responders, local emergency management staff) use the actual school grounds and buildings to practice responding to a scenario.
- **Functional exercises:** Functional exercises are similar to drills but involve multiple partners; some may be conducted district-wide. Participants react to realistic simulated events (e.g. bomb threat, or an intruder with a gun in a classroom) and implement the plan and procedures using an Incident Command System (ICS).
- **Full-scale exercises:** These exercises are the most time-consuming activity in the exercise continuum and are multiagency, multi-jurisdictional efforts in which all resources are deployed. This type of exercise tests collaboration among the agencies and participants, public information systems, communications systems, and equipment. An Emergency Operations Center (EOC) is established by either law enforcement or fire services, and the ICS is activated.

To effectively execute an exercise:

- ❖ Include community partners such as first responders (law enforcement officers, EMS practitioners, and fire department personnel) and local emergency management staff;
- ❖ Communicate information in advance to avoid confusion and concern; Shelter-in-Place (Active Shooter Drills) conducted during the school year should include prior notification to parent/guardian;
- ❖ Exercise under varying and non-ideal conditions (e.g., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events);
- ❖ Be consistent with common emergency management terminology;

- ❖ Debrief and develop an after-action report that evaluates results, identifies gaps or shortfalls, and documents lessons learned; and
- ❖ Discuss how the school EOP and procedures will be modified, if needed, and specify who has the responsibility for modifying the plan.<sup>17</sup>

According to New Mexico Statute – **Emergency Drills**  
(Section 22-13-14 NMSA 1978), schools shall conduct:

an emergency drill once each week  
for the first four weeks of the school year and at least once a  
month thereafter through the end of the school year. Of these:

9 must be fire drills;


2 must be shelter-in-place drills\*;

and

at least one must be an evacuation drill

Schools must ask parents/guardians who are available, to attend the  
drills to provide instruction and constructive criticism.

*\*A shelter-in-place drill for the purpose of Active Shooter preparation should  
include parent/guardian notification.*



**NOTE: FAILURE OR REFUSAL TO COMPLY WITH THE REQUIREMENTS IN SUBSECTION N OF 6.29.1.9 NMAC FOR HOLDING EMERGENCY DRILLS SHALL CONSTITUTE GROUNDS TO SUSPEND OR REVOKE THE LICENSE OF THE PERSON RESPONSIBLE FOR COMPLIANCE. THE DUE PROCESS PROCEDURES UNDER THE UNIFORM LICENSING ACT (SECTIONS 61- 1-1 THROUGH 61-1-31 NMSA 1978) SHALL APPLY.**

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12 *Guide for Developing High-Quality School Emergency Operations Plans, 2013*, p. 22.

For more information on conducting exercises, please see the Homeland Security Exercise and Evaluation Program Guide at [https://hseep.dhs.gov/pages/1001\\_HSEEP10.aspx](https://hseep.dhs.gov/pages/1001_HSEEP10.aspx)



## REVIEW, REVISE, AND MAINTAIN THE

Planning and review should be done on a continuing basis, even after the plan is first published. Plans should evolve as the school and planning team learn lessons, obtain new information and insights, and update priorities.

Reviews should be a recurring activity. Planning teams should establish a process for reviewing and revising the plan. Many schools review their plans on an annual basis. In no case should any part of a plan go for more than two years without being reviewed and revised.

Some schools have found it useful to review and revise portions instead of reviewing the entire plan at once. Schools may consider reviewing a portion each month or at natural breaks in the academic calendar. Certain events will also provide new information that will be used to inform the plan. Schools should consider reviewing and updating their plans after:

- ❖ Actual emergencies;
- ❖ Changes have been made in policy, personnel, organizational structures, processes, facilities, or equipment;
- ❖ Formal updates of planning guidance or standards have been finalized;
- ❖ Formal exercises have taken place;
- ❖ Changes in school and surrounding community have occurred;

- ❖ Threats or hazards change or new ones emerge; or

- ❖ Ongoing assessments generate new information.

The planning team should ensure that all community partners (e.g., first responders, local emergency management staff) have the most current version of the school EOP.<sup>18</sup>

The team should share the Safe School Plan with its community partners, who have a responsibility in the plan (e.g. first responders, local emergency management staff) and additional stakeholders that have a role in the plan, including relevant district, local, regional and /or state agencies with which the plan will be coordinated. The plan should also be shared with other organizations that may use the school building(s).

Schools should be careful to protect the plan from those who are not authorized to have it and should consider how they will secure documents that are shared electronically. Law enforcement agencies and first responders have a secured, web-accessible site available to house copies of plans, building schematics, phone contact sheets, and other important details that round out planning. Schools must comply with state and local open records laws in storing and protecting the plan.

The team should maintain a record of the people and organizations that receive a copy of the plan.<sup>19</sup>

## 4.1 UNDERSTANDING RISKS, THREATS, AND HAZARDS

### Emergency Managers and Support

*Albuquerque Bilingual Academy has reached out to Mr. Roger Ebner and Mr. Richard Clark, Emergency Managers with the City of Albuquerque and Bernalillo County, for support in our review of the School Safety Plan. Both were reached at [rebner@cabq.gov](mailto:rebner@cabq.gov) and [clark@bemco.gov](mailto:clark@bemco.gov)*

Albuquerque Bilingual Academy utilized the School Threat and Hazard Vulnerability Analysis Worksheet to determine threats and hazards. By assessing our vulnerability, ABA is able to determine vital mitigation activities and identify internal and external resources necessary to ensure the safety of our staff, students, and families.

Upon worksheet completion, our team identified three natural and three human-caused threats or hazards. These included: dangerous animals on/near campus, severe thunderstorm/high winds, snow storm/severe winter weather, child abuse/neglect, medical emergency, and suicide threat/attempt. In our review of threats, we created the following priority list to begin to better identify and implement further mitigation activities and resource allocation:

Child Abuse and Neglect, Severe Thunderstorm/High Winds, Medical Emergency, Suicide Threat/Attempt, Dangerous Animal On/Near Campus, and Snow Storm/Severe Winter Weather.

Mitigation activities and resource identification followed our analysis. Below is a list of mitigation activities as well as current and potential resources to address each of the identified threats or hazards:

Mandatory reporting abuse and neglect training. This is a NMPED required training all staff is required to take within their first year of employment. The link for this mandatory training can be found at:

<http://swrtc.nmsu.edu/resources/elearning/educators/>

Thunderstorms and high winds have on several occasions caused temporary disruptions to our phone and internet service. Backup switches have been purchased and an IT service contract has been put in place to allow for the afterhours repair of our system in order to ensure services may continue.

Medical emergencies have been attributed to playground and athletic field incidents. Staff participates in training related to playground supervision. This training is offered by Peaceful Playgrounds and is in the form of free recorded webinars that staff can “participate” in throughout the school year. Peaceful Playground webinars can be found at:

<https://peacefulplaygrounds.com/free-webinars/>

1. ABA’s Crisis Team is required to complete an online course offered by the Suicide Prevention Resource Center, titled, “A Strategic Planning Approach to Suicide Prevention.” This 3.5 hour course prepares the LPELC crisis team to implement and evaluate the suicide prevention plan included above, and can be found at: <https://training.sprc.org/enrol/index.php?id=7>. During orientation week (once annually), the crisis team facilitates staff training related to the LPELC suicide prevention plan.

Staff is required to follow the dangerous animal on campus protocol described in section 5.6. The command team reports the vicious animal to the Animal Welfare Division, using their hotline number: 311

Snow storms and other severe weather are rare in the Albuquerque area. However, early dismissal procedures are followed and the local media, social media, and website are utilized to disseminate information to families.

### Site Safety

Albuquerque Bilingual Academy uses a building specific inspection checklist to measure the safety of our learning environment. Checklist items range from inspection of aisles, hallways, corridors, and stairwells to storage of hazardous waste. The checklist was borrowed from UNC Charlotte and may be found at

<https://safety.uncc.edu/sites/safety.uncc.edu/files/media/building-inspection-checklist-2012.pdf>.

### Behavioral Threat Assessment Team and Protocol

Behavioral Threat Assessment Team: In addition to the suicide prevention training described above, four members of the crisis team make up the Behavior Threat Assessment Team. These four individuals are trained through CPI, and are responsible for serving as first responders in the event of a behavioral threat on campus. *Annual CPI training is provided by Michael Winfield of Onyx Supportive Living.*

Crisis Team/Threat Assessment Team:

Building E: Yvette Barnwell	Building G: Danielle Miranda
Building D: Cindy Segura	Building F: Chris Jones

Additional support provided as needed by Cecy Barfusson (Social Worker) and David Bryant (Assistant Principal)

Crisis Team Protocol: Based on levels of crisis

Level 1/Building Letter/Classroom Number or Area: Designated member of the crisis team responds dependent upon building (i.e. Level 1/Building G/Room 105- D. Miranda)

Level 2 (escalated-2 member response)/Building Letter/Classroom Number or Area: Designated members of the crisis team respond dependent upon building. Member from adjacent building provides support (i.e. Level 2/Building G/Room 105- D. Miranda & C. Jones)

Level 3 (escalated-whole team response)/Building Letter/Classroom Number or Area: All members of the crisis team responds (i.e. Level 3/Building G/Room 105- D. Miranda, C. Jones, Y. Barnwell, & C. Segura).

Individuals on the Threat Assessment Team are also responsible for reporting intercepted communication regarding potential threats (i.e. social media posts, student reported threats, etc.). The Threat Assessment Team may utilize, as needed, the Threat Assessment protocols established by Albuquerque Public Schools in their Threat Assessment Manual.

### **School Climate/Culture Assessment**

ABA has developed a tool to assess the school climate/culture. Its main focus is on the following areas: Social Environment, Transitions/Free Time, Classroom Environment, Moral Environment (Student Morale, Staff Morale, Student Leadership, Staff Leadership, Student Moral Development), Home-School and Community Relations, and an “Other” category. The assessment tool includes an evaluation component in which observers rate each category on a scale of 1-5. It also includes a section for comments and space to include data in helping observers justify their category ratings. The School Climate/Culture Assessment may be found here: [https://drive.google.com/file/d/1QySNqEn1-jIHqfg8mu9\\_MkRmVZY90EET/view?usp=sharing](https://drive.google.com/file/d/1QySNqEn1-jIHqfg8mu9_MkRmVZY90EET/view?usp=sharing)

### **Capacity Assessment**

In the Fall of 2020, ABA staff were given a Capacity Assessment survey to inventory various skills staff members have that would aid the school in its response in the event of an emergency. Some examples of skills included in the assessment include language skills and CPR among others. The survey may be found here: <https://forms.gle/mQEdEoArTTYotm2q7>

Below are the results of the Capacity Assessment. The results show a wide range of skills amongst staff, with some members able to help with CPR and First Aid, while others are able to help due to their bilingual skills.

[https://docs.google.com/spreadsheets/d/1fsjOzwzdZz--kmtc3bQtWOW1\\_4T8SLKongvIN1Lj9Yc/edit?usp=sharing](https://docs.google.com/spreadsheets/d/1fsjOzwzdZz--kmtc3bQtWOW1_4T8SLKongvIN1Lj9Yc/edit?usp=sharing)

## **4.2 DRILL AND EXERCISE PLANNING**

### **Emergency Drills**

Albuquerque Bilingual Academy has reached out to and is working with Richard Clark Jr., the Emergency Management Director of Bernalillo County as well as Nick Zubel, Senior Planner for the City of Albuquerque Emergency Management, for support in the planning/processes of drills and exercises.



New school emergency drill requirements have been established per Senate Bill 147 (SB147)-School Safety Drill Requirements, which passed the Legislature this spring and is now in state statute. The new school emergency drill requirements are as follows:

An emergency drill shall be conducted in each public and private school once a week during the first four weeks of the school year. Of these:

- One (1) shall be shelter-in-place that includes preparation to respond to an active shooter;
- One (1) shall be an evacuation drill;
- Two (2) shall be fire drills.

During the rest of the school year, each school shall conduct at least four (4) additional emergency drills, at least two (2) of which shall be fire drills. In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance for the purpose of giving instruction and constructive criticism.

Below is a link to side-by-side summary of the previous and new emergency drill requirements as reference.

The most significant changes to note are the following:

- The total number of emergency drills required is reduced from twelve (12) to eight ( 8);
- The total number of fire drills required is reduced from eight (8) to four (4);
- One (1) active shooter drill is required;
- One (1) evacuation drill is required (this is not the same as your fire drill evacuation and should be to an off-site location); and
- Two (2) drills are left to the discretion of the school.

The PED will be working with a group of stakeholders to formulate New Mexico Administrative Code (NMAC) to provide guidance for schools around the new emergency drill requirements, including guidance for age-appropriate active shooter drills based upon national best practices. The notice of rulemaking is likely to be announced by the end of 2019, however, please note that the new drill requirements are already in effect and that schools are required to do four emergency drills in the first four weeks of the school year, including two fire drills, one evacuation drill and one active shooter drill.

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

Albuquerque Bilingual Academy has taken extra precautions to ensure we have addressed Access Functional Needs (AFN) and Limited English Proficiency staff and/or students on our campus during a potential emergency situation. The following team members were consulted in the planning and implementation of drills:

Yvette Barnwell, Special Education Teacher

Cecy Barffuson, Social Worker

Diana Diaz, Director of Operations

In consulting with the team, the following steps have been taken:

- A list of students with disabilities, English proficiency, and transportation disadvantages has been generated to be easy accessible to school personnel, the Incident Commander, and/or first responders should the need arise.
- The list was printed and included in the Knox Box for easy reference by medical personnel.
- Each member of the team below has been assigned duties to each particular building as well as to assist those in need due to AFN or LEP.
- We will review the student list and school protocols with emergency personnel during practice drills.

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Responsibilities</b>
<b>Chris Jones</b>	<b>Executive Director</b>	<b>Admin Building -F</b>	<b>Notify 911, liaison to staff &amp; law officials; Coordinate communication center Speak with Media</b>
<b>Diana Diaz</b>	<b>Operations Director</b>	<b>Admin Building -F</b>	<b>Notify 911, liaison to staff &amp; law officials; Coordinate communication center Speak with Media</b>
<b>Danielle Miranda</b>	<b>SPED Teacher</b>	<b>Building -G</b>	<b>Notify parents if needed; Assist w/ coordination of communication center</b>
<b>Betty Padilla</b>	<b>Front Office Clerk</b>	<b>Admin Building- F</b>	<b>Relay information to teachers in front and back of building; Lead classroom teachers and EA's work / Admin. staff</b>
<b>Toni Bazan</b>	<b>Health Assistant</b>	<b>Admin Building- F</b>	<b>Assist with medical emergencies , has first aid kit</b>

David Bryant	Assistant Principal	Admin Building- F	<p>Assist with communication as needed for students and staff needing translation/interpretation.</p> <p>Secure Front Office- Maintain Communication with front office staff/ teachers and parents</p>
Cecy Barfusson	Social Worker	All Buildings	Assist people with disabilities and/or emotional needs as needed.

Physical disabilities that might impede mobility: 0%

Physical disabilities that might impede access to instructions, e.g., hearing or sight impairment: 0%

Sensory disabilities that might heighten a distress reaction and/or impede response to instruction:

5 identified students out of 380 (1.3%)

Cognitive disabilities that might impede understanding a situation and/or instructions: 0%

As part of the review of Emergency Drills and our School Safety Plan, Albuquerque Bilingual Academy collaborated with the following:

**Nick Zubel**

**Senior Planner**

**Albuquerque Office of Emergency Management**

**Richard A. Clark Jr**

*Emergency Management Director*

Department of Emergency Management

The following letter is a template used for Albuquerque Bilingual Academy when informing parents of upcoming Emergency Drills.

Dear Parents:

On \_\_\_\_\_, Albuquerque Bilingual Academy will conduct a required emergency evacuation drill. Below you will find guidance that we ask you to use in understanding our procedures and communicating expectations to students.

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in New Mexico are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster. Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our charter school has a detailed emergency crisis plan, which has been developed to respond to a major catastrophe. Your cooperation is necessary in any emergency.

- ABA sends an annual notification letter to all ABA parents, which describes the school's plans for conducting emergency drills required annually. The school's protocols for emergency drills with particular emphasis to reunification are broken down in terms of students, staff, and parent responsibilities. Furthermore, the school uses the Class DOJO communication system, newsletters, parent/student handbook, and website to communicate protocols with parents.
- During the reunification process, parents/guardians receive appropriate communication via the channels listed above, and then report to the designated reunification area.
- Emergency folders maintained by staff members include several copies of student rosters and up to date authorized pick-up list that identifies the individuals allowed to sign students out. This information is exported from the school's student information system and is refreshed twice annually. During an emergency, staff works with the family reunification team indicated above who maintains the responsibility of facilitating the check-out process during reunification. After students are accounted for and in the staging area, folders are provided to the reunification team that oversees the steps below. The designated staff member (teacher) uses the rosters to account for students in the staging area at all times.
- All parents are required to complete an emergency release card, which is then given to the reunification team designee. These cards should be completed at the beginning of the school year if possible. Upon issuance of the card or completion of the card, a designee from the team retrieves students from the designated staging area in which students are under the supervision of their staff member of record.
- All parents/guardians/designees must present a picture ID to the reunification team member, which is then verified against the check out list as well, and then cross checked by students and knowledgeable staff members. Upon verification, parents are required to sign an acknowledgement form indicating they picked up their child.
- Parents of students in the first aid staging area are walked back to the area by a reunification team designee who helps facilitate the reunification process.
- The communication systems listed above are the primary methods the school will use; Media inquiries are handled by the Public Informational Officer in the table above.
- The reunification team commander utilizes a megaphone to clearly communicate with and reinforce procedures for parents, staff, and students.

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

Sincerely,

A handwritten signature in cursive script, appearing to read "C Jones".

Chris Jones, Director

# **School Emergency Operations Plan (EOP)**

## **Response (During)**



## LEVELS OF

### School Site Personnel Duties and Responsibilities

The EOC20 serves as a centralized management center for emergency operations. Here, decisions are made by emergency managers based upon information provided by the incident commander and other personnel. The EOC should be located in an area, not likely to be involved in an incident (e.g., security department, emergency manager's office, or training center). An alternate EOC should be designated in the event that the primary location is not usable due to emergency consequences. Ideally, the EOC is a dedicated area equipped with communications equipment, reference materials, activity logs, and all the tools necessary to respond quickly and appropriately to an emergency, including:

Communications equipment (such as cell phone);

A copy of the emergency management plan and EOC procedures;

Blueprints, maps, and status boards;

A list of EOC personnel and descriptions of their duties;

Technical information and data for advising responders;

Facility security system information;

Information and data management capabilities;

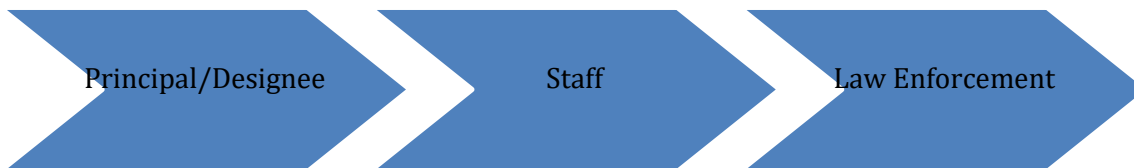
Telephone directories;

Backup power, communications, and lighting; and

Emergency supplies.

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

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



## Critical Incident Management Plan

### Introduction to the Incident Command System (ICS)

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

A basic premise to ICS is that, in an emergency situation, staff members will move from their day-to-day jobs into similar roles in addressing that emergency. For example, in an emergency the principal will become the "Incident Commander."

#### Division of Labor

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

**Command /Management:** Shows who is in charge

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



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

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

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

Span of Control: Span of Control is another concept of ICS in which the structure dictates that no one person should be in charge of more than 7 other people. The optimum number is 5, unless a large number of people are all performing the same function: for example, 1 person might be in charge of 10 teachers, who are all caring for students.)

Common Terminology: Response agencies will communicate more effectively with schools if similar roles are described with common terminology, using the ICS.

#### ABA Incident Command Structure

In many ways Incident Command has been in place since the formation of the first modern schools. In an emergency the designee assumes control or management responsibility and activates others as needed. For relatively small incidents, the principal/designee may perform all the roles of the ICS structure. If an incident grows, he/she may activate other personnel as needed. In turn, once activated, each individual below may activate others needed to complete necessary functions. NOTE: Designees may include district officials, principals, teachers, and other school staff as applicable.

#### *District Incident Command Assignment Roster*

*Charter School: Albuquerque Bilingual Academy*

*Head Administrator: Chris Jones*

<i>ICS Assignment</i>	<i>Primary</i>	<i>Secondary</i>	<i>Tertiary (if sufficient number of staff)</i>
<i>Incident Commander</i>	<i>Name: Chris Jones Title: Executive Director Cell #:505-803-0812 E-mail:cjones@Lpelc.com</i>	<i>Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: ddiaz@Lpelc.com</i>	<i>Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a></i>
<i>Public Information Office</i>	<i>Name: Diana Diaz Title: Director of Operations</i>	<i>Name: Chris Jones Title: Executive Director</i>	<i>Name: Danielle Miranda</i>

	Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Cell #:505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Title: Student Services Coordinator Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>
Liaison Officer	Name: Yvette Barnwell Title: Community Schools Coordinator Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a>	Name: Daniela Rico Title: Receptionist Cell #: 505-610-8550 E-mail: <a href="mailto:drico@Lpelc.com">drico@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>
Operations Chief	Name: Chris Jones Title: Executive Director Cell #:505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>
Planning Chief	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #:505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>
Logistics Chief	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Yvette Barnwell Title: Community Schools Coordinator Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #:505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>
Finance Chief	Name: Mike Vigil Title: Business Manager Cell #: 505-977-5841 E-mail: <a href="mailto:mike@vigilgroup.net">mike@vigilgroup.net</a>	Name: Chris Jones Title: Executive Director Cell #:505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>

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

*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) and notify school district officials, external stakeholders, school board, etc.
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, note transfer of School IC role to IC who has jurisdiction for managing the Unified Command structure, investigations, rescue procedures, etc.).
6. Maintain a line of communication with the **Head Administrator** and District Incident Command Team.

*DISTRICT INCIDENT COMMAND TEAM*

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

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 their 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 IC;
2. Direct students in their charge according to school IC;
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 books with them;
5. Take roll when the class relocates to assembly area;
6. Report missing students and staff to school's Operations designee; and
7. Assist as directed by the principal/designee.

#### *COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS*

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

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of Emergency Management Protocol;
2. Direct students in their charge according to school ICS;
3. Render first aid if necessary;
4. Assist in the transfer of students, staff and other individuals when their safety is threatened by a disaster;
5. Help coordinate the activities of emergency service personnel;

6. Maintain a line of communication with the Incident Command Team; and
7. Assist as directed by the principal/designee.

#### *SCHOOL NURSES*

1. Provide first aid or emergency treatment as needed.
2. Document all students aided and types of treatment provided.
3. Communicate first aid and emergency treatment needs to emergency service personnel.
4. Assist as directed by the principal/designee.

#### *CUSTODIANS*

1. Survey and report damage to principal/designee.
2. Assist emergency management protocol 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 the Logistics designee in the conservation, use, and disbursement of supplies and equipment.

#### *SCHOOL SECRETARY*

1. Assist as directed by the principal/designee.
2. Account for all staff and faculty; keep track of and report all missing staff and faculty to the principal/designee.
3. Provide for the safety of essential school records and documents.

#### *FOOD SERVICE/CAFETERIA WORKERS*

1. Assist as directed by the principal/designee.
2. In the case of a food emergency, maintain all evidence.

#### *TRANSPORTATION DRIVERS*

1. Supervise the care of students if an emergency occurs while students are in the vehicle.
2. Transfer students to new location when directed by the dispatcher or authorized regulatory agency.
3. Follow school 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 accident

In the event of an emergency situation, the following stations are to be administered by the school site emergency team. The principal and/or designee will, through the assistance of IC designees: 1) Secure the area;

2) Check for injuries/damage; 3) Call 9-1-1 and DPS if appropriate; and 4) Notify the **Head Administrator** and Safety Coordinator.

#### *EMERGENCY SCHOOL SITE ADMINISTRATIVE STATIONS: ALBUQUERQUE BILINGUAL ACADEMY*

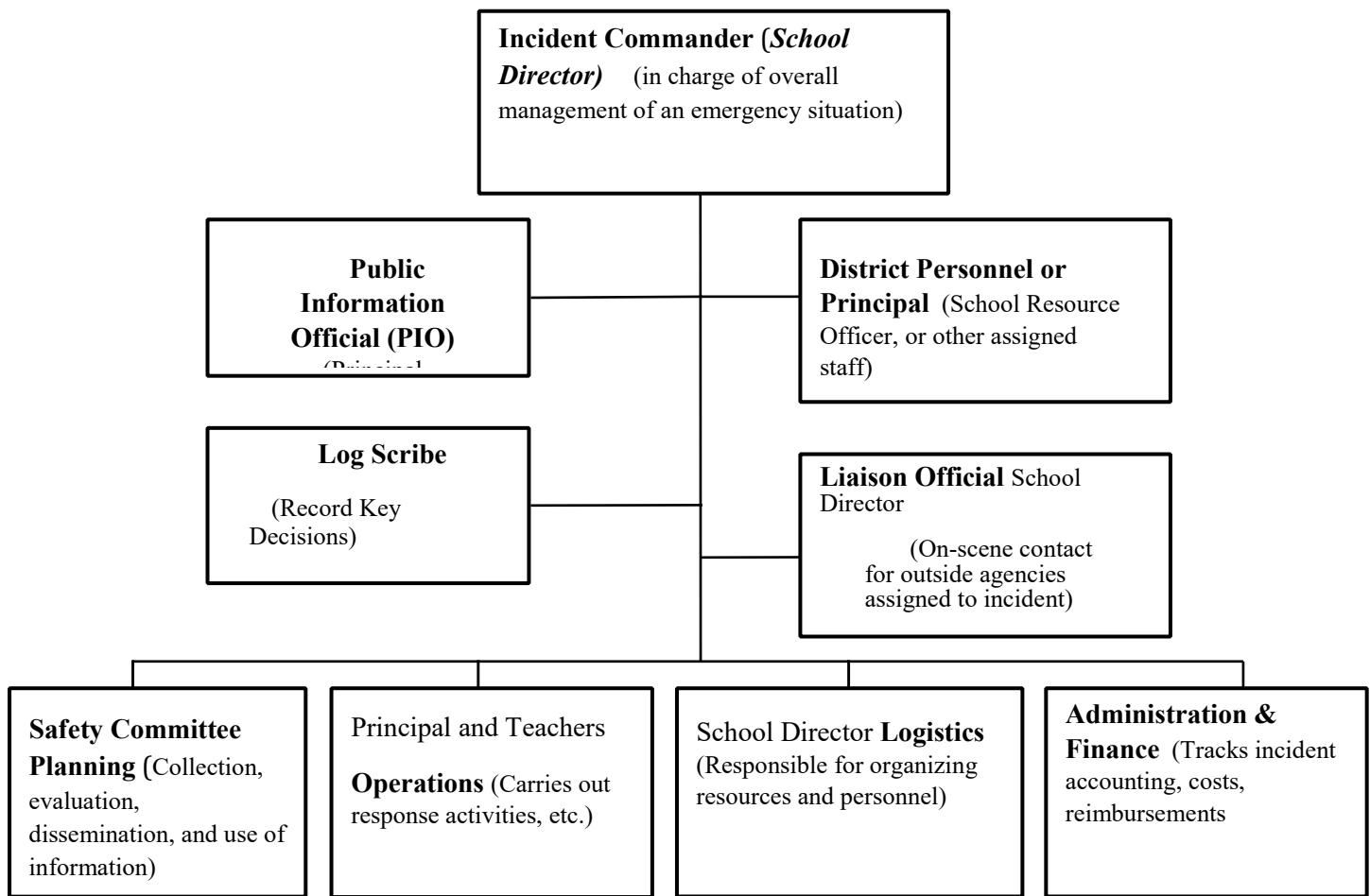
In the event of an emergency situation, the following stations are to be manned by the school site emergency team. The principal and/or designee will: 1) Secure the area, 2) Check for injuries/damage, 3) Call 911 if appropriate, 4) Notify the Executive Director.

Each person listed above has primary and secondary responsibilities. For instance, if the person with the primary responsibility of Operations (Chris Jones) is not at the school when a critical incident occurs then the person assigned operations as a secondary responsibility will take the duty in addition to their primary responsibility.

If several of the members are not present, it may be necessary for further delegation of duties by the person in charge.

## DISTRICT INCIDENT RESPONSE

Same as School Response Team



Incident Commander – School Director and Principal

### Universal District Response:

1. Coordinates assistance and maintains communication with any district school affected by an emergency or disaster;
2. Determines whether to implement emergency management protocol and alert partners for activation;
3. Assigns central office personnel to duties in the emergency headquarters, specific district facilities, or to school sites as necessary;
4. Directs PIO to alert all nearby schools and partners (including day care, private, parochial, etc.) of the incident as soon as possible; and
5. Maintains communication with the local School Board of Education.

### Emergency On-Site:

1. Takes steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols;
2. Arranges for transfer of staff, and other individuals when safety is threatened by a disaster; and
3. Works with emergency service personnel (depending on the incident, community agencies such as police or fire department who may have jurisdiction for investigations, rescue procedures, etc.).

### *PRINCIPAL*

#### Universal District Response:

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

### *STUDENT TRANSPORTATION SERVICES*

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



## *FACILITIES PLANNING AND OPERATIONS*

### Universal District Response: Principal/School District Director

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

## *FOOD SERVICES*

### Universal District Response: School Director

1. Oversees the proper storage, preparation, and delivery of food to the various sites as necessary; and
2. If the extent of the disaster dictates that schools become emergency shelters, works with other community and government agencies to ensure that adequate water and food supplies are made available at each shelter as defined in the State of New Mexico All-Hazard Emergency Operations Plan, Emergency Support Function #6 - Annex- Mass Care, Emergency Assistance, Housing, and Human Services.

## *HUMAN RESOURCES*

### Universal District Response:

1. Activates and coordinates immediate on-site psychological resources for intervention services at the crisis site;
2. Provides counseling and/or debriefing to the individuals involved and affected by the crisis;
3. Assists in establishing district emergency procedures, assists in updating district plans annually, monitors safety compliance, assists administration in loss prevention and emergency management, and coordinates with Facilities Planning to assess cost of damage; and
4. Provides supplies for emergency care and shelter needs.

*NURSING/HEALTH SERVICES*

Universal District Response:

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

*GUIDANCE, COUNSELING AND SPECIAL SERVICES*

Universal District Response:

Coordinates school counseling services K-12

## 5.1 INCIDENT COMMAND SYSTEM

			<i>Assignment</i>		
<i>IS</i>	<i>Primary</i>	<i>Secondary</i>		<i>Tertiary</i>	

Incident Commander	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-362-3460 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>
	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>
Public Information Office	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-362-3460 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Yvette Barnwell Title: Community Schools Coordinator Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a>
	Name: Yvette Barnwell Title: Community Schools Coordinator Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a>	Name: Daniela Rico Title: Receptionist Cell #: 505-610-8550 E-mail: <a href="mailto:drico@Lpelc.com">drico@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Yvette Barnwell Title: Community Schools Coordinator Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a>
Liaison Officer	Name: Yvette Barnwell Title: Community Schools Coordinator Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a>	Name: Daniela Rico Title: Receptionist Cell #: 505-610-8550 E-mail: <a href="mailto:drico@Lpelc.com">drico@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-362-3460 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>
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Operations Chief	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Danielle Miranda Title: Student Services Coordinator Cell #: 505-362-3460 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>
	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>	Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460 E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a>	Name: Mike Vigil Title: Business Manager Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a>	Name: Chris Jones Title: Executive Director Cell #: 505-803-0812 E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a>

Note: In the event of any absences above, David Bryant, may be used as a substitute.

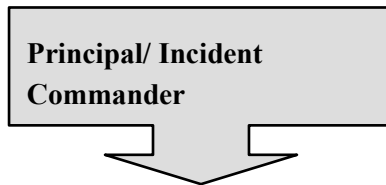
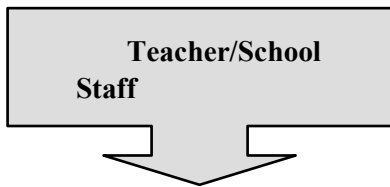
David Bryant

Assistant Principal

505-205-2774

\*ICS Training (FEMA IS-100 SCA)-Provided date that **Incident Commanders** at the school and district level participated in trainings. Incident Commanders were provided training for the Incident Command System and the course completion date, along with the certificate, was finalized on 3/2/21.

## 5.2 PROTECTIVE ACTIONS/FUNCTIONAL ANNEXES



**Evacuate when the pre-designated signal is made.**

**Be clear on evacuation routes and sites.**

**Close classroom doors and windows after everyone has been evacuated.**

**Leave the building quickly, quietly, and in an orderly manner.**

**Account for all students; keep track of and report all missing students to the office.**

**Do not allow anyone to leave the secured area until the all-clear signal is given.**

**Instruct staff to evacuate by a pre- designated signal (PA, bell system, verbal, written, etc.) that also requires all persons outside to go inside the building.**

**Call: 9-1-1 or emergency services.**

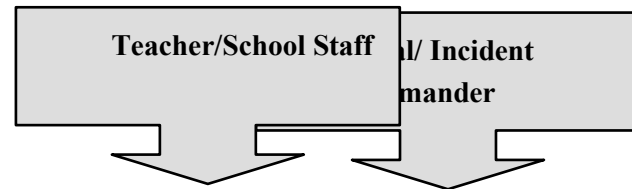
**If the situation warrants vehicle/bus use, notify/provide transportation.**

**Evacuate all students and staff to pre-designated areas.**

**Make sure persons with special needs are given assistance in getting to the secured area.**

**Notify parents of the evacuation and give them the central site for picking up students.**

evacuation or lock-down.



**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

- Different from Lock-Down procedures in that students/staff have some degree of discretion over movement, as directed by the

Principal/designee/Incident Commander.

	<p><b>Instruct staff to Shelter-In-Place by a pre- designated signal (PA, bell system, verbal, written, etc.) that requires all persons outside to go indoors.</b></p> <p><b>Call: 9-1-1 or emergency services.</b></p> <p><b>Make sure persons with special needs are given assistance in getting to shelter.</b></p> <p><b>Ensure that maintenance staff shut all exterior doors and shut off all ventilation systems. (Consider taping doors and windows.)</b></p> <p><b>Notify superintendent/supervisor.</b></p> <p><b>Make sure that people stay in</b></p>
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# LOCKDOWN

One type of emergency that schools may face is a threat posed by an intruder or emergency situation outside the school that prevents the evacuation of students from the building. In these situations, schools should be prepared to take steps to isolate students, teachers and staff from danger by instituting a school lockdown.

A school lockdown can serve several functions during an emergency, including the following:

- Removing students and teachers from the threat;
- Isolating the dangerous situation from much of the school;
- Allowing for an accurate accounting of students within each room; and
- Depending on the situation, facilitating an organized evacuation away from the dangerous area.

In general, there are two main lockdown situations:

1. Lockdown with warning: The threat is outside the school building.
2. Lockdown with intruder: The threat or intruder is inside the school building.

Examples of Lockdown with warning threats:

- Police searching for dangerous person in the school vicinity
- A dangerous person is seen in the school vicinity
- A suspicious person who appears drunk is in the campus.
- A person has been seen with a gun in the vicinity or on campus.

Examples of Lockdown with intruder:

- A person is arguing with the receptionist or principal at the front desk.
- A person is threatening a staff member or student.
- A person who is seen as a threat to school employees or students is asking to visit the school or classroom.

1. Lockdown with Warning Procedures

The following procedures should be followed when the threat is outside of the school building:

- Building administrator orders and announces “lockdown with warning.” Be direct. DO NOT USE CODES. This announcement should be repeated several times.

Important:

- o Special attention should be paid to classes that are outside of the school building, such as playgrounds and ball fields.
- o Teachers must be able to hear the lockdown announcement.
- o An alternate lockdown location must be identified. This location can be indoors or outdoors (if students can be safely hidden).
  - Lock exterior doors.
  - Clear hallways, restrooms, and other rooms that cannot be secured.
  - Secure and cover classroom windows.
  - Move all persons away from the windows.

Take attendance of students in each classroom.

- o Teachers should prepare a list of missing and extra students in the room.
- o Teachers should take this list with them once they are directed to leave the classroom.
- Control all movement but continue classes. Disable bells. Move on announcement only.
- Once the threat has subsided, the building administrator announces, “all clear.”

And do not open your locked door unless the password is heard.

## 2. Lockdown with Intruder Procedures

The following procedures should be followed when the threat or intruder is inside of the school building:

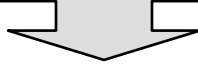
- Building administrator orders and announces, “lockdown with intruder.” Be direct. DO NOT USE CODES. This announcement should be repeated several times.
- Immediately direct all students, staff, and visitors into the nearest classroom or secured space.
- Classes that are outside of the building SHOULD NOT enter the building.
- Move outside classes to the primary evacuation site.
- Lock classroom doors.
- DO NOT lock exterior doors.



- Move people away from the windows and doors. Keep all students sitting on the floor, and turn off the lights.
- Take attendance of students in each classroom. o Teachers should prepare a list of missing and extra students in the room.
- o Teachers should prepare to take this list with them once they are directed to leave the classroom.
- DO NOT respond to anyone at the door until “all clear” is announced and password is mentioned.
- Keep out of sight.
- Be prepared to ignore any fire alarm activation, as the school will not be evacuated using this method.
- When or if students are moved out of the classroom, assist them in moving as quietly and quickly as possible.
- When the threat is over/the intruder has left the building, the building administrator announces, “all clear.”

Note: Please note that some threats, such as a confirmed fire or intruder within a classroom, may override lockdown procedures. Also, lockdowns may be initiated in non-threatening circumstances to keep people away from areas where there may be a medical emergency or other disturbance.

**Teacher/School Staff**



- 1. Instruct staff to Lockdown by a pre-designated signal (verbal, through the use of intercom, radio, e-mail, etc.) that requires all persons outside to go indoors.**
- 2. Call: 9-1-1, or emergency services.**
- 3. Make sure persons with special needs are given assistance in getting to the secured area.**
- 4. Ensure that all doors/windows are locked.**
- 5. Notify superintendent/supervisor.**
- 6. Make sure that everyone stays in the secured area.**
- 7. Maintain communication with emergency response personnel to receive periodic updates.**

## **ACTIVE SHOOTER**

### *ACTIVE SHOOTER SITUATIONS*

- Are defined as those in which an individual is “actively engaged in killing or attempting to kill people in a confined and populated area.” Unfortunately, schools face active shooter situations as well.

### *MASS KILLINGS*

- Are defined by federal status to be “three or more killings in a single incident” (Investigative Assistance to Violent Crimes Act of 2012).

### *MOTIVATION*

- While motivations for active shooter incidents are difficult to fully determine, some common “triggers” may include:
  - ❖ Loss of significant relationships
  - ❖ Feelings of humiliation/rejection
  - ❖ Changes in financial status
  - ❖ Major adverse changes to life circumstances
  - ❖ Loss of job
  - ❖ Changes in living arrangements
- Many active shooters are described as “socially isolated,” harboring feelings of hate or anger, and/or having some reported contact with mental health professionals.
- Few active shooters have had previous arrests for violent crimes.

### *Behavioral Indicators*

- Many offenders may display certain behaviors during pre-attack planning. These predatory behaviors may be observable to a person familiar with the offender.
- Studies on shootings vary, however, all conclude that in approximately 80%-90% of school shootings, at least one person had information that the attacker was thinking about or planning the school attack.
- Some of these behaviors may include:
  - ❖ Development of a personal grievance
  - ❖ Contextually inappropriate and recent acquisition of multiple weapons,

Contextually inappropriate and recent escalation in target practice and weapons training

- ❖ Contextually inappropriate and recent interest in explosives and improvised explosive devices (IEDs)
- ❖ Contextually inappropriate and intense interest or fascination with previous active shootings or mass attacks
- ❖ Many offenders experienced a significant real or perceived personal loss in the weeks and/or months leading up to the attack, such as a death, breakup, divorce, or loss of a job.

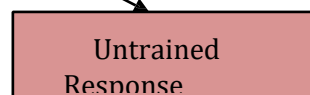
#### THREAT ASSESSMENT TEAMS

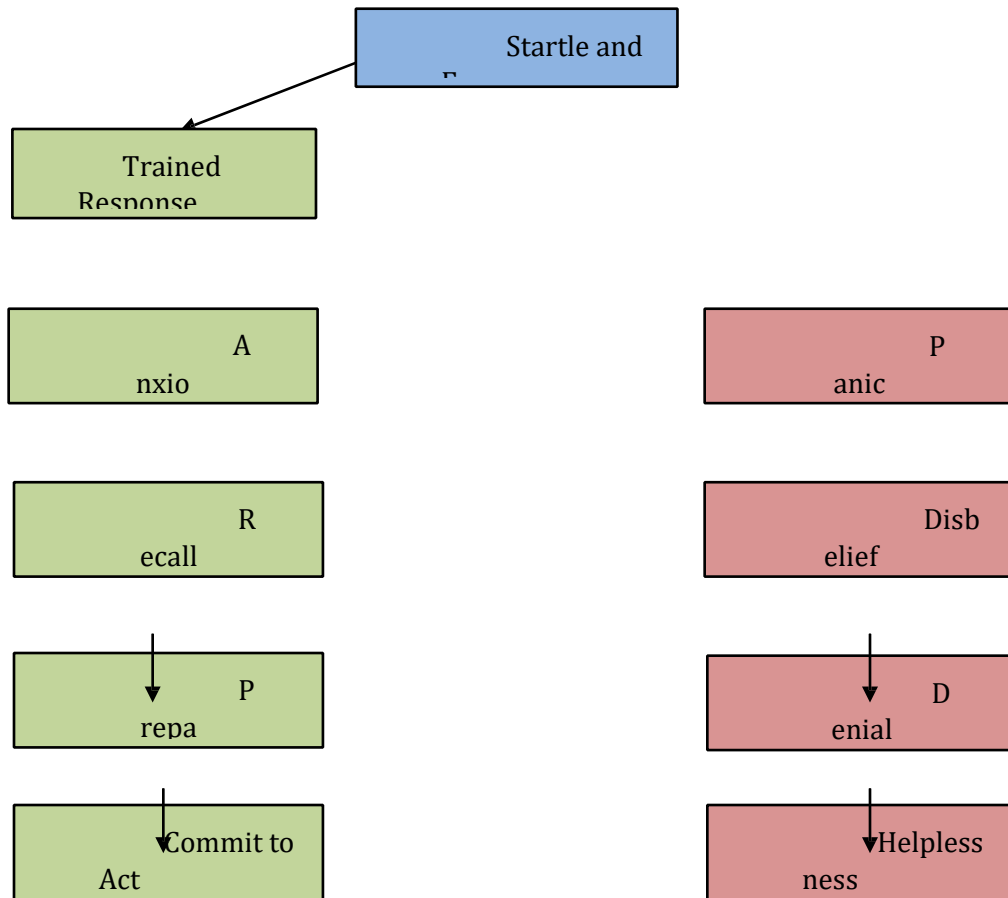
- One of the most useful tools a school can develop to identify, evaluate, and address signs of threat is a multidisciplinary school threat assessment team (TAT).
- Research shows that perpetrators of targeted acts of violence engage in both covert and overt behaviors preceding their attacks.
- Perpetrators consider, plan, prepare, share, and, in some cases, move on to action.
- The TAT should be multidisciplinary and should meet your district's [or school's] needs. It should include mental health professionals, administrators, educational professionals, and law enforcement staff, who can provide holistic threat management services
- FBI Behavioral Analysis experts are available 24/7/365 to participate in threat assessment and to develop threat mitigation strategies for persons of concern.

#### WHAT TO DO IF SHOOTING HAPPENS

- School EOPs should include courses of action to most effectively respond to an *active shooter situation*.
- Teach and train on these practices, as deemed appropriate by the school, to minimize the loss of life.
- Train staff to overcome denial and to respond immediately, including fulfilling their responsibilities for individuals in their charge.

*TRAIN TO RECOGNIZE AND RESPOND TO EVENT<sup>21</sup>*





*INFORMATION TO PROVIDE TO 9-1-1 OPERATORS*

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons shooter has
- Number of potential victims at location<sup>2</sup>

**COURSE OF ACTION:**

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21 Romano, S.J. and A. Rugala, *Workplace Violence: Mind-Set of Awareness*. (Spokane, WA: Center for personal Protection & Safety, 2008).

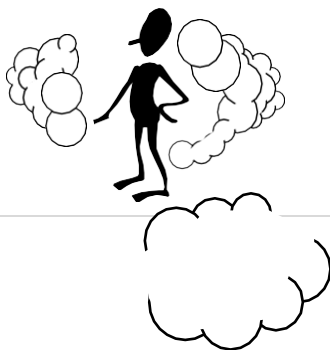
22 Active Shooter Event Quick Reference Guide: <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/active-shooter-tent-card-090513.pdf> -



***RUN!***

● **If it is safe to do so for yourself and those in your care, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.**

- ❖ **Evacuate the facility, if it is safe to do so.**
- ❖ **Leave behind personal belongings.**
- ❖ **Visualize an entire escape route.**
- ❖ **Help others if possible but run, whether others choose to follow you or not.**
- ❖ **Keep hands visible, fingers spread apart.**
- ❖ **Call 9-1-1 when you are safe.**



***HIDE!***

- **If running is not a safe option, hide in as safe a place as possible.**
  
- **Students and staff should be trained to hide in a location where the walls might be thicker and have fewer windows.**
  - ❖ **If evacuation is not possible, building occupants should hide in a secure area.**
  
  - ❖ **Use a “shelter area” if possible, e.g., cinder block walls.**
  
  - ❖ **Lock the door.**
  
  - ❖ **Barricade door with heavy furniture.**
  
  - ❖ **Cover windows.**
  
  - ❖ **Turn off lights.**
  
  - ❖ **Silence cell phones, including vibrate mode.**
  
  - ❖ **Lie on the floor.**
  
  - ❖ **Remain silent.**

***FIGHT!***

- **If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in their environment. (NOTE: THE CHOICE TO FIGHT IS A PERSONAL DECISION.)**

- ❖ **Use aggressive force.**
- ❖ **Use objects in the environment (scissors, fire extinguishers, chairs, etc.).**
- ❖ **Act as a group to overwhelm the shooter.**
- ❖ **Commit to the action.**<sup>23-24</sup>

#### **WHEN LAW ENFORCEMENT ARRIVES:**

- Remain calm and follow instructions.
- Drop items from your hands (i.e., bags, jackets).
- Raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid quick movements toward officers, such as holding on to them for safety.
- Avoid pointing, screaming or yelling.
- Do not ask questions when evacuating.<sup>25</sup>



## INTERACTING WITH FIRST RESPONDERS

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<sup>23</sup> Guide for Developing High-Quality School Emergency Operation Plans: A Closer Look at Active Shooters, <http://rems.ed.gov/docs/ActiveShooterWebinarFinalPPT.pdf>.

<sup>24</sup> As part of its preparedness mission, *Ready Houston* produces “Run, Hide, Fight” videos, handouts, and trainings to promote preparedness among residents of the Houston region. These materials are not specific to a school setting but may still be helpful. These videos are not recommended for viewing by minors. All of these items are free of charge, and may be available at: <http://www.readyhouston.tx.gov/videos.html>.

<sup>25</sup> Active Shooter Event Quick Reference Guide, <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/active-shooter-tent-card-090513.pdf>.

- Staff should be trained to understand and expect that a law enforcement officer’s first priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary.
- Participate in Tabletop Exercises (TTXs) and spend time with law enforcement, emergency medical services and fire department to understand their processes and to explain yours.
- Each event prompts first responders to initiate national incident command protocol (ICS) that calls for establishment of a command staff, made up of the primary agencies involved in response.
- Local and federal resources are available to respond, depending on the severity and scope of the event.
- Once the scene is secured, first responders will work with school officials to transport the injured, interview witnesses, and initiate the investigation.<sup>26</sup>

## STAFF TRAINING PROTOCOL

Albuquerque Bilingual Academy follows the United States Department of Homeland Security’s training protocol. This training is offered online and is required of each staff member on an annual basis. After completing the required active shooter course and passing the final exam, staff members are required to submit their certificates of completion, which are then added to their individual personnel files. The ABA Safety Committee provides refresher training during the Fall and Winter of each school year. These trainings take place during designated professional development days built into the ABA calendar. The USDHS training can be found on the FEMA site: <https://training.fema.gov/is/courseoverview.aspx?code=IS-907>

Our Executive Director/Principal, acting as IC for Albuquerque Bilingual Academy, has the authority to initiate site emergency actions as situations warrant. As backups, Diana Diaz, Director of Operations, and David Bryant, Assistant Principal, are also designated as back-up IC members should the need arise. Additionally, school staff is empowered to initiate life-saving removal of students from harm’s way and/or to call for a lockdown at first notice of an emergency.

When law enforcement arrives:

- Remain calm and follow instructions.
- Slowly put down any items in your hands (e.g., bags, jackets).
- Raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid quick movements toward officers, such as holding on to them for safety.
- Avoid pointing, screaming, or yelling.
- Do not stop to ask officers for help or direction when evacuating, as they will be focused on finding and incapacitating the shooter.

Not adhering to officers' instructions puts everyone in danger.

The primary goal of law enforcement is to eliminate the threat and stop the active shooter as soon as possible. As the first responders' primary responsibility is to eliminate the threat, they will not be able to stop to help injured persons until the environment is safe. Officers may arrive in teams with tactical equipment such as vests, helmets, and rifles. Officers will need to take command of the situation. Expect to experience officers shouting orders and even pushing individuals to the ground for their safety. Rescue personnel will be in a safe area to provide assistance. After you reach a safe location or assembly point, you'll be asked to cooperate by providing information to investigators. Knowing what to expect will help you assist law enforcement officials as they work to stop an active shooter and eliminate the threat. Do not be surprised by the variances in appearance, as law enforcement officials are trained to react quickly and work together. Additional Officers and Rescue Teams Additional officers may arrive in teams. These teams may:

- Wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment.
- Be armed with rifles, shotguns, and/or handguns.
- Use pepper spray or tear gas to control the situation.
- Shout commands, and may push individuals to the ground for their safety.

Emergency medical personnel will also arrive at the scene. Rescue teams will treat and remove any injured persons. These teams may also request able-bodied individuals to assist in removing the wounded from the premises.

### **Albuquerque Bilingual Academy Emergency Action Plan**

- Facility has at least two evacuation routes.
- Clearly marked evacuation routes are placed and posted in conspicuous locations throughout the facility next to entry doors and in each room within each building.
- Assigned staff has access and keys to buildings.
- Drills on Active Shooter are conducted annually and staff is required to complete training.

### **Facility manager's responsibilities:**

- Access, control and maintain the integrity of the security system.
- Visitors must sign in into Indent-a-Kid system that logs visitors and provides a label pass to enter buildings.
- Floor plans for escape route posted at all entrances.
- Keys are provided to an assigned key keeper staff member in each building to lock building to secure staff, visitors and students in each building.
- Facility personnel lists and telephone numbers are provided to each staff member.

Each room has an assemble crisis kits containing:

- Employee roster and emergency contact numbers.
- First aid kits.
- Flashlights.
- Floor plans
- Radios
- Intercom system in place to communicate with staff if necessary.
- All buildings have at least two evacuation routes.

Physical security of facility:

All areas are gated and secure after drop off and remain locked during the entire school day. Classroom doors can be locked by class teachers and each building has a designated key keeper to lock the building’s exterior door if required. Evacuation routes are posted in conspicuous locations throughout the facility. Removable floor plans are also posted near entrances and exits for first responders in an emergency.

Albuquerque Bilingual Academy also fosters respectful workplace environment. Staff is encouraged to be aware of indications of workplace violence and take remedial actions accordingly by reporting to administration.

Human Resources responsibilities include:

- Yearly planning for emergency situations, including an active shooter scenario
- Conducting effective employee screening and background checks.
- Staff incident reports in work place to help staff report signs of potentially violent behavior within other staff members.
- Making counseling services available to employees.
- Help develop an Emergency Action Plan that includes policies and procedures for dealing with an active shooter situation, as well as after-action planning.

- Ensuring that all staff have completed the FEMA training on Active Shooter protocol provided by U.S Department of Homeland Security at the following link  
<https://training.fema.gov/is/courseoverview.aspx?code=IS-907>

## RECOGNIZING POTENTIAL WORKPLACE VIOLENCE

An active shooter in your workplace may be a current or former employee, or an acquaintance of a current or former employee. Intuitive managers and coworkers may notice characteristics of potentially violent behavior in an employee. Staff should alert your supervisor or human resources department if you believe an employee or coworker exhibits potentially violent behavior.

Indicators of Potential Violence:

Employees typically do not just “snap,” but display indicators of potentially violent behavior over time. If these behaviors are recognized, they can often be managed and treated.

Indicators of potentially violent behavior by an employee may include:

- Depression/withdrawal.
- Repeated violations of company policies.
- Explosive outbursts of anger or rage without provocation.
- Behavior that may suggest paranoia (e.g., “everybody is against me”).
- Escalation of domestic problems into the workplace.
- Talk of severe financial problems.
- Talk of previous incidents of violence.

Source: DHS Active Shooter Booklet Additional Indicators of Potential Workplace Violence

Indicators of potentially violent behavior by an employee may include:

- Increased use of alcohol and/or illegal drugs.
- Unexplained increase in absenteeism; vague physical complaints.
- Noticeable decrease in attention to appearance and hygiene.
- Depression and/or withdrawal.
- Resistance and overreaction to changes in policy and procedures.
- Repeated violations of organizational policies.
- Increased severe mood swings.
- Noticeably unstable, emotional responses.
- Explosive outbursts of anger or rage without provocation.

- Suicidal; comments about “putting things in order.”
- Behavior that may suggest paranoia (e.g., “everybody is against me”).
- Increasingly frequent mentions of problems at home.
- Escalation of domestic problems into the workplace.
- Talk of severe financial problems.
- Talk of previous incidents of violence.
- Empathy with individuals committing violence.
- Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes.

Staff should report any and all violent acts or threats of violence to the immediate supervisor, security or human resources. Regardless of the type of workplace violence, the chances for prevention improve with increased awareness of potential warning signs and rapid response to a problem.

Follow-up actions include:

- Managing the consequences.
- Accounting for all individuals.
- Determining best method for notifying families. (Phone, mass messaging through Class Dojo, email and text.
- Assessing needs and making referrals.
- Capturing lessons learned.
- Analyzing the situation.
- Creating an after-action report
- Refining Emergency Action Plan.
- Follow-up care includes grief counseling referral to ABQ Counseling Services.

Managing the Consequences

After the active shooter has been incapacitated and is no longer a threat, human resources and/or management will engage in post-event assessments and activities, including:

- An accounting of all individuals at a designated assembly point to determine who, if anyone is missing and potentially injured.
- Determining a method for notifying families of individuals affected by the active shooter, including notification of any casualties.
- Assessing the psychological state of individuals at the scene, and referring them to health care specialists accordingly
- Identifying and filling any critical personnel or operational gaps left in the organization as a result of the incident.

## 5.3 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 the schools will be made by the Executive Director upon advisement from staff and civil authorities (police, fire, emergency management, hazardous materials team) as to danger to students and staff, damage assessment of facilities, and capabilities of school to function (water, power, heat, sanitation, road access, etc.).

Usually, the decision to close a school will be made as a result of winter storms or other disasters, such as an earthquake, fire explosion, chemical spill, flood, severe winds or excessive heat. In these instances, the Local and State Emergency Management offices may already be activated and the status of the situation closely monitored. Once a school has been closed, children are not to return until an official announcement is made by the Executive Director.

If there is a closing or delay of school opening, parents are asked to tune their televisions to the local channels where the Executive Director will advise the news channel station of the circumstance. If the television does not mention **Albuquerque Bilingual Academy**, parents are asked to follow the directions made for the **Albuquerque Public Schools**.

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

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

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

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

## *INFORMING STUDENTS, STAFF, FAMILIES, AND SCHOOL COMMUNITY*

Determination of the closing of school(s) or the reopening of school(s) for the following day(s) should be made as early in the day as possible, so that students and staff can be notified as expediently as possible. The final determination should be relayed to the broadcasting media (radio and cable TV), as well as local authorities.

If there is a closing or delay of school opening, parents are asked to tune their televisions to the local channels where the Executive Director will advise the news channel station of the circumstance. If the television does not mention **Albuquerque Bilingual Academy**, parents are asked to follow the directions made for the **Albuquerque Public Schools**.

### **Unscheduled Early Dismissal:**

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

## ADDITIONAL INFORMATION

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

- Designated staff will go on duty in front of the school immediately.
- Support staff will assist the traffic in front of the building. Teachers remain with their classes.
- Support staff will assist in the office, answering the phones, delivering messages, and monitoring bus arrivals.
- Each teacher will call a parent, who initiates a telephone “tree” for that class.
- Each teacher remains with his/her students until all students are picked up.
- Students remain in the classroom until notified of their bus arrival or that their parent is there to pick them up.
- After all busses have departed, all remaining students will report to **(Location)**. The principal or designee will be responsible until all students have been picked up.
- 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, limited use of all phones (including cell phones) is encouraged.
- All staff will remain with students until the emergency is over.



## 5.4 ACT OF VIOLENCE

**Active Shooter(s):** a person who is actively engaging students and/or staff with a firearm

**Armed Person on School Ground:** an individual displaying or wielding a deadly weapon

**Drive-by Shooter:** a person is shooting from an occupied/moving vehicle into a target area

**Hostage Situation:** detaining students and/or staff against their will by force or threatened use of force

**Shots Fired from On/Off-School Grounds:** gunfire coming from an undetermined source

**Show-by Shooter:** individual is driving by with the intent of a show of force, i.e. showing a gun out of the car window, but not firing it.

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 seriously injured person(s) to move. If injured are ambulatory, assist them to a shelter.
- Stay with the injured person(s) 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.**

## 5.6 ANIMAL ON CAMPUS

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

- Call 911, if necessary to report the situation and obtain assistance.
- Notify the IC, who will assemble the Crisis Team, as needed. The crisis team reports the vicious animal to the Animal Welfare Division, using their hotline number: 311.
- Ensure the safety of students and staff by bringing everyone indoors (i.e. reverse evacuation).
- The IC notifies the **Head Administrator** and contacts parents of student(s) involved, if necessary.
- If needed, notify first aid-certified personnel or school nurse of medical emergencies.
- Seal off area if animal is still present and first responders or animal control has not yet arrived.

## 5.7 BOMB THREAT

### *YOU HAVE 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, and 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 a bomb-threat 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 and include 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** 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.*

It is recommended by PED that at least one bomb threat drill 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, while the secondary sites are off campus/site. At least one area should be within walking distance, e.g., out a back gate and into a large open area, such as a neighborhood park, or to a neighborhood church, community center, 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: \_\_\_\_\_

## 5.8 CIVIL DISTURBANCE

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

**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.

## 5.9 CYBERSECURITY BREACH

Upon learning of any possible cybersecurity breach, we will notify our IT Contractor, Jerry Lackey and follow the guidelines listed below as needed.

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

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

- First and Last Name
- Email Address
- Telephone number
- Are you reporting as part of an Information Sharing and Analysis Center (ISAC)?
- What type of organization is reporting this incident?
- What is the impact to the reporting organization?
- What type of follow-up action are you requesting at this time?
- Describe the status or resolution of this incident.
- From what time zone are you making this report?
- What is the approx. time the incident started? (local time)
- When was this incident detected? (local time)
- Provide a short description of the incident and impact.
- How many systems are impacted by this incident?

- How many sites are impacted by this incident?
- Is the data involved in this incident encrypted?
- Is the critical infrastructure impacted by this incident?
- What was the primary method used to identify the incident?
- If available, please include 5-10 lines of time-stamped logs, etc.

#### How to Report Phishing E-mail to US-CERT

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

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

## 5.10 EXPLOSIONS

School bomb threats disrupt schools and create significant anxiety in a school-community, especially if they are reoccurring over a shorter period of time.

School administrators, safety officials, crisis teams and staff are trained and Albuquerque Bilingual Academy has guidelines for handling bomb threats and suspicious devices on campus.

### Managing Bomb Threats and School Security

High-profile school violence cases and other national incidents, along with easy access to formulas for homemade bombs on the Internet, have contributed to concerns about bomb threats, suspicious devices, and homemade bombs in schools, on school grounds and on school buses.

### Managing School Bomb Threats, Suspicious Packages and Evacuation Issues

Bomb threats will be managed by school personnel and public safety officials and will be evaluate on a case-by-case basis and determine whether to evacuate accordingly. We are concerned with the number of schools around the country immediately jumping to evacuations, often by pulling the fire alarm without the fire department knowing that such a procedure is being used for bomb threat evacuation rather than an actual fire.

Teachers and support staff have been advised by school to conduct searches of their area for suspicious items when a bomb threat is received by the school. The rationale for this request is that the facility users (teachers, support staff, administrators, etc.) are most familiar with what does and does not belong, and therefore are best equipped to recognize what is and is not suspicious where public safety officials are not that familiar with the school and individual classrooms.

School employees are asked to look around and report suspicious items or things out of place so public safety responders can then follow-up with those particular items.

### **School safety and emergency preparedness guidelines may include strategies such as:**

- Treating each and every threat seriously. LP will work with local law enforcement authorities from the jurisdiction of your individual school to determine protocols for evaluating bomb threats and procedures for evacuations. Staff and students must follow evacuation routes (short and distant evacuations, alternative sites, transportation procedures, reunification with families, etc.).
- LP personnel including support personnel such as, custodians, secretaries, volunteers who are likely to encounter bomb threats and homemade bombs are trained yearly on how to handle a bomb threat situation.
- LP phone system includes caller Id identification that can allow us to identify the incoming number of bomb threat caller.
- Avoid evacuating students into school parking lot areas to reduce the risk of potentially exposing them to additional explosive devices placed in vehicles and/or easily hidden in parking areas.
- Recognize that some bombers, terrorists, and related offenders who plant bombs also place secondary explosive devices to harm first responders and others after an initial bomb is located and/or exploded.
- LP maintains filters on school computers to reduce the risks of students gaining access to bomb-making web sites. Also, custodial cleaning materials are stored in locked rooms to reduce risks of unauthorized access to chemicals for making homemade bombs.



- LP has a crisis communications and social media plan to get accurate information to parents, the media, staff and students.

### **Procedures for Bomb Threat received:**

#### **Signs of a suspicious package:**

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

#### **DO NOT:**

Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.

Touch or move a suspicious package.

#### **If a bomb threat is received by phone:**

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

## 5.12 FIRE

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

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

### *ADDITIONAL INSTRUCTIONS:*

- Do not attempt to extinguish the fire if it will put anyone in danger.
- If there is a fire external to the school (e.g., forest fire, brush fire), an evaluation will need to be made; **SHELTER-IN-PLACE** may need to occur.

Fire Drills are practiced frequently at ABA

## 5.13 HAZARDOUS MATERIAL (HAZMAT) RELEASE

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

General guidelines for the prevention of HAZMAT incidents at Albuquerque Bilingual Academy include the following

- All containers on school grounds should be labeled as to their contents.
- No hazardous materials should be brought onto school property without prior authorization from the principal, and the Material Safety Data Sheet (MSDS) for any chemical should be forwarded to the central office or risk management. MSDS are provided by all vendors and companies that supply chemicals to schools.

Proper chemical hazard signs should be displayed on the outside of buildings that contain chemicals. If the boiler malfunctions, or if a line leaks, there may be an irritating ammonia odor. Call maintenance and operations and If the incident occurred at the school:

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

If the incident occurred outside but near the school:

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

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

**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.

## 5.14 LOSS OF POWER OR WATER

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

### *ADDITIONAL INSTRUCTIONS:*

- Contact District Director {259-1766 Dr. Maestas}.
- Maintenance and/or Operations will assess the situation and advise the Head Administrator 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 Director.
- 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 a utility company cannot be reached, contact local law enforcement.
- The school should provide flashlights, replacement batteries for classrooms and work places. School multi-purpose rooms, main offices and special services areas should have emergency lighting that is automatically activated during a power failure.

## 5.15 MEDICAL EMERGENCY

### **First Aid, Emergency Treatment, and Administration of Medication for Students**

#### **PURPOSE**

To establish procedures for the administration of emergency first aid services in the schools, including first aid, emergency treatment, and administration of emergency medication for students.

Procedures established in this policy shall be followed during the school day, at school-sponsored activities, and while on a school bus or other school property.

## **GENERAL PROVISIONS**

- 1) The provisions of this policy are intended to meet student health needs during minor and major injuries or medical emergencies.
- 2) To ensure student safety, SCHOOL has adopted the position that parents and guardians shall administer medications at home whenever possible unless a doctors authorization to administer medication is in nurse office.
- 3) The SCHOOL recognizes that accidents and medical emergencies can and do happen during school campus hours and during school-sponsored events; therefore, SCHOOL has adopted guidelines to prepare staff members to provide first aid and emergency care during these unexpected events.

## **FIRST AID AND EMERGENCY TREATMENT**

- 1) First aid shall be provided to students, school staff, and campus visitors.
  - a) Any school staff member designated by the principal to render care shall complete training in CPR and First Aid provided by the American Heart Association or another nationally recognized training organization.
  - b) Volunteers who may render care to sick or injured students must receive equivalent training by the public health nurse.
  - c) First aid supplies shall be kept in central locations in the schools, where they will remain clean, dry, and available to all personnel.
- 2) Since students may have epileptic seizures and/or asthma attacks or other health conditions at school, teachers shall be made aware of appropriate procedures for handling these conditions and for calling 911, Emergency Medical Services (EMS). Each year, student's parents or guardians will be requested to update the Student Health Information Form (or other school form name) with the student's current health condition and any known major health conditions or allergies that may require school personnel to provide emergency care.
- 3) When an emergency exists, school staff members will implement appropriate emergency procedures, "activating the school's Emergency Response Plan (ERP)."
  - a) Any staff member can contact 911, EMS.
  - b) Staff members at every school shall be trained to administer emergency procedures needed in life-threatening situations. In general, those trained shall be staff members most likely to be in immediate proximity to the student, staff person, or visitor in the event of an emergency.
  - c) A school "employee" includes any person employed by the SCHOOL who is assigned to the public school as a result of an agreement between the SCHOOL and the School Board.
  - 4) At least two employees per building shall have current certification in cardiopulmonary resuscitation (CPR) and first aid or shall have received training, within the last two years, in emergency first aid and CPR through the American Heart Association or another nationally recognized training organization.
- a) Additional staff shall be trained in first aid and CPR so that all persons needing either CPR, rescue breathing, or other life-supporting first aid can be reached within three (3) minutes of the school's ERP being activated.

- b) At least one employee per building shall be trained on CPR and AED use provided that an Automated External Defibrillator (AED) is maintained in that building.
- 5) Emergency Injections: epinephrine auto-injectors prescribed for students with identified allergies:
  - a) When a licensed medical professional believes that epinephrine to treat an allergic reaction is necessary during school hours, it will be administered in SCHOOL by (staff person or persons according to SCHOOL POLICY). These persons are taught by the school public health nurse to administer the injection, following established training guidelines
  - b) Only premeasured doses of epinephrine (Epi-Pen or Epi-Pen Jr.) may be given. The injection will be given immediately after report of exposure to the allergen or at the prescribed student's request due to onset of allergic reaction. Type of exposure (e.g., ingestion, skin contact, inhaled) as well as specific allergen must be indicated on the licensed medical professional's order. Three persons in the school shall be trained in the procedure. These trained persons shall be regular members of the school staff, to ensure the presence of at least one of the three during school hours. The persons trained in this procedure must be able to access the student within TWO (2) MINUTES OF ONSET OF SYMPTOMS or notification.
  - c) In situations when students are approved by the principal to carry their own epinephrine, the three trained persons in addition to the school nurse must be instructed in the administration procedure in the event that the student is unable to self-administer. A second dose, to be used for back up, should be kept in the clinic and/or other approved locations in case the student's medication is not available.
  - d) The parent or guardian and licensed medical professional, as indicated, must complete the appropriate authorization form.
  - e) The school shall contact EMS IMMEDIATELY (if available, send another staff person to dial 911) and the parent or guardian when a student has been given epinephrine.
  - f) Inhalers:
    - 1) With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted by the principal to carry and use an inhaler for asthmatic conditions.
    - 2) At least two school employees shall be taught to assist in the administration of the inhaler.
    - 3) A second inhaler, to be used as a back-up, may be kept in the clinic or other school-approved location accessible by the student with appropriate staff supervision as required.

#### **FIELD TRIPS**

- 1) For field trips that are considered an extension of the school's program, arrangements for management of injury and medical emergencies shall be provided in accordance with the procedures described in this policy.
- 2) First aid supplies shall be available on all school buses and vans during field trips.
- 3) At least one school staff person shall be trained in first aid and age-appropriate CPR, including adult CPR.
  - a) At least one staff person trained in CPR shall be trained to use an AED, provided that an AED accompanies the students and staff on the field trip.

#### **Emergency Phone Numbers**

It is suggested that each school complete or customize this sheet, with information relevant to the school. Copy and post this sheet near all phones and in each room. Schools should update this information at least annually, or as needed when there are changes in personnel or phone numbers.

EMERGENCY PHONE NUMBER(S): 911 or

Name of Emergency Medical Service: Superior Ambulance Service  
Average emergency response time to your building/facility: 1 minute  
Cross streets for your building/facility: Ladera and Unser or La Morada and Unser  
Be prepared to provide the following information when you dial 911 and stay on the line until the call is terminated by the answering party.

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

Other Important Phone Numbers:  
School nurse: Bonnie Kaufman, 836-7600, ext 201  
Responsible administrator: Chris Jones, 505-803-0812  
Poison control: 505-272-2222  
Emergency/disease reporting: 505-768-2000  
Fire Department 911 or  
Police 911 or  
Hospital or closest medical facility: Presbyterian  
County Family Services Division/Child Protective Services: 505-841-2910  
Child abuse hotline: 855-333-SAFE  
Sexual assault hotline: 800-656-HOPE

## 5.16 MISSING STUDENT

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, including off-site field trips. Ensure that field trip sponsors have correct attendance lists and emergency contact information.

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

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

#### *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.

## 5.17 NATURAL HAZARDS/SEVERE WEATHER

Fire Hail Tornado Earthquake Lightning Snow/Ice Storm Wind/Sand Storm Flood

In the event of a natural hazard, there is often no time to assess the event. 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 take practiced secure position.
- If structural damage, window breakage, etc., has been sustained, the teacher is to follow normal evacuation drill procedures **following termination of the quake.**
- All science classroom gas burners must be extinguished.
- Everyone should stay clear of chemicals.

*OUTSIDE BUILDING*

- Move to an open area away from trees, portable backstops, 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 the lowest floor area.
- Move students 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 snowstorm.

## 5.18 SPECIAL EVENTS

## PREPARATION FOR AND PROPER HANDLING OF SCHOOL DISTRICT EVENTS

### Albuquerque Bilingual Academy

Each event will start with introduction of school staff and emergency evacuation route reminders.

This document is intended as a guideline for planning formal school or District events, involving Albuquerque Bilingual Academy.

#### School Events

- Graduation ceremonies
- Father-Daughter Dance
- Hosting visiting dignitaries, such as the Governor or legislators
- Mother-Son Dance
- Any events involving the media
- District Events
- New school groundbreaking or dedication celebrations
- Parent Connection Night
- Back-to-School Kickoff meetings for teachers and administrators
- School social events
- Fall Festival
- Parent Conferences
- Holiday Performances
- Graduation Ceremonies
- Award Presentations

With all on-site events the following protocol will be in place to ensure the safety of guests:

- During the welcome period, share school-based safety protocol with visitors/guests
  - Lock-down, shelter in place, evacuation, active shooter, etc.
- Provide evacuation maps to all visitors (included on back of agendas)
- Provide emergency contact information for first responders
- Include sign in and out procedures for all guests

## Off-Site Events

All field trip plans should be reported to the front office staff and administration ahead of the scheduled field trip date. Staff should ensure field trip forms have been signed ahead of the field trip date by the parents/guardians. Staff should also ensure they have access to emergency contact information via the Tyler SIS Application. In addition, staff should plan to ensure all students have access to lunch off-site as well. In the event of any emergencies off-site, staff should follow the medical procedures plan and/or the transportation emergency plan as outlined in their respective sections.

## 5.20 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 local school board policy.
- For further information on all transportation regulations please see NMAC 6.41.4, Standards for Providing Transportation for Eligible Students.

## Bus Schedule

## **Albuquerque Bilingual Academy Meals/Supplies Schedule**

### **1146 (Bus A)**

#### **ABA**

(7500 La Morada Pl NW) (505-836-7706)	11:00-11:15
1. 5201 Central (ABA Central Location)	11:25-11:45
2. Central & Atrisco (Burlington Parking Lot)	11:50-12:10
3. Atrisco & 5 Points (Holy Family Church)	12:13;12:33

### **1284 (Bus B)**

#### **ABA**

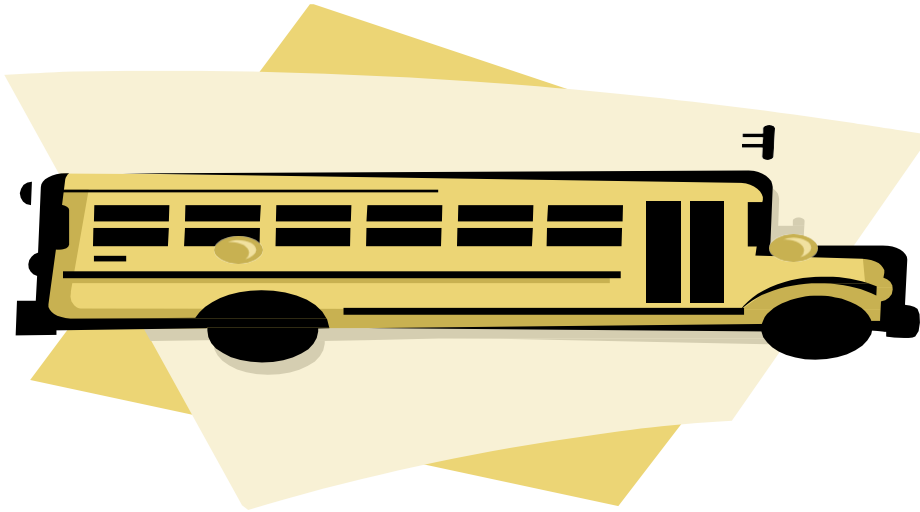
(7500 La Morada Pl NW) (505-836-7706)	11:00-11:15
1. Central & Unser (CVS Pharmacy)	11:30-11:50
2. 86 <sup>th</sup> & Tower (Tower Park)	11:55-12:15
3. Unser & Arenal (Desert Spring Park)	12:20-12:40
4. Coors & Arenal (Tenorio Park)	12:45-1:05

## **Albuquerque Bilingual Academy Rules for Riding the Bus**

1. Riding the bus is a privilege and students must abide by all rules and regulations.
2. Students and parents should arrive at the bus stop and be ready to board at least five minutes before the bus is scheduled to depart.
3. No pushing or shoving is allowed at the bus stop and when entering or exiting the bus.
4. Vehicles must not park in the bus zone or where the bus parks.
5. Students must enter and exit the bus in an orderly manner or as directed by the driver.
6. Driver may assign seats.
7. Littering, tampering with bus property/equipment, fighting, pushing, abusive language, inappropriate words/gestures, and excessive noise are not permitted on the bus.
8. There are no allowances for parents who do not pick up the child on time (Driver cannot and will not wait). A fee will be charged if the bus has to transport the child back to school (\$25.00). The bus must be at another designated location after our route.
9. Parents/Guardians will be charged for the cost of any willful student damage to the bus or its equipment.

Discipline Referrals: The bus driver will issue a discipline referral to the principal:

- 1<sup>st</sup> Referral for Behavior      Warning by driver/parent notification
  - 2<sup>nd</sup> Referral                      3 day Bus Suspension
  - 3<sup>rd</sup> Referral                      5 day Bus Suspension
  - 4<sup>th</sup> Referral                      Bus Expulsion
  - Failure to pick-up student      Fee
- 



## 5.21 NOTIFICATION AND MESSAGING

**Student Notification:** School staff need to inform students in a timely manner, what is occurring or in the case of an off campus event- what has happened.

**Staff Notification:** It is important to inform staff prior to sharing information with students so that they can be prepared to answer questions.

**Parent/Guardian Notification:** parents will need to be notified as soon as possible of an event happening on campus (or school sanctioned event). In addition a letter will need to be sent home as follows

A school announcement of a death of a student or staff member or of a major incident affecting a school community is critical. Such announcements need to be a high priority and should be made as soon as possible. If an announcement comes during school hours, a written statement or a staff meeting to share information on the crisis to inform staff is imperative.

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

Once staff is prepared, the students need to be informed. This **should not happen in a large group format** (i.e. assembly, or intercom announcement).

### GUIDELINES FOR STUDENT NOTIFICATION

- The announcement should only include accurate information that has been verified by the family or the authorities to help control rumors.
- The students need to get the same information at the same time (e.g. homeroom, first period class, or in small groups) from someone they know (if possible).
- The announcement should be appropriate to the grade level of the students, especially in primary and middle schools.
- Using public address systems or school assemblies should be avoided.
- The announcement should also include information on mental health support services and how to access them.

A prepared statement for parents is also very important. A letter should be sent home with students to notify parents about the crisis and what services are being offered to the students and their families. It should also 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.

## PARENT NOTIFICATION

It is important to notify parents in advance of possible campus emergencies during school hours. While it is not necessary to detail every possible emergency, it is important for parents 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.

Although there are not many certainties in a school crisis, media presence at a crisis is almost a certainty.

Instead of being overwhelmed by the media, be prepared to work with reporters. The media may be the only communication you have with families. Here are some important tips for dealing with the media:

2. Work with local media before a crisis to make sure that they know your needs during an incident.
3. Designate one representative within your crisis team to deal with the media. This person should be the Public Information Officer (PIO).
4. Emphasize that only the designated representative will give information to the media.
5. Every effort should be made to keep students away from media during the event.
6. Designate a predetermined site for the media to assemble. If this site is not safe during the incident, the principal or Incident Commander should designate an alternate site.
7. Be prepared to deal with reporters, who may try to get live coverage, pictures, and interviews.
8. Direct them to the PIO.
9. Arrange for a joint press conference with emergency responders or choose one media representative to disseminate information. This will help you to keep control over the information being released.
10. Work with state and local emergency management agencies to have the Federal Aviation Administration restrict air space over your site. This will prevent news helicopters from flying over your school in a time of chaos. Media helicopters can be very frightening to children.

Albuquerque Bilingual Academy has adopted the use of the One Call Now Notification system which allows the school to communicate with families via phone, text messaging, and email. In the event of an emergency, ABA will utilize the notification system as needed along with our social media accounts (Facebook, DOJO, etc.) using our media relations guidelines. Included in this section is a sample letter, updated specifically for Albuquerque Bilingual Academy, from our school to parents which notifies them of some of the planning and structures that are in place to ensure their child's safety. This letter is shared with families at the beginning of the school year to share our possible campus emergency response actions. The letter may be modified as needed for specific incidents.

## **ABA Letter**

Dear Parents:

On \_\_\_\_\_, Albuquerque Bilingual Academy will conduct a required emergency evacuation drill. Below you will find guidance that we ask you to use in understanding our procedures and communicating expectations to students.

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. In fact, public schools in New Mexico are built to meet stringent construction standards and they may be safer than your own home in the event of a disaster. Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our charter school has a detailed emergency crisis plan, which has been due to respond to a major catastrophe. Your cooperation is necessary in any emergency.

- ABA sends an annual notification letter to all ABA parents, which describes the school's plans for conducting emergency drills required annually. The school's protocols for emergency drills with particular emphasis to



reunification are broken down in terms of students, staff, and parent responsibilities. Furthermore, the school uses the Class DOJO communication system, newsletters, parent/student handbook, and website to communicate protocols with parents.

- During the reunification process, parents/guardians receive appropriate communication via the channels listed above, and then report to the designated reunification area.
- Emergency folders maintained by staff members include several copies of student rosters and up to date authorized pick-up list that identifies the individuals allowed to sign students out. This information is exported from the school's student information system and is refreshed twice annually. During an emergency, staff works with the family reunification team indicated above who maintains the responsibility of facilitating the check-out process during reunification. After students are accounted for and in the staging area, folders are provided to the reunification team that oversees the steps below. The designated staff member (teacher) uses the rosters to account for students in the staging area at all times.
- All parents are required to complete an emergency release card, which is then given to the reunification team designee. These cards should be completed at the beginning of the school year if possible. Upon issuance of the card or completion of the card, a designee from the team retrieves students from the designated staging area in which students are under the supervision of their staff member of record.
- All parents/guardians/designees must present a picture ID to the reunification team member, which is then verified against the check out list as well, and then cross checked by students and knowledgeable staff members. Upon verification, parents are required to sign an acknowledgement form indicating they picked up their child.
- Parents of students in the first aid staging area are walked back to the area by a reunification team designee who helps facilitate the reunification process.
- The communication systems listed above are the primary methods the school will use; Media inquiries are handled by the Public Informational Officer in the table above.
- The reunification team commander utilizes a megaphone to clearly communicate with and reinforce procedures for parents, staff, and students.

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

Sincerely,



Chris Jones, Director

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

In addition to advance notification of how these protective actions will proceed in your school should they be necessary, it is also important to notify parents/guardians as soon as possible when an emergency occurs at a school. Providing parents/guardians with accurate information on the response actions occurring at the school, as well as with clear instructions on their expected actions, is

essential. Instructions can reiterate the relevant sections of the pre-event letter referenced above and may also include where and when to pick-up students if an early release or off-site relocation occurs. For both accuracy and liability purposes, it is better to message something to the effect of “We are in the process of establishing the safety status of all students and staff” rather than “Everyone is safe” if the crisis is not over and everyone’s safety has not been confirmed. Most schools or districts have a mass notification system to bulk call, text and/or e-mail information to parents/guardians. For these systems to be effective, schools must maintain a database of current parent/guardian, phone numbers and/or e-mail addresses. Posting updates on the school or district website is also common practice, although schools must keep in mind that the websites are public and some information should not be available to the general public, such as the relocation or reunification site, which should only be sent to parents/guardians. It is imperative that accurate, factual information be delivered, starting with the first outgoing message. In addition, because so many students—at an ever younger age—have cell phones, it is likely that parents/guardians will receive texts or e-mails from their child sooner than they do from the school. An effective way to minimize inaccurate information being transmitted from student to their parent/guardian, is to have pre-scripted messages prepared that students may send their parents/guardians. While a pre-scripted message may not fit all potential circumstances, it will provide schools an advantage during the initial stage of a crisis. This will not entirely eliminate continued student-parent/guardian communication, but it can help to minimize inaccurate information being transmitted. Sample student-parent/guardian emergency messages may read something like the following:

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

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

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

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

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

## 5.22 MEDIA RELATIONS

The Head Administrator or designee will maintain a professional working relationship with the news media for the purpose of disseminating accurate information about policies, programs, procedures, achievements, decisions and critical issues of the school district. Information, which may be disclosed to the news media, will be provided only after considering the best interests of the District’s students and staff together with the applicable state and federal laws.

All information shall be released through the Office of the **Head Administrator** except for information about extracurricular clubs, activities and athletics and school-related groups.

All media inquiries and requests should be directed to the Head Administrator. The Head Administrator or designee shall be informed when media are on site except when attending public athletic or student events after normal school day hours.

Building staff and District personnel shall not disclose or provide any information regarding the District, its staff, students, programs, policies, events or activities to the news media without the prior approval of the building principal. The building principal, prior to approving any request for the disclosure of information or response to any inquiry about the District, its staff, students, programs, events or activities, shall advise the **Head Administrator** or designee of such request for the disclosure of information or inquiry. Upon approval by the Head Administrator or designee, the disclosure of all such information shall be coordinated and released by the Head Administrator or designee.

All reasonable efforts shall be taken to prevent unnecessary intrusions on the students and staff to minimize any disruption to the orderly operation of the school building and education process. The Head Administrator or designee shall supervise all visits from the news media made in the school building during normal school day hours.

#### **ABA Media Contacts**

Off-Site Primary Media Contact:	Julia Olivas, Marketing and PR Contractor Cell: 505-975-9467 Email: juliaolivasnm@gmail.com
Primary Media Contact:	Chris Jones, Executive Director Office: 505-836-7706, Ext. 1202 Cell: 505-803-0812 Fax: 505-831-4462 Email: cjones@lpehc.com
Alternate Media Contact:	David Bryant, Assistant Principal Office: 505-836-7706, Ext. 1203 Fax: 505-831-4462 Email: dbryant@lpehc.com
General Contact Info:	Phone: 505-836-7706 Fax: 505-831-4462

## Media Relations Procedural Directives

### Public Relations and School Communications

#### 1. Information Sharing

##### 1A. Coordination of Communications

The charter school will coordinate information sharing at the building and education program levels through the Head Administrator and designee. The department will develop information processes for sharing with the school's stakeholders. All news releases will be forwarded to the media and key contacts. The Head Administrator or designee will oversee school communications and public relations.

##### 1B. Regular Communications

1. Both ABA charter school sites, including all sub-entities and programs by which ABA governs, will provide regular communications to stakeholders by sharing information about their activities, happenings, curriculum, assessments and goals.
2. The primary source of regular communications will be electronic with the recognition that the charter, school site, or education program levels will be responsible to ensure that families, community members and employees who do not have access to electronic sources will receive the shared communications.
3. The priority sources of charter school communications are as follows: School website, 2. Class DOJO, 3. Facebook, 4. Instagram, 5. Twitter, 6. Physical materials (i.e. newsletters, memos, fliers).

##### 1C. Communication Standards

The Head Administrator, in collaboration with the school's governing council and school administration, will establish communication standards for employees, recognizing the primary means of communications will be electronic.

##### 1D. State of the School District Report

The charter school will also provide regular communications to its authorizer and the entire community, noting:

- District goals
- Procedures for evaluating goals
- Results of progress on school district goals and other school district assessment information
- Reports on ongoing student and program assessments conducted each year in the school district
- Other legal information
- Other pertinent information

## 2. Charter School Spokesperson and Key Contacts for Media

### 2A. Official Spokesperson

The Head Administrator is the official spokesperson for the charter school. The Head Administrator will appoint additional spokespeople as appropriate, including but not limited to:

- Building site: Assistant Principal (Principal if in place) or designee
- Charter school activity: Activity Chair or designee

The Head Administrator or designee, is responsible for coordinating the information sharing with the media. The Head Administrator or designee, will work with each school site or activity's/program's designated chair when it is necessary to share information with the media.

Charter school employees will receive approval from the Head Administrator or designee prior to sharing school district information with the print or broadcast media. The approval may be given to an employee to maintain direct media connections when appropriate (e.g, sports season, ongoing activity).

### 2B. Crisis or Emergency Situation

The Head Administrator will address all media when a crisis or an emergency situation occurs within the charter school. The charter school will identify specific times and locations of news conferences and/or briefings when necessary.

## 3. Media Communications with Students

3A. The media may not contact or interview students on either of the school campuses or at school-related events without verbal permission of the charter school, school site, or program's spokesperson; Parent/guardian permission is required prior to speaking to ABA students.

## **Employee Communications Standards**

### Purpose

To develop a standard set of communication expectations for employees and community members to ensure timely, meaningful and relevant communications are occurring in ways that encourage engagement and advance the mission of the charter school.

### Communication Standards

Employees should use appropriate, professional language, understanding that they are representing the district in their written and oral communications.

### Monitoring of Communication Standards

Building assistant principals (principals if available) will be responsible for monitoring adherence to the communication standards. Failure to follow the standards may result in disciplinary action.

### Communication Tools

Charter school staff will employ a variety of communication tools and strategies in an effort to enhance partnership and involvement among all stakeholders. The following protocols and expectations are intended to serve as minimum guidelines to help staff manage communications while also promoting manageable expectations for and responsiveness with stakeholders.

## Website

All websites are to be maintained in accordance with the ABA Acceptable Use Policy.

- School web presence – The Head Administrator or designee will manage the website software and infrastructure. The school’s administration staff will oversee and manage the content of the district website. Updates to content will occur regularly.
- School/Program web presence – Each school program will maintain a web presence utilizing the district’s website platform. Program-specific information will be provided to the Head Administrator on regular intervals established with each program. The Head Administrator will update program web pages on an ongoing basis. In some cases, program chairs will be granted permissions to manage their own web presence. In these cases, support for school program chairs on managing the public facing pages will be provided by the Head Administrator or designee.
- Teacher web presence – Teachers are expected to maintain a classroom or program web presence, utilizing the district’s approved website platform (School Pointe), learning management system (Canvas), and student information system (Tyler SIS).

## Content Update Frequency

- Teacher Contact Information and Communication Expectations-Annually
- Calendars/Announcements-As needed
- Schedule/Syllabus-Each school term
- Assignments/Homework Information-As Needed
- Newsletters/Parent Communications-At least quarterly
- Grades-Weekly (via Parent Portal)

## Phone/Voicemail

- Voicemail greeting - Employees with a charter school-assigned phone number will create a standard voicemail greeting. If the employee’s position requires him or her to be away from the phone at certain times of the day, the employee will include in the message (1) the times they are available by phone, and (2) an alternate contact (school email) for immediate assistance during business hours.
- Monitoring voicemails - Employees will monitor voicemail messages on at least a weekly basis (on duty weeks). The ABA front office will log messages for staff and route the messages to appropriate staff members.
- Responding to voicemails - Employees are expected to return or respond to calls of significance (e.g., colleagues, parents, students) within one duty day and, in unique circumstances, within two duty days (during in-person academic calendar days). If a response requires additional information gathering, employees are expected to reply to the caller letting them know of the status of their request.

## Email

Employees will use school emails in accordance with the ABA employee acceptable use policy.

- Email standards – Employee email accounts provided by the district are to be used for district-related business only and are subject to district review.
  - Content – The employee should use appropriate, professional language, understanding that they are representing the charter school in their communication.
  - Public Data – The content of school email accounts are public information except where allowable by law to be private. Employees should refrain from including confidential student data without permission of the student’s parent/guardian.
  - Signature/Confidentiality Notice – Staff should include a signature in their email correspondences that include their name, position, contact information and a confidentiality notice, similar to the following:

*“If the information in this email relates to an individual or student, it may be private data under state or federal privacy laws. This individual private data should not be reviewed, distributed or copied by any person other than the intended recipient(s), unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is strictly prohibited. If you have received an electronic communication in error, you should immediately return it to the sender and delete it from your system.”*

- Monitoring emails – Employees will monitor their email messages on a regular basis on duty days (at least twice daily- morning and afternoon). Employees will inform families of and post their communication expectations (teachers/administration) as it relates to responding to emails in a timely manner.
- Out of Office –
  - Vacation / Illness / Professional Leave - Employees will create an “Out of Office response when they are away from the classroom/office for the day. Auto-reply messages should include the dates the employee will be absent and include an alternate contact for immediate assistance during business hours.
  - Instruction Day (Teachers) - Teachers will minimize responses to emails during the instructional day and are encouraged to use their “Out of Office Assistant” with a response similar to the following:

*“I am currently involved with my instructional responsibilities and will not be reviewing emails until after the school day. Please contact the school office if you are seeking an immediate response to this email. Thank you.”*
- Responding to emails – Employees are expected to return or respond to emails of significance (e.g., colleagues, parents, students) within a reasonable amount of time. If a response requires additional

information gathering, employees are expected to reply to the message letting them know of the status of their request. However, depending on the employee's role in the charter school and the person inquiring, response times may vary.

- Response time – Teachers / educational assistants should respond to parent/guardian inquiries within one duty day. Administration and support staff are expected to respond to inquiries within 6-24 hours (during duty days).
- Articulate expectations – Employees should be clear about their monitoring and response plans. Teachers should post their communication plans on their website (see above) and include in their auto-response.
- Time-sensitive emails – School administration will inform families that time sensitive emails and calls should be directed to the school office.
- After Hours – In an effort to promote a healthy work-life balance, employees are not expected to monitor or respond to district emails messages outside of the duty day, except in the case of an emergency. In emergency situations, employees should be contacted by text/SMS or phone to alert them to an important email message. Staff are encouraged to use discretion when communicating outside of the duty day.
- Email Best Practices / Employee Limitations – The following best practices should be considered when utilizing district email accounts:
  - Message Content - Keep messages brief and to the point.
  - To conserve school electronic resources, to be consistent in communications, and to maximize efficiencies, employees should limit the use of unnecessary punctuations, emoticons/emojis, fonts, pictures, etc.
  - Do not put information in an email that you would not put on the school letterhead.
  - Intended Audience - Employees are to keep email informational and directed only to the intended recipient. Employees should be considerate about email clutter and limit “reply all” and “cc” functions only when necessary.
  - Distribution Lists - Email distribution lists are intended for educational purposes only; employees are not to solicit sales or services. As noted above, employees should limit the use of distribution lists to messages of importance to all list members and should limit the use of the distribution list for sharing of “interesting” information or opinion.
  - Confidentiality - Do not use email to communicate about confidential student information unless the parent or guardian has requested the communication. Emails containing student information should be sent to the parent or guardian's personal email address unless requested otherwise. A phone call is the best means for sharing confidential student information. Do NOT leave voicemail messages containing confidential information.

## Text/SMS Communications

Similar to email correspondences, employees will abide by the school's acceptable use policy.

- Responding to Text/SMS Communications – Employees are discouraged from using text/SMS as a standard communication tool with parents, families and students, except as utilized through the parent notification system (mass communication) or through special circumstances. Recognizing that text messaging has become a common internal communication tool, employees utilizing text messages for



district business are expected to return or respond to messages of significance from colleagues within a reasonable amount of time. Employees are expected to use the Tyler SIS communication log to document contacts with parents, families, and students.

- Public Data – The content of district communications via text messages are public information except where allowable by law to be private. Employees should refrain from including confidential data.
- Response Time – Employees are not required to respond to text messages sent by parents, families, students, or colleagues when using their personal devices.
- After Hours – In an effort to promote a healthy work-life balance, employees are encouraged to limit text/SMS messages for charter school business unless expected to do so or in emergency situations.

### Written (Print) Correspondence

Similar to email correspondences, employees will use written communication to respond to written correspondences in a professional manner.

- Responding to Written Communications – Employees are expected to return or respond to written correspondences of significance (e.g., colleagues, parents, students) within a reasonable amount of time. If a response requires additional information gathering, employees are expected to contact the sender to let them know of the status of their request. Depending on the request, response times may vary.
- Public Data – The content of charter school communications are public information except where allowable by law to be private. Employees should refrain from including confidential student data without permission of the student's parent/guardian.
- Response Time – Employees are expected to respond to written correspondence of significance (colleagues, parents, students) within one to two duty days. If a response requires additional information gathering, employees are expected to reply to the message letting them know of the status of their request.
- Public Data Requests – The Head Administrator or designee will coordinate response to requests for public data made under the Inspections of Public Records Act. Questions about public data requests should be directed to the Head Administrator, who will in many cases, confer with the charter school's governing board and legal counsel.

### Social Media

Employees will use and respond to correspondences via social media in accordance with the ABA Acceptable Use policy.

- Using Social Media
  - School/Program Social Media Use - School sites and activity/program chairs may choose to establish an official presence on public online social media sites with prior administrative approval.
  - Employee/Classroom Use of Social Media - Teachers may elect to use social media tools for the purpose of instruction.
  - Charter school-sponsored social media – The school does not provide teachers with password-protected, online social media tools, with the exception of Class DOJO, a school-approved communication system.

- Non-district sponsored social media – If a teacher elects to use a social media tool, the teacher must build a separate page in that social media tool from his or her personal online presence. Content and use must adhere to school policies and guidelines. Content and use must not violate the “terms of service” for the social media tool.
- Responding to Social Media Communications – Employees are encouraged to use caution when using social media as a standard communication tool with parents, families and students, unless otherwise noted above.
- Public Data – The content of district communications via social media are public information except where allowable by law to be private. Employees should refrain from including confidential data in social media posts and communications.
- Response Time – Recognizing that social media has become a common communication tool, employees utilizing social media for charter school business are expected to respond to social media messages (e.g. comments, questions) within 12-24 hours (on duty days). If a response requires additional information gathering, employees are expected to notify the message sender of the status of their request.
- After Hours – In an effort to promote a healthy work-life balance, employees are encouraged to limit social media communications for district business except in emergency situations.

## Media Contacts

Media Group	Contact Name	Phone Number	Email
Newspaper			
Albuquerque Journal	Shelby Perea (Education Staff Writer)	(505) 823-3913	sperea@abqjournal.com
Santa Fe New Mexican	Phil Casaus (Editor)	(505) 986-3033	<a href="https://www.santafenewmexican.com/site/forms/online_services/submit_news/submit_news/">https://www.santafenewmexican.com/site/forms/online_services/submit_news/submit_news/</a>
Television			
KRQE	Chelo Rivera	(505) 243-2285	chelo.rivera@krqe.com

KOB	ATTN: Editor	1-844- KOB4 - NEW S	news@kobtv.com
Etravision	ATTN: Editor	(505) 342- 4141	<a href="https://chamberorganizer.com/members/directory/ectown/mappointments.php?mid=775595747">https://chamberorganizer.com/members/directory/ectown/mappointments.php?mid=775595747</a>
Radio			
93.3 the Q	NA	(505) 767- 6700	NA
97.3 Kiss	NA	(505) 254- 7100	NA
97.7 Radio Lobo	NA	(505) 880- 9770	NA
Other			
Albuquerque Biz Journals	Rachel Sams (Editor)	505- 768- 7008	albuquerque@bizjournals.com

### Press Release Template

Date	Time	AM/PM
School Name: Albuquerque Bilingual Academy		
School Address:	7500 La Morada Pl. NW, Albuquerque, NM 87120	

Primary Media Contact:	Chris Jones, Executive Director Office: 505-836-7706, Ext. 1202 Cell: 505-803-0812 Fax: 505-831-4462 Email: cjones@lpehc.com
Alternate Media Contact:	David Bryant, Assistant Principal Office: 505-836-7706, Ext. 1203 Fax: 505-831-4462 Email: dbryant@lpehc.com
General Contact Info:	Phone: 505-836-7706 Fax: 505-831-4462 Email: aba_help@lpehc.com

Headline:
Text:

## **School Emergency Operations Plan (EOP)**

### **Recovery (After)**



**Albuquerque Bilingual Academy** is committed to providing a healthy, safe and secure environment for students and employees. The SAFE SCHOOLS PLAN – SCHOOL EMERGENCY OPERATIONS PLAN - RECOVERY section provides {Name of School} staff as school resumes after a critical incident has occurred. Resuming school activities as quickly as possible and to a typical routine 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 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.**

Albuquerque Bilingual Academy ELC recognizes that each school community has unique needs and resources, which must be addressed to enhance the *School-Level Safety Plan*. The SAFE SCHOOL PLAN – SCHOOL EMERGENCY OPERATIONS PLAN - RECOVERY section will be reviewed annually by school staff.

(NOTE: Recovery activities are school and community-specific. Included in this document are **samples** of possible recovery strategies that a school might have in place to assist in the aftermath of critical incidences. Every school should develop a recovery section in their School-Level Safety Plan.)



## RECOVERY PLANNING

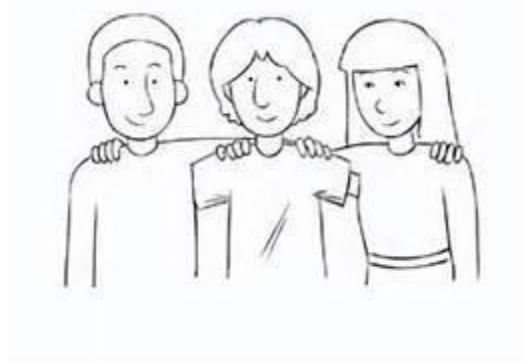
Many individuals who have had traumatic experiences suffer from ongoing reactions to them. These reactions are called Post-traumatic Stress Reactions. These reactions are common, understandable and expected, but are nevertheless serious and can lead to many difficulties in daily life. Understanding the nature of traumatic stress and moving to appropriate interventions can greatly increase the chances for a quicker return to normalcy and decrease reactive emotions and behavior.

In a crisis situation, many of the school staff may also be traumatized and will need to address their emotional state as well. The more a school community can prepare for a crisis, the more equipped they will be to tackle these issues. Training for school staff is essential for recovery planning.

Training for school staff should include topics of:

- Stress and risk factors;
- Protective factors;
- Emotional and behavior problems;
- Trauma reactions; and

- Symptoms and strategies for crisis prevention, response and personal coping.



**RECOVERY TEAM**

<b>Organization</b>	<b>Name &amp; Title</b>	<b>Phone Number &amp; E-mail</b>
ABA	CHRIS JONES, EXECUTIVE DIRECTOR/PRINCIPAL	Cell #:505-803-0812 E-mail:cjones@lpehc.com
ABA	DIANA DIAZ, DIRECTOR OF OPERATIONS	Cell #: 505-362-3460 E-mail: ddiaz@lpehc.com
ABA	DAVID BRYANT, ASSISTANT PRINCIPAL	Cell #: 505-205-2774 Email: dbryant@lpehc.com
ABA	DANIELLE MIRANDA, COORDINATOR	Cell #: 505-507-4953 E-mail: <a href="mailto:dmiranda@lpehc.com">dmiranda@lpehc.com</a>
ABA	TONI BAZAN, HEALTH ASST.	Cell #: 505-507-4552 E-mail: <a href="mailto:tbazan@lpehc.com">tbazan@lpehc.com</a>
ABA	DANIELA RICO, RECEPTIONIST	Cell #: 505-610-8550 E-mail: <a href="mailto:drico@lpehc.com">drico@lpehc.com</a>
ABA	YVETTE BARNWELL, COMMUNITY SCHOOLS COORDINATOR	Cell #: 505-604-3249 E-mail: <a href="mailto:ybarnwell@lpehc.com">ybarnwell@lpehc.com</a>

**Recovery Team:** a team of individuals who come together after a critical incident and manage the aftermath of the situation. This group should include a diverse representation of individuals within the school, such as administrative staff, health/mental health service providers, teachers, and building security staff. In addition, the team should include community members, such as spiritual leaders, and community mental health providers.

Purpose of team:



- To support (through grief counseling, debriefing, etc.) students, staff, and parents who grieve by normalizing reactions;
- To provide a safe environment for students to express their feelings of grief, loss, anger, guilt, etc., and not feel alone in their experience;
- To return the school environment to its normal routine as quickly as possible following a crisis;
- To prevent possible copycat responses if the crisis is related to a suicide or other form of attack; and
- To reduce possible long-term effects that can negatively influence school attendance and learning.

The members of the team will need training in suicide assessment, intervention, or debriefing procedures in order to effectively respond and intervene with students, staff, and parents.

## 6.1 RE-LOCATION AND RE-UNIFICATION PLAN

### *RE-LOCATION PLAN*

In the event of an emergency that requires full evacuation, two re-location sites have been identified by ABA. The various emergency protocols guide the actions of students, staff, and visitors. The two off-campus relocation sites are known by staff and students as well as visitors. This knowledge is gained through participation in emergency drills. Each site has designated contacts by which the school has arranged usage of facility space. The recovery team holds the responsibility of assisting with re-unification and overall command during times of emergencies. Maps of sites and directions are provided to staff and students. Some information regarding the process of unification is provided below. Teachers are given and are required to take with them during emergency drills, class rosters including parent/guardian contact information. This emergency drill folder also contains other emergency drill protocols and the contact information of essential school personnel as well as emergency contact information for first responders.

***Staff has been made aware of the plan for relocation and reunification. The assurance has been provided to NMPED.***

***During our fire drills, students go to the South Side of our campus where we have indicated specific lines for staff to line up by class. During Re-location drills, our students are escorted to our cul-de-sac, located on the East side of our campus. In the event of an actual relocation, students will be relocated to Rinconada Park. Below is a chart outlining the main duties of the team members, to be used in the event of re-location.***

<b>Role</b>	<b>Person Assigned</b>	<b>Duties</b>
Media	Chris Jones	Ensures communication with media as appropriate
Roll-Call	David Bryant	Ensures a complete roster of students is available from all teachers to account for students present/absent
Greeter	Danielle Miranda	Greets ABA Parents and Guardians Upon Arrival of Site
Traffic Control		Ensures traffic is being routed as appropriate and that all drivers are maintaining safety
Check-Out Supervisor	Diana Diaz	Supervises front office staff in identifying parents and emergency contacts before releasing students
Runner	Karina Solares	Transports documentation between sites as necessary.
First Aid	Toni Bazan	Provides first aid as necessary to students requiring assistance.
Translator/Interpreter	Cecy Barffuson	Helps translate for families who may not be bilingual.
Group Leaders	Individual Teachers (Supervising Assigned Grade Levels)	All Individual Teachers keep their assigned grade level classes with them until all students are picked up.

## RE-UNIFICATION TEAM

<i>ICS Assignment</i>	<i>Primary</i>	<i>Secondary</i>	<i>Tertiary (if sufficient number of staff)</i>
<i>Incident Commander</i>	<i>Name: Chris Jones Title: Executive Director Cell #:505-803-0812</i>	<i>Name: Diana Diaz Title: Director of Operations Cell #: 505-362-3460</i>	<i>Name: Danielle Miranda Title: Student Services Coordinator</i>

	<i>E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a></i>	<i>E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a></i>	<i>Cell #: 505-507-4953</i> <i>E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a></i>
<i>Public Information Office</i>	<i>Name: Diana Diaz</i> <i>Title: Director of Operations</i> <i>Cell #: 505-362-3460</i> <i>E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a></i>	<i>Name: Chris Jones</i> <i>Title: Executive Director</i> <i>Cell #: 505-803-0812</i> <i>E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a></i>	<i>Name: Danielle Miranda</i> <i>Title: Student Services Coordinator</i> <i>Cell #: 505-507-4953</i> <i>E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a></i>
<i>Liaison Officer</i>	<i>Name: Yvette Barnwell</i> <i>Title: Community Schools Coordinator</i> <i>Cell #: 505-604-3249</i> <i>E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a></i>	<i>Name: Daniela Rico</i> <i>Title: Receptionist</i> <i>Cell #: 505-610-8550</i> <i>E-mail: <a href="mailto:drico@Lpelc.com">drico@Lpelc.com</a></i>	<i>Name: Danielle Miranda</i> <i>Title: Student Services Coordinator</i> <i>Cell #: 505-507-4953</i> <i>E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a></i>
<i>Operations Chief</i>	<i>Name: Chris Jones</i> <i>Title: Executive Director</i> <i>Cell #: 505-803-0812</i> <i>E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a></i>	<i>Name: Diana Diaz</i> <i>Title: Director of Operations</i> <i>Cell #: 505-362-3460</i> <i>E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a></i>	<i>Name: Danielle Miranda</i> <i>Title: Student Services Coordinator</i> <i>Cell #: 505-507-4953</i> <i>E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a></i>
<i>Planning Chief</i>	<i>Name: Diana Diaz</i> <i>Title: Director of Operations</i> <i>Cell #: 505-362-3460</i> <i>E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a></i>	<i>Name: Chris Jones</i> <i>Title: Executive Director</i> <i>Cell #: 505-803-0812</i> <i>E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a></i>	<i>Name: Danielle Miranda</i> <i>Title: Student Services Coordinator</i> <i>Cell #: 505-507-4953</i> <i>E-mail: <a href="mailto:dmiranda@Lpelc.com">dmiranda@Lpelc.com</a></i>
<i>Logistics Chief</i>	<i>Name: Diana Diaz</i> <i>Title: Director of Operations</i> <i>Cell #: 505-362-3460</i> <i>E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a></i>	<i>Name: Yvette Barnwell</i> <i>Title: Community Schools Coordinator</i> <i>Cell #: 505-604-3249</i> <i>E-mail: <a href="mailto:ybarnwell@Lpelc.com">ybarnwell@Lpelc.com</a></i>	<i>Name: Chris Jones</i> <i>Title: Executive Director</i> <i>Cell #: 505-803-0812</i> <i>E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a></i>
<i>Finance Chief</i>	<i>Name: Mike Vigil</i> <i>Title: Business Manager</i> <i>Cell #: 505-977-5841</i> <i>E-mail: <a href="mailto:mike@vigilgroup.net">mike@vigilgroup.net</a></i>	<i>Name: Chris Jones</i> <i>Title: Executive Director</i> <i>Cell #: 505-803-0812</i> <i>E-mail: <a href="mailto:cjones@Lpelc.com">cjones@Lpelc.com</a></i>	<i>Name: Diana Diaz</i> <i>Title: Director of Operations</i> <i>Cell #: 505-362-3460</i> <i>E-mail: <a href="mailto:ddiaz@Lpelc.com">ddiaz@Lpelc.com</a></i>

Note: In the event of the absence of any of the above members, David Bryant will serve as a substitute.

## *FAMILY REUNIFICATION*

# REUNIFICATION PROCEDURES

- ABA sends an annual notification letter to all ABA parents, which describes the school's plans for conducting emergency drills required annually. The school's protocols for emergency drills with particular emphasis to reunification are broken down in terms of students, staff, and parent responsibilities. This information is shared with parents during the school's annual orientation and open house meetings. Furthermore, the school uses the Class DOJO communication system, newsletters, parent/student handbook, and website to communicate protocols with parents. In addition, the school now has a mass communication system via OneCallNow that sends a message to parents via text, email, and/or phone.
- During the reunification process, parents/guardians receive appropriate communication via the channels listed above, and then report to the designated reunification area.
- Emergency folders (GoKits, including reunification cards) maintained by staff members include several copies of student rosters and up to date authorized pick-up list that identifies the individuals allowed to sign students out. This information is exported from the school's student information system and is refreshed twice annually. During an emergency, staff works with the family reunification team indicated above who maintains the responsibility of facilitating the check-out process during reunification. After students are accounted for and in the staging area, folders are provided to the reunification team that oversees the steps below. The designated staff member (teacher) uses the rosters to account for students in the staging area at all times.
- All parents are required to complete an emergency release card, which is then given to the reunification team designee. These cards are completed at the beginning of the school year if possible. Upon issuance of the card or completion of the card, a designee from the team retrieves students from the designated staging area in which students are under the supervision of their staff member of record.
- All parents/guardians/designees must present a picture ID to the reunification team member, which is then verified against the check out list as well, and then cross checked by students and knowledgeable staff members. Upon verification, parents are required to sign an acknowledgement form indicating they picked up their child.
- Parents of students in the first aid staging area are walked back to the area by a reunification team designee who helps facilitate the reunification process.
- The communication systems listed above are the primary methods the school will use; Media inquiries are handled by the Public Informational Officer in the table above.
- The reunification team commander utilizes a megaphone to clearly communicate with and reinforce procedures for parents, staff, and students.

### **Reunification Team Responsibilities:**

- Implement reunification plan
- Translate for students and parents
- Calm students
- Aid in reunification process
- Transport reunification documents i.e. rosters with parent contact information and pick up lists
- Verify the identification of those picking up students at relocation center
- Participate in debriefing session and evaluation process
- Coordinate
- Members of the Reunification Team have been trained in all responsibilities and the reunification plan.

### **Re-unification Planning and**

### **Training/ Fall and Spring of 2020/2021**

Nick Zobel

Senior Planner

Albuquerque Office of Emergency Management

Cecy Barffuson

School Social Worker

Danielle Miranda

## 6.2 CONTINUITY OF OPERATIONS PLANNING

In the event that school must be closed for extended periods of time due to unforeseen emergencies, Albuquerque Bilingual Academy has a plan that includes the following:

- Access to curriculum
  - o Istation instruction
  - o Egenuity
  - o IXL
  - o Class DOJO
  - o Teacher Websites
- SPED compensatory service or face-to-face service based on ancillary scheduling
- Modified scheduling that allows face-to-face traditional instruction and school days through the use of the ABA facility that was not impacted by the emergency closure
- Use of transportation services to
  - transport students to non-impacted facility
  - Continuation of lunch services for students at non-impacted facility
  - Transfer of phone services to personal lines belonging to administrative staff

### *TELLING FAMILY MEMBERS THAT THEIR LOVED ONE IS MISSING, INJURED, OR KILLED<sup>28</sup>*

When reunification is not possible because a child is missing, injured, or killed, how and when this information is provided to families is critical. Before an emergency, the planning team must determine how, when, and by whom loved ones will be informed if their loved one is missing or has been injured or killed. Law enforcement typically takes the lead on death notifications, but all parties must understand their roles and responsibilities. This will ensure that parents and loved ones receive accurate and timely information in a compassionate manner.

While law enforcement and medical examiner procedures must be followed, families should receive accurate information as soon as possible. Having on hand or immediately available trained personnel to talk to loved ones about death and injury can ensure that notification is provided to family members with clarity and compassion. Counselors should be on hand to immediately assist family members.

The school EOP should include pre-identified points of contact (e.g., counselors, police officers) to work with and support family members. These points of contact should be connected to families as early in the process as possible, including while children are still missing but also before any victims have been positively identified. After an incident, it is critical to confirm that each family is getting needed support, including long-term.

The school EOP should consider printed and age-appropriate resources to help families recognize and seek help in regard to a variety of reactions that they or their loved ones can experience during and after an emergency. Often, a family that has lost a child may have other children or another child in the school. It is critical that these families and loved ones are supported, as they grieve their loss and support their surviving child(ren).

The school EOP also should explicitly address how impacted families and children will be supported if they prefer not to engage with the media. This includes strategies for keeping the media separate from families and students while the emergency is ongoing and support for families that may experience unwanted media attention at their homes.

28 Ibid, p. 32.

## STAFF AND STUDENT NOTIFICATION

Albuquerque Bilingual Academy understands that a school announcement of the death of a student or staff that affecting a school community is critical and needs to be done as soon as possible. If during school hours, a written statement or a staff meeting is a means to share information on the crisis involving the death of a student or staff.

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

Guidelines for student notification may include:

- The announcement should only include accurate information that has been verified by the family or the authorities to help control rumors.
- The students need to get the same information at the same time (e.g. homeroom, first period class, or in small groups) from someone they know (if possible).
- The announcement should be appropriate to the grade level of the students, especially in primary and middle schools.
- Use of public address systems or school assemblies should be avoided.
- The announcement should also include information on mental health support services and how to access them.

A prepared statement for parents is also very important. A letter should be sent home with students to notify parents about the crisis and what services are being offered to the students and their families. Also included should be guidelines on helpful ways to support their child(ren), signs and symptoms of normal reactions to trauma, other preventive information, and a list of local resources.

In the event of a death, use the following checklist for planning possible events/processes:

## NOTIFICATIONS



- Prepare Letter for Parents (in relevant translation) - include Parent Meeting Information
- Prepare community resources for parent letter
- Prepare statement for staff to read if appropriate
- Identify list of vulnerable students and staff
- Call parents of vulnerable students
- Prepare statement to media
- Announce date/time of staff meeting
  - Discuss how information will be disseminated
  - Talk about warning signs, etc.
  - Develop a long term prevention plan
  - Distribute handouts
  - Arrange for outside facilitator to present to parents
  - Organize place/time
  - Plan memorials
  - Organize materials for memorial room: paper,
  - markers, tissues, etc.
  - Announce funeral information
  - Arrange for busses, if appropriate
  - Arrange for substitutes if needed
  - Arrange for Counselors to be available
  - Meet with vulnerable students and staff
  - Report list of students seen to counselor and make referrals
  - Identify students needing on-going grief
  - Assess need for ongoing support groups counseling

## RECOVERY CHECKLIST

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.

## PANDEMIC FLU RECOVERY

### **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 and 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 child/children 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 school-based health center, community health service agencies, 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.

## 6.3 PSYCHOLOGICAL AND EMOTIONAL RECOVERY

**\* Provided written psychological/emotional recovery plan**

Albuquerque Bilingual Academy has a school social worker and school counselor onsite to assist students in the recovery process after experiencing a traumatic event caused by a school-based emergency. ABA will work with community agencies like Albuquerque Counseling and Centro Savila (Bilingual and Bicultural Agency) to help the school provide mental health and recovery services. Centro Savila is currently offering and promoting their “Strengthening Families Program” to the families of ABA.

**Crisis Team:**

- \*Chris Jones, Director, 505-836-7706, ext. 202
- \*[David Bryant](#) Assistant Principal 505-836-7706 ext. 1203
- \*Danielle Miranda, School Counselor, 505-836-7706, ext. 511
- \*Cecy Barffuson Franco School Social Worker 505-836-7706,
- Diana Diaz, Director of Operations, 505-836-7706, ext. 206
- Toni Bazan, Health Assistant, 505-836-7706, ext. 201
- Bonnie Kaufman Registered Nurse, 505-836-7706, ext. 201
- Yvette Barnwell, Teacher, 505-836-7706, ext. 408

**\* Crisis Intervention Team members are trained in psychological/emotional recovery; name or type and frequency of training is provided (must be included here and/or as part of Sec. 2.5’s training component)**

Albuquerque Bilingual Academy's Crisis Intervention Team members will follow the "Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events" ("REMS TA center website," n.d.) webinar for planning purposes. The webinar is presented by Readiness and Emergency Management for Schools and provides an overview of trauma and how schools can approach the trauma after an emergency. The webinar can be found at <https://rems.ed.gov/webinarDetail?id=3&AspxAutoDetectCookieSupport=1>.

# Resources



# STUDENTS EXPERIENCING TRAGEDY/ TRAUMA

## · **U.S. Department of Education – Office of Safe and Healthy Students (OSHS) – Readiness and Emergency Management for Schools (REMS) Technical Assistance Center**

Visit: <http://rems.ed.gov/HelpingYouthandChildrenRecoverFromTraumaticEvents.aspx>

The REMS Technical Assistance (TA) Center’s primary goal is to support schools, school districts, and institutions of higher education in emergency management, including the development and implementation of comprehensive emergency and crisis response plans. The TA Center disseminates information about emergency management to help schools, school districts and institutions of higher education learn more about developing, implementing and evaluating crisis plans. In addition, the TA Center helps the OSHS coordinate technical assistance meetings, manages “listservs” for sharing emergency management planning information, and responds to direct requests for technical assistance.

REMS Resources include, but are not limited to:

Tips for Adults on How to Talk with Children About Connecticut School Shooting

- Resources related to Newtown, CT Tragedy from U.S. Department of Health and Human Services
- Helping Young Children and Families Cope with Trauma
- Tips for Talking to Children and Youth after Traumatic Events: A Guide for Parents and Educators
- Child Trauma Toolkits for Educators
- Listen, Protect, Connect-Model & Teach; Psychological First Aid (PFA) For Students and Teachers
- Childhood Traumatic Grief Educational Materials for Parents
- Parent Tips for Helping Adolescents after Disasters

## · **National Education Association – Health Information Network**

Visit: <http://crisisguide.neahin.org/crisisguide/>

As educators we are committed to keeping schools safe and supporting children and their families. That is why the National Education Association (NEA) and the National Education Association Health Information Network (NEA HIN) developed this easy-to-use crisis guide with essential, to-the-point advice for schools and districts.

Knowing what to do can be the difference between stability and upheaval. This step-by-step resource created by educators for educators can make it easier for NEA leaders and school district administrators and principals to keep schools safe — so teachers can teach and children can learn.

The guide also suggests ways for NEA state and local associations to lend expertise, saving schools precious time in the midst of a crisis and helping children and staff return to learning. Download a free copy of *The Crisis Guide* (56 pages) or request *The Crisis Guide and Red Book*, both available to the public at no cost; just pay shipping and handling. To place an order, please contact: NEA Health Information Network, P.O. Box 371, Annapolis Junction, MD 20701-0371.

### **The National Association of School Psychologists**

Visit: <http://www.nasponline.org/>

The National Association of School Psychologists (NASP) empowers school psychologists by advancing effective practices to improve students' learning, behavior, and mental health.

NASP Resources include, but are not limited to:

- Tips for Teachers and Parents Following School and Community Violence
- Talking to Children About Violence: Tips for Parents and Teachers
- Tips for School Administrators for Reinforcing School Safety
- Coping with Crisis: Tips for Parents and Educators
- Coping with Crisis: Helping Children with Special Needs
- Dealing with a Death in School
- Responsible Media Coverage of Crisis Events Impacting Children and Youth

### **The American School Counselor Association**

Visit: <http://www.schoolcounselor.org/>

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social, and career development, so that they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.

ASCA Resources include, but are not limited to:

- Helping Kids During Crisis
- Infusing a Caring Climate in Your School
- Supporting Students After Crisis and Loss

## Suggested Publications

### Books for Kids:

- *"A Terrible Thing Happened,"* Margaret M. Holmes. ISBN # 1-57759-696-X, Dalmatian Press, P.O. Box 682068, Franklin, TN, 37068-2068.
- *"Reactions,"* Allison Salloum. Centering Corporation, Chicago, Illinois, 1998.
- *"Why Did it Happen?"* Janice Cohen, Morrow Junior Books, New York, NY, 1994.

### Books for Parents:

- *"Children and Trauma: A Parent's Guide to Helping Children Heal,"* Josey-Bass, San Francisco, CA.
- *"The Scared Child: Helping Kids Overcome Traumatic Events,"* John Wiley, New York, New York.

### Professional Publications:

- *"About Traumatic Experiences,"* Joy Berry, Children's Press, Chicago, IL, 1990.
- *"Keeping Children Safe: A Program to Help Children Cope with Community Violence,"* Annette M. La Greca, Lissette M. Perez and Alissa Glickman. This is a manual based on two years of research, examining the effects of community violence on children. The manual can be downloaded free of charge at <http://keepingchildrensafe.com>.
- *"Safe From the Start: Taking Action on Children Exposed to Violence."*  
A summary from the U.S. Department of Justice. Department of Justice publications may be ordered from: NCJ 182789, NCJRS Publication Orders, P.O. Box 6000, Rockville, MD, 20849-6000. Tel. 800-851-3420; <http://puborder.ncjrs.gov/>

### School of the 21st Century

Visit: <http://www.yale.edu/21c/history.html>.

The School of the 21st Century (21C) is a community school model that incorporates childcare and family support services into schools. Its overall goal is to promote the optimal growth and development of children, beginning at birth.

*What Schools of the 21st Century Should Know About School-Based Violence Prevention:* This issue brief discusses the extent of violence problems that schools now face, as well as strategies and programs that have been shown to be effective in preventing violence in schools. Download a free copy – 8 pages.



## Safe Schools

### · **Save the Children – U.S. Center for Child Development & Resiliency**

Visit: <http://uscenter.savethechildren.org/SitePages/Children%20in%20Disasters.aspx>

Save the Children's U.S. Programs strives to ensure that the most underserved children in America are Ready to Learn by the time they begin school, enjoy academic and personal Success in School, are Healthy and Active in learning and life, and are Safe and Protected when disaster strikes.

Save the Children is committed to reducing the impact of emergencies and disasters on children through effective preparedness, response, recovery, and advocacy. Our Resilient and Ready Communities initiative helps communities in at-risk regions to meet national standards and to integrate best practices that support children's safety and well-being through preparedness planning and programs. We hope that you will utilize the resources of this Center to support the needs of children and families before, during, and after emergencies.

- Tips for Supporting Children in Disasters – Teachers and Administrators  
<http://uscenter.savethechildren.org/SiteAssets/SitePages/Children%20in%20Disasters/Tips%20for%20Teachers%20and%20Administrators.pdf>
- Tips for Coping after a Disaster – Teens  
<http://uscenter.savethechildren.org/SiteAssets/SitePages/Children%20in%20Disasters/Tips%20for%20Teens.pdf>

### · **FEMA – Knowledge Empowers - Educators**

Visit: <http://www.ready.gov/kids/educators>.

Embedded with real-world connections, these multidisciplinary lessons teach what to do before, during and after an emergency, while fostering critical 21<sup>st</sup> Century skills, such as problem-solving, teamwork, creativity, leadership, and communication.

Download this supplemental curriculum for grade 1 – 12 and engage your students with three lessons of inquiry-driven, project-based, and differentiated learning activities aligned to core subject standards.

## **Pest Management**

- **U.S. Environmental Protection Agency – Healthy School’s website**

Visit: <http://epa.gov/schools/>

This website provides a host of resources and information to help support healthy and productive school environments for our nation’s children. Whether you are a state, school district, school, school official, teacher, parent, student, or supporter of healthy schools, this website can put you on the path to providing clean, green, and healthy school environments for students and staff.

- **Integrated Pest Management (IPM) in Schools – Protecting Children in Schools from Pests and Pesticides**

Visit: <http://www.epa.gov/pesticides/ipm/>

## **Drug Abuse and Addiction**

- **National Institutes of Health - National Institute of Drug Abuse**

The mission of the National Institute on Drug Abuse (NIDA) is to lead the Nation in bringing the power of science to bear on drug abuse and addiction. In this regard, NIDA addresses the most fundamental and essential questions about drug abuse—from detecting and responding to emerging drug abuse trends and understanding how drugs work in the brain and body, to developing and testing new approaches to treatment and prevention. NIDA also supports research training, career development, public education, public-private partnerships, and research dissemination efforts.

Parents & Educators, <http://www.drugabuse.gov/parents-educators>

- DrugFacts: Prescription and Over-the-Counter Medications, <http://www.drugabuse.gov/publications/drugfacts/prescription-over-counter-medications>
- DrugFacts: High School and Youth Trends, <http://www.drugabuse.gov/publications/drugfacts/high-school-youth-trends>
- Ordering Publications, call 1-877-643-2644.

## **Suicide Prevention**

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

Assists high schools and school districts in designing and implementing strategies to prevent suicide and promote behavioral health; includes tools to implement a multi-faceted suicide prevention program that responds to the needs and cultures of students.

**New Mexico Youth Suicide Prevention Program**  
**Visit:** [www.kognito.com/newmexico](http://www.kognito.com/newmexico).

The Kognito *At-Risk* on-line suicide prevention training for school teachers, staff and administrators for Middle and High Schools is available free through July, 2015.



1	Coors and Arenal	7:35	3:40
2	Unser and Arenal (Tenorio Park)	7:40	3:35
3	86 <sup>th</sup> and Tower (Tower Park)	7:46	3:30
4	Central and Unser (CVS Pharmacy)	7:50	3:25
5.	Albuquerque Bilingual Academy 7500 La Morada Pl NW at 8:00am Departs at 3:15pm	Arrives	

### QUICK LIST

**A quick guide to top hotlines for help, ranging from crisis intervention to suicide prevention:**

\*Note: If you are in a life-threatening emergency, dial 9-1-1 immediately.

**Agora Crisis Center:** 1.866.HELP.1.NM (435.7166) or (505) 277.3013

- **Child Sexual Abuse Hotline:** 1.800.773.8368
- **Covenant House Nineline:** 1.800.999.9999  
Crisis hotline available in both English and Spanish.
- **Domestic Violence State Hotline (S.A.F.E. House):** 1.800.247.4219
- **Girls and Boys Town National Hotline:** 1.800.448.3000  
For children, teens and parents in need of help. Spanish available.
- **National Suicide Prevention Lifeline:** 1.800.273.TALK (8255)
- **Mental Health Crisis Hotline:** (505) 247.1121
- **National Child Abuse Hotline:** 1.800.4.A.CHILD (422.4453)
- **National Domestic Violence Hotline:** 1.800.799.SAFE (7233)
- **National Eating Disorders Association:** 1.800.931.2237
- **National Hopeline Network:** 1.800.SUICIDE (748.2433)  
Suicide prevention hotline.
- **National Hopeline en Español:** 1.800.SUICIDA (748.2432)
- **Nurse Advice New Mexico Hotline:** 1.877.725.2552
- **Poison Control:** (505) 272. 2222 or 1.800.222.1222
- **Police Non-Emergency:** (505) 242.COPS (2677)
- **Rape, Abuse, Incest Network:** 1.800.656.HOPE (4673)
- **Runaway Switchboard:** 1.800.RUNAWAY
- **Speak Up:** 1.866. SPEAK.UP (773.2587)  
Report weapons threats
- **Trevor Project (for GLBTQ):** 1.866.488.7386  
Suicide hotline for gay and questioning youth
- **Youth Crisis Hotline:** 1.800.442.4673
- **Youthline:** 1.877.YOUTHLINE (968.8454)  
Crisis intervention hotline.

Dean Hopper, Director at el. (505) 827-1806 or Email at [Dean.Hopper@state.nm.us](mailto:Dean.Hopper@state.nm.us)

Dean Hopper, M.A., Ed., Director PED – School and Family Support Bureau  
120 Federal Place, Room 206 Santa Fe, NM 87501

## **URGENT NOTICE ! PLEASE READ**

This letter is to inform you of added security measures which will be taking place to ensure the **“SAFETY OF CHILDREN AND STAFF”** at Albuquerque Bilingual Academy .

In light of the many school tragedies across the country including the recent incident in Roswell, New Mexico, we have taken a closer look at our safety procedures. During the last few weeks we have been working to complete a comprehensive **“SCHOOL SAFETY PLAN”**. This plan includes procedures for all types of emergencies that may cause us to evacuate of the building, shelter in place, lock down, and fire drill. We have completed the “Safety Plan” and then invited a Security Police Agency to review our plan, complete a walk-thru, review our procedures and provide recommendations for both the Central and La Morada locations.

As a result of our review the following procedures will be implemented immediately. These changes ensure that every precaution is being taken to protect our children. These changes may feel intrusive to you and you may assume that we not promoting your active participation in your child’s education. Please be assured that is **NOT the case**. We also need to honor and respect the parent requests for limited individuals allowed to pick up their child. Our primary concern is for the safety of all children but it must also be a **complete partnership** and active participation of **all staff, students, parents, and community**. **Please follow the procedures** outlined below.

1. Please ensure your phone numbers are always **current** in the front office. Attached is an update form should you need to make changes.
2. Please make sure that you have listed any person on the registration form that may pick-up your child from school. **If they are not** on the pick-up list children **will not be released**.
3. Drop off time **begins at 7:45-8:15** a.m. Gates will close at 8:30. Students are tardy after 8:30, 1<sup>st</sup> period begins at 8:15. Before school care is available at 7:45 but children must register for this service and must report to the office for entrance into the school.
4. Pick-up time begins at **2:15 for Pre-K only** through the pick-up area on the South end of campus. Please park in the spaces west of the double gates and walk to check out your child from the teachers. Exit Southwest around the empty buildings and out the Southeast gate by the playground.
5. Pick-up time for K-8 **begins at 3:15**. 2<sup>nd</sup>- 8<sup>th</sup> grade students will be pick-up in the pick-up area. **2<sup>nd</sup> & 3<sup>rd</sup> student pick up, pull up to the double gate on the right lane, PLEASE remain in your car teachers will walk your child to your car.**
6. **4<sup>th</sup> thru 8<sup>th</sup>** grade students, parents pull up on the left lane to the corner of the empty buildings where

students are lined and supervised by teachers for pick up students. **PLEASE remain in your car** and teachers will walk your child to your car.

7. **Kinder & 1<sup>st</sup>- students pick up** in pick up area located between buildings G and F (see #6).
8. **PLEASE DO NOT PARK AND WAVE YOUR CHILDREN TO LOAD UP IN THE PARKING LOT. IF YOU PARK THEN WALK ON THE SIDEWALK, CROSS GUARD IS AVAILABLE TO CROSS YOUR CHILD, WALK TO THE CAR WITH THEM IN HAND.**
9. **Walkers** must have a **permission slip on file**. Students must **report** to Ms. Miranda's Class. Students **will be checked off daily** if they walked off campus. Students are walked across La Morada by Ms. Miranda. **If students need to return** for any reason they must **report to the front office**. Walkers **without permission forms** will be **escorted to administration** and **parents contacted**.
10. **RTI students** will be walked to the front office at 3:50. Students will be called to the front office for pick-up, you **must present an ID**.
11. **AFTER SCHOOL PROGRAM** is available but students must be registered. See the front desk for application.
12. **IMPORTANT CHANGE: All children** in the after-school program will be **pick-up at the front desk only**. Please **bring in your ID** to sign out your child. Children will **NO longer** be checked out from **the after school classroom**. There will be an office clerk available at the front desk to call for your child and sign them out.
13. **ANYONE** picking up a child including a parent, sister, childcare provider **AFTER** drop-off, pick-up times must report to the office and **present an ID**. Gates will be closed, and there will be no other entrances to campus but the front office door after drop or pick-up times.
14. ALL parents, siblings, neighbors, childcare providers **WILL NEED to present an ID** at the front desk in order to pick up a child, an appointment with the teacher, administrator, or visitor to the school.
15. The small gate between "Building D and the Administration Building" is **NOT an entrance or exit** for **any staff member, parent or student**. IT is only an **EMERGENCY GATE** please do not use at **any time**. Please **do not call staff or students** to push the gate **open**.
16. Parents and visitors must have a **VISIBLE visitor pass WHEN** on campus.

OUR PRIMARY CONCERN IS FOR THE SAFETY OF ALL CHILDREN BUT IT MUST ALSO BE A COMPLETE PARTNERSHIP AND ACTIVE PARTICIPATION OF ALL STAFF, STUDENTS, PARENTS, AND COMMUNITY. THANK YOU!

**Chris Jones, Executive Director**



## SCHOOL SITE PERSONNEL DUTIES/RESPONSIBILITIES

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

Albuquerque Bilingual Academy has outlined individuals who will assume responsibility in the event of an emergency.

### ADMINISTRATIVE - MAIN OFFICE STAFF

<b>NAME</b>	<b>POSITION</b>	<b>PHYSICAL LOCATION</b>	<b>RESPONSIBILITIES</b>
<b>Chris Jones</b>	<b>Executive Director</b>	<b>Admin Building -F</b>	<b>Notify 911, liaison to staff &amp; law officials; Coordinate communication center Speak with Media</b>
<b>Diana Diaz</b>	<b>Operations Director</b>	<b>Admin Building -F</b>	<b>Notify 911, liaison to staff &amp; law officials; Coordinate communication center Speak with Media</b>
<b>Danielle Miranda</b>	<b>SPED Teacher</b>	<b>Building -G</b>	<b>Notify parents if needed; Assist w/ coordination of communication center</b>
<b>Betty Padilla</b>	<b>Front Office Clerk</b>	<b>Admin Building- F</b>	<b>Relay information to teachers in front and back of building; Lead classroom teachers and EA's work / Admin. staff</b>
<b>Toni Bazan</b>	<b>Health Assistant</b>	<b>Admin Building- F</b>	<b>Assist with medical emergencies , has first aid kit</b>
<b>David Bryant</b>	<b>Assistant Principal</b>	<b>Admin Building F</b>	<b>Secure Front Office- Maintain Communication with front office staff/ teachers and parents</b>



## ABA STAFF

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