

EUNICE
PUBLIC
SCHOOLS



INSPIRE ALL STUDENTS TO ACHIEVE THEIR GREATEST POTENTIAL

DISTRICT-LEVEL
SAFETY PLAN

MITIGATION & PREVENTION
PREPAREDNESS
RESPONSE
RECOVERY
EVACUATION & REUNIFICATION

REVISED
AUGUST 2016

EUNICE PUBLIC SCHOOLS

Acknowledgments

Eunice Public Schools Board of Education

Don Jones	President
David Gallegos	Vice President
Kenneth Reed	Secretary
Matt Coy	Member
Johnny Gaskins	Member

Eunice Public Schools Administration

Dwain L. Haynes	Superintendent
Tracy Davis	Elementary Principal
Christy Boyd	Middle School Principal
Gary Frazier	High School Principal
Sue Haynes	SPED Director

Safety Advisory Group

Dwain L. Haynes	Superintendent
Tracy Davis	Elementary Principal
Christy Boyd	Middle School Principal
Gary Frazier	High School Principal
Sue Haynes	SPED Director
Robbie Robinson	Teacher
Bridget McCasland	Parent
Gary Graham	Technology
Robbie McBee	Technology
Kyshia McBee	Nurse
Rodney Lord	Teacher
Penny Parker	Parent
Kerri Vinson	Counselor
Jessie Vanhoosier	Maintenance
Kendon Fish	Transportation

EUNICE PUBLIC SCHOOLS

District Level Safety Committee

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2	FRAZIER, Gary	EHS Principal	575-369-5981	302
3	BOYD, Christy	CMS Principal	575-513-0035	402
4	DAVIS, Tracy	MJE Principal	575-390-3935	502
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6	VANHOOSIER, Jessie	Maintenance Supervisor	575-318-1660	N/A
7	FISH, Kendon	Transportation Supervisor	575-631-8868	N/A
8	GRAHAM, Gary	IT Director	575-399-2792	601
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13	LORD, Rodney	EHS Teacher		N/A
14	JONES, Don	School Board President	575-631-9535	N/A
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16	MCCASLAND, Bridget	Parent		N/A
17	JONES, Jimmy	Chief of Police	575-631-5736	N/A
18	MOORE, Marty	City Manager	575-441-4357	N/A

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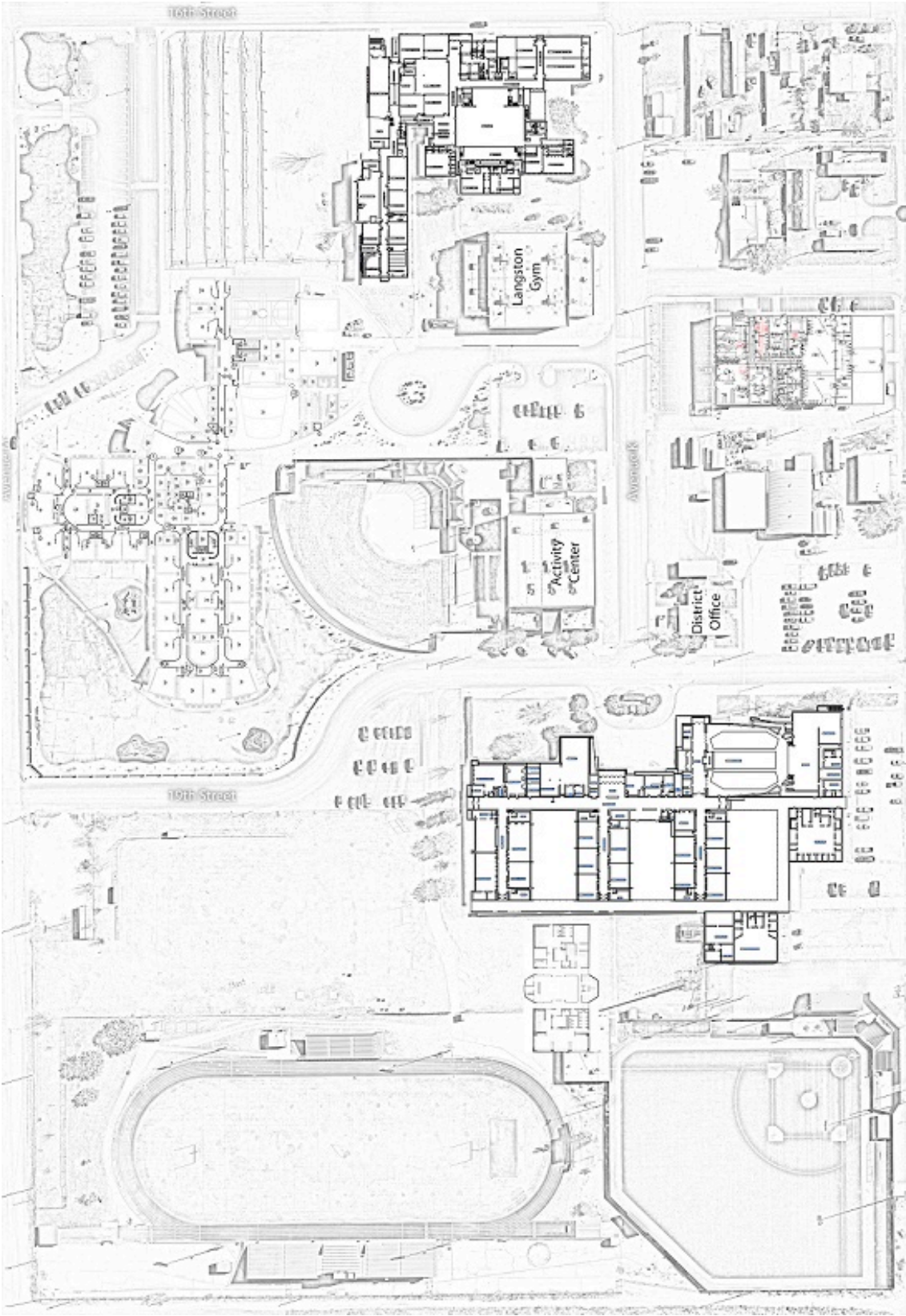
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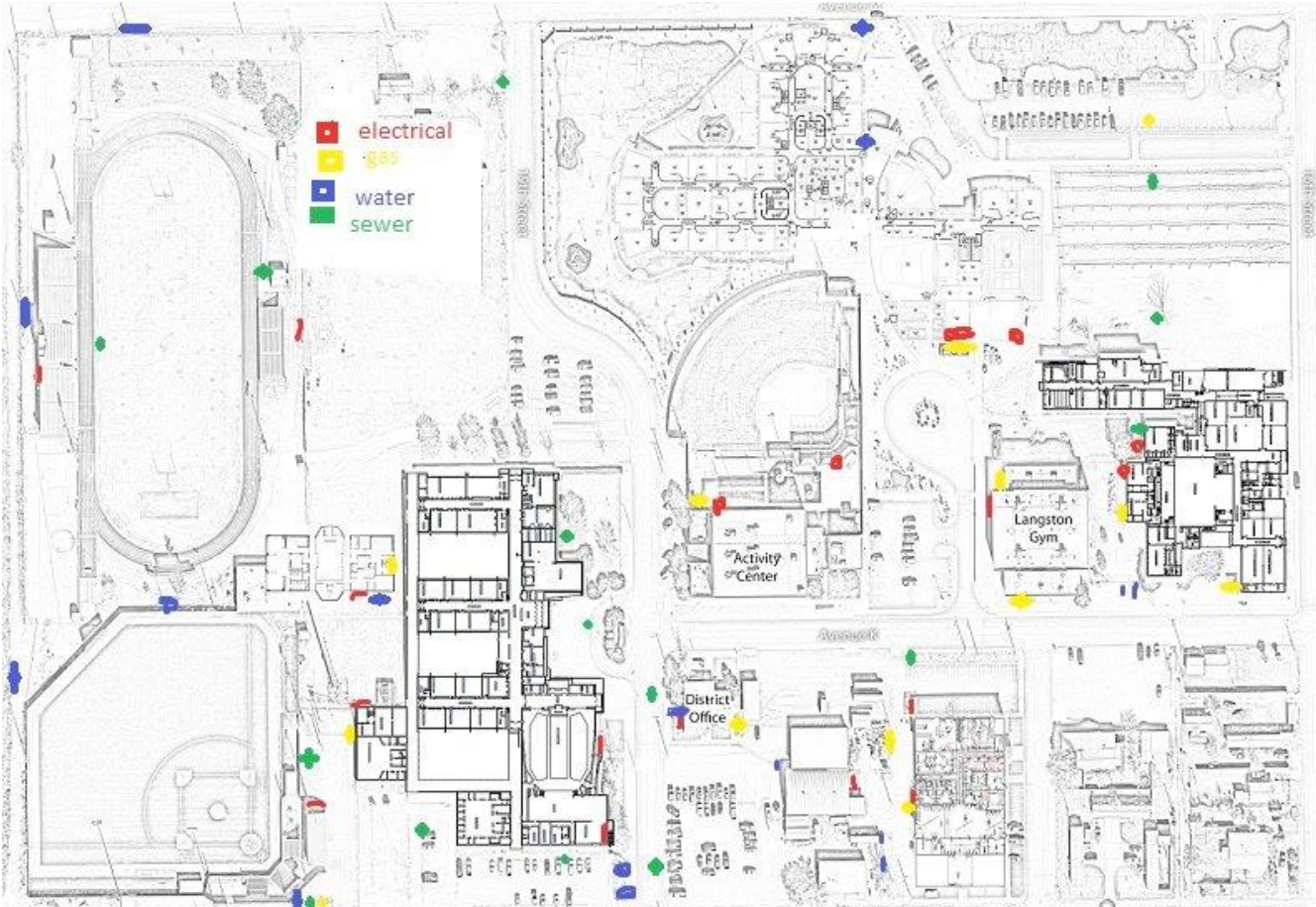
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EUNICE PUBLIC SCHOOLS
MAP: School Level Campus Map



EUNICE PUBLIC SCHOOLS

MAP: District Utility Shutoffs



EUNICE PUBLIC SCHOOLS

MAP: Mettie Jordan Elementary

Mettie Elementary School - 81,865 SF
 Eunice Public Schools



EUNICE PUBLIC SCHOOLS

MAP: Caton Middle School

Caton Middle School - 57,576 SF
Eunice Public Schools

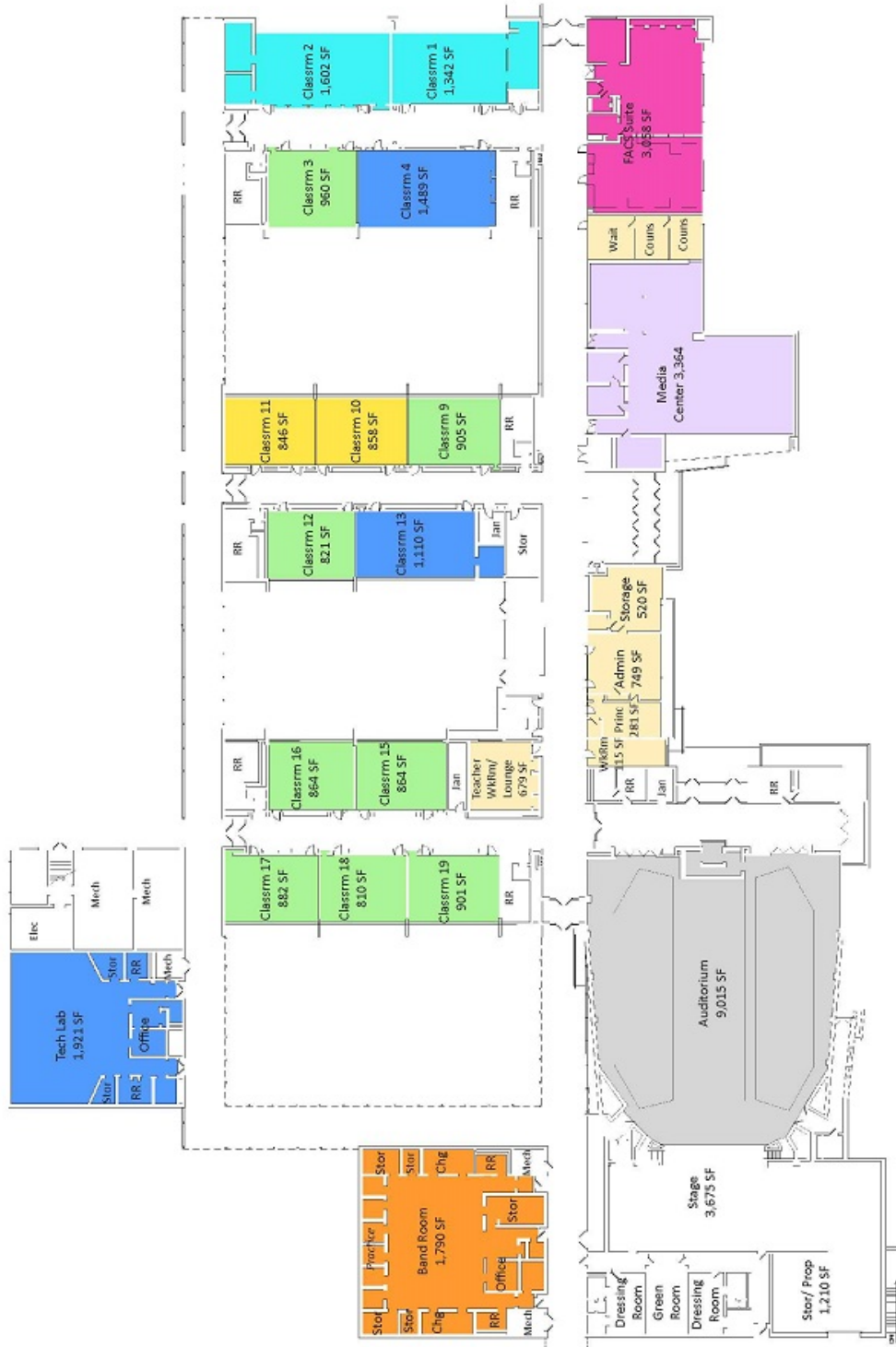


EUNICE PUBLIC SCHOOLS

MAP: Eunice High School



Eunice High School - Main Building 77,673 SF
Eunice Public Schools

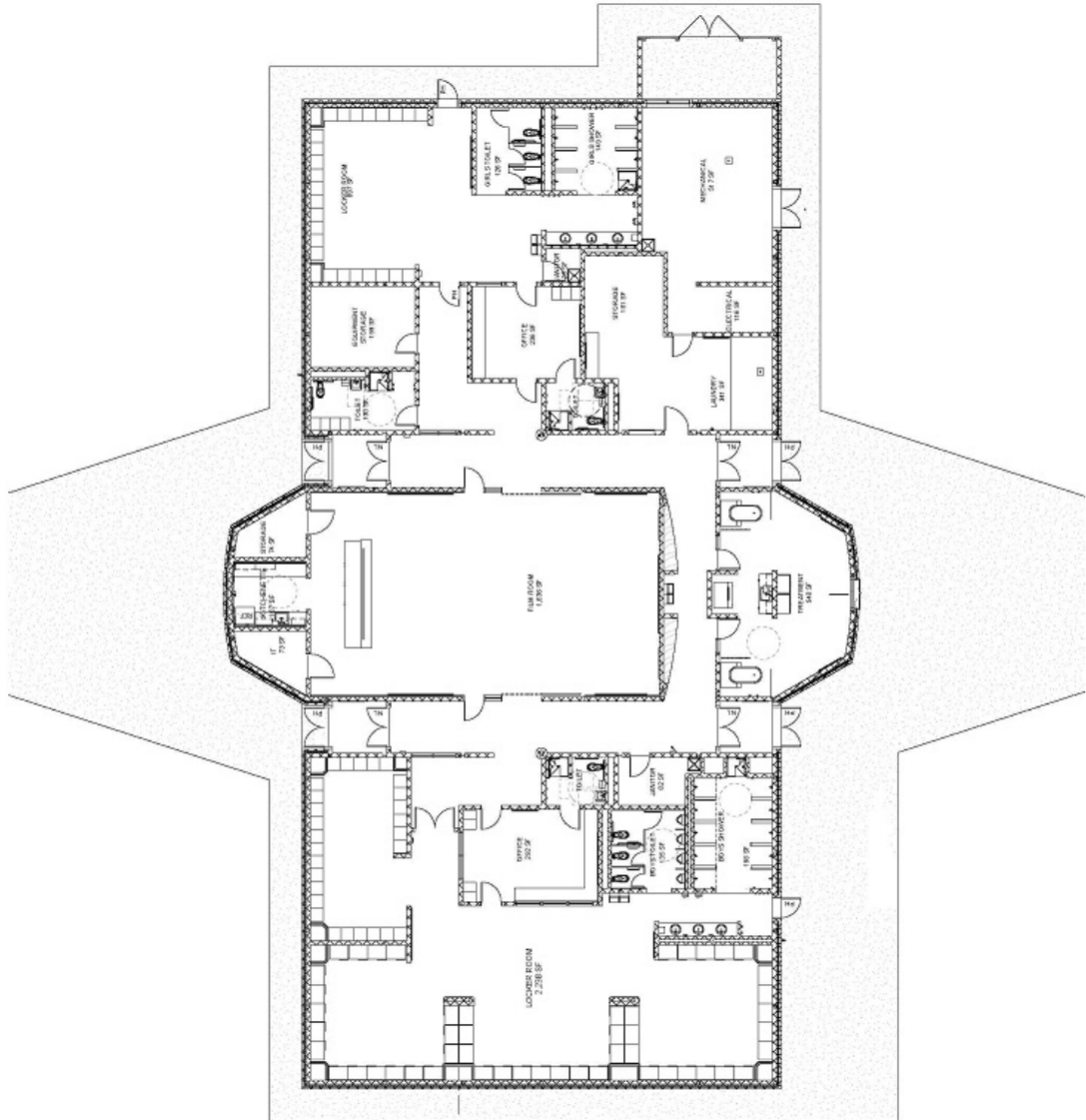


EUNICE PUBLIC SCHOOLS

MAP: Eunice High School Field House



EHS Field House - 11,600 SF
Eunice Public Schools

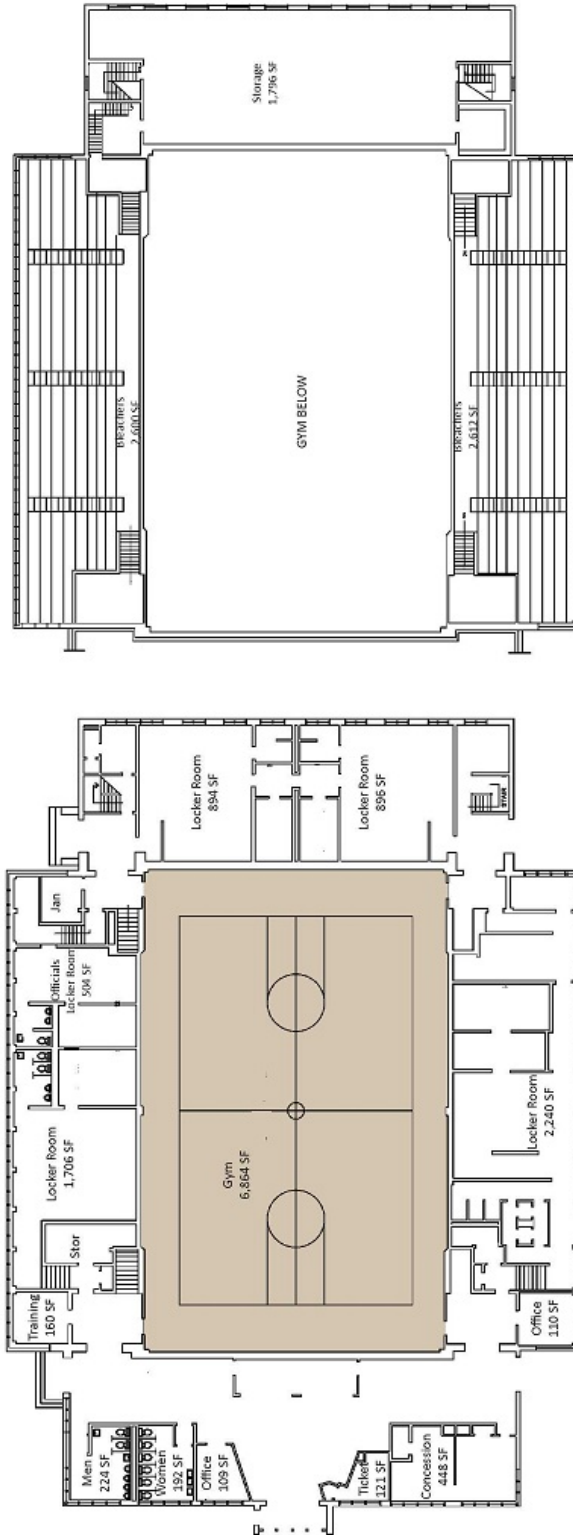


EUNICE PUBLIC SCHOOLS

MAP: Langston Gymnasium



Eunice High School Langston Gym - 27,344
Eunice Public Schools

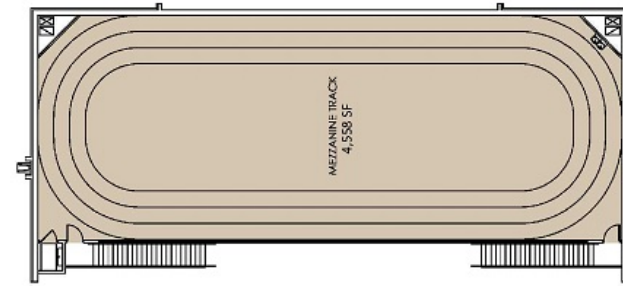


EUNICE PUBLIC SCHOOLS

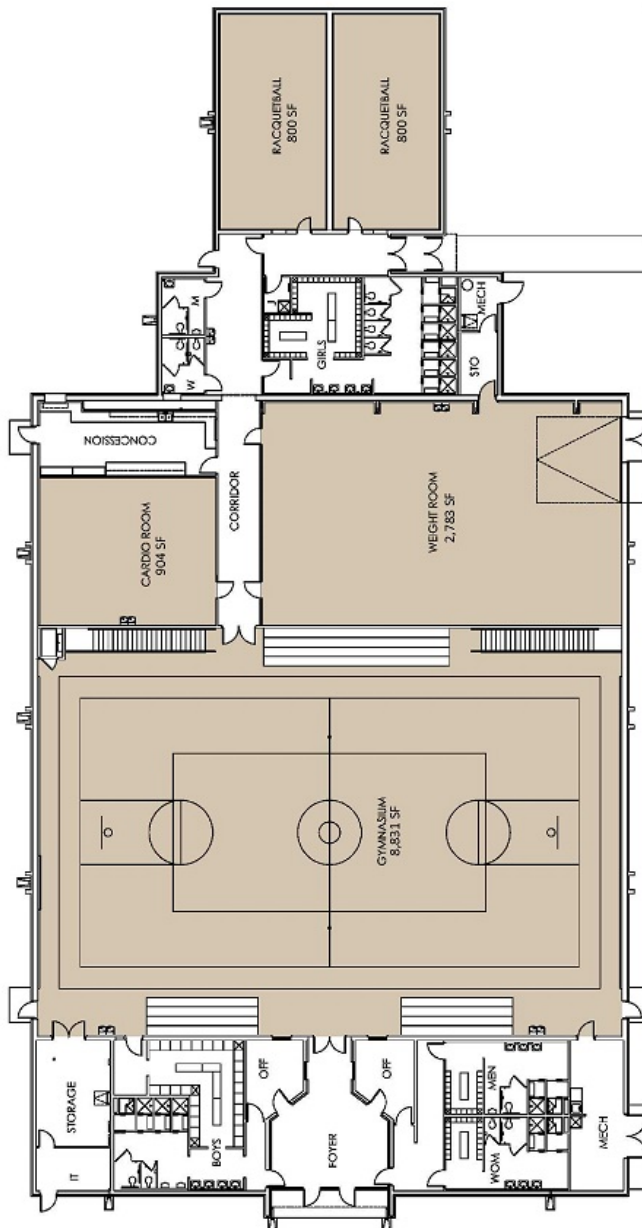
MAP: Activity Center



Eunice High School Activity Center - 25,329 SF
Eunice Public Schools



Upper Level - 4,903 SF

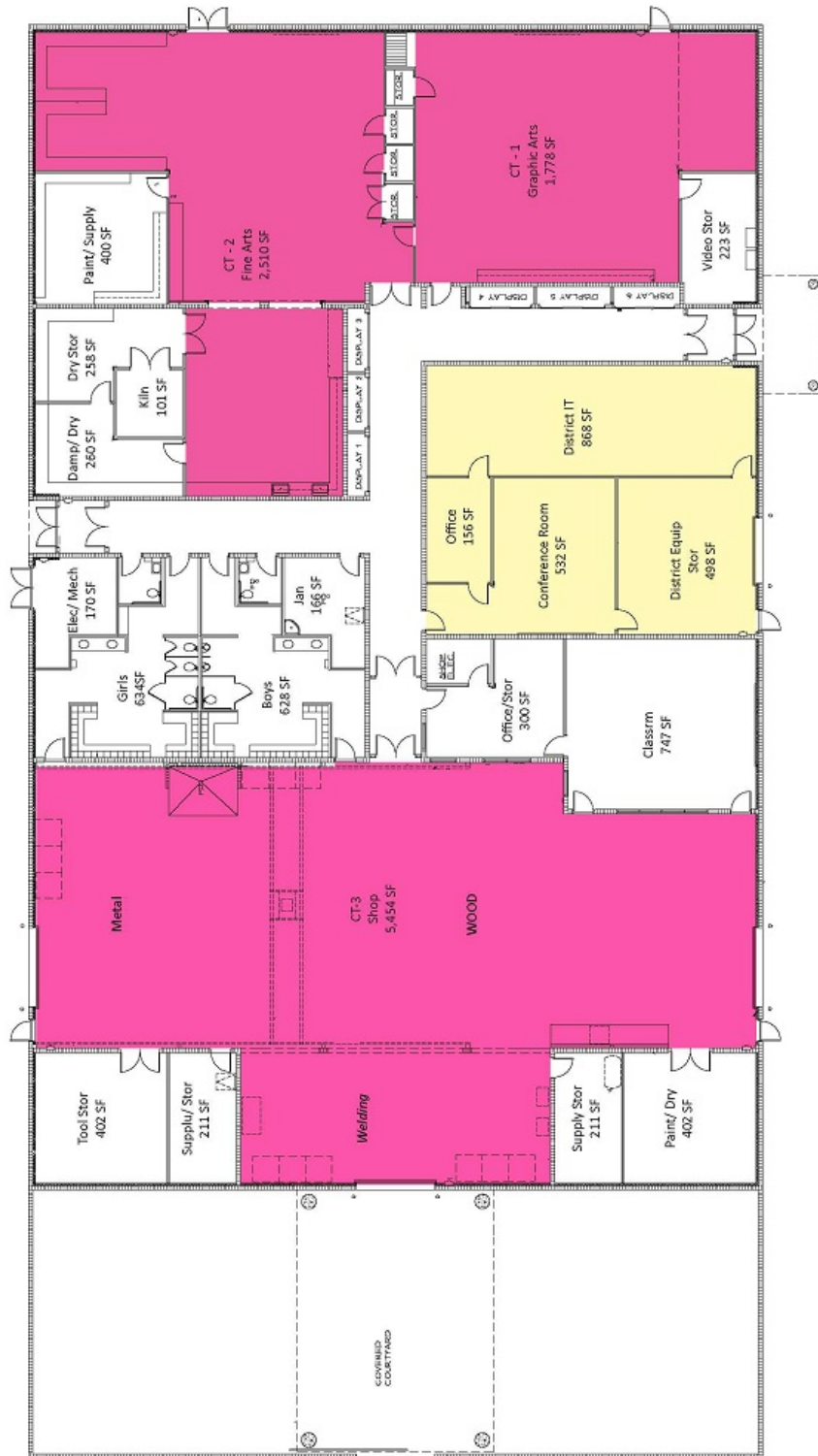


Lower Level - 20,426 SF

EUNICE PUBLIC SCHOOLS

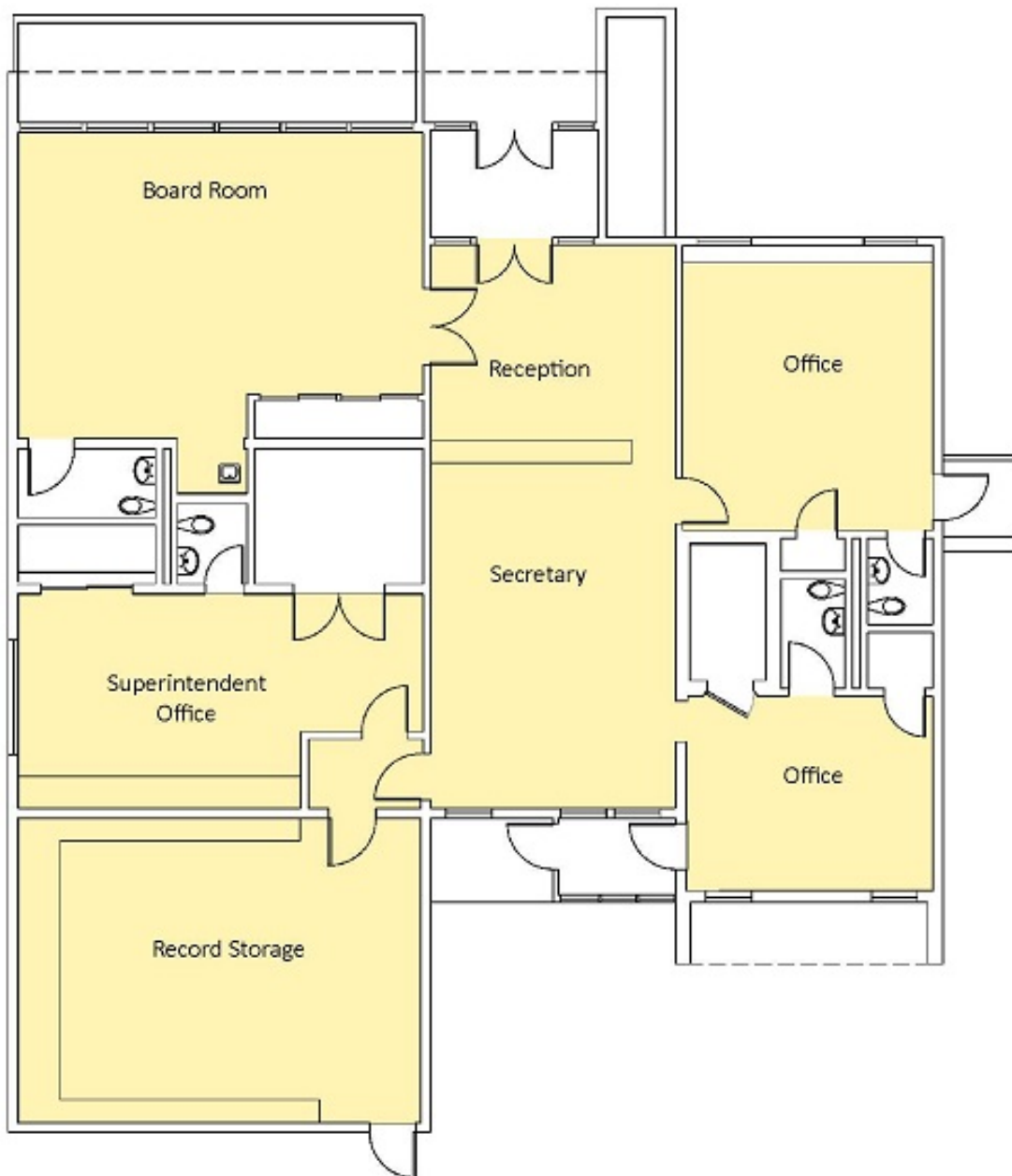
MAP: Vocational Center

EHS - Career Tech Center 19,126 SF
Eunice Public Schools



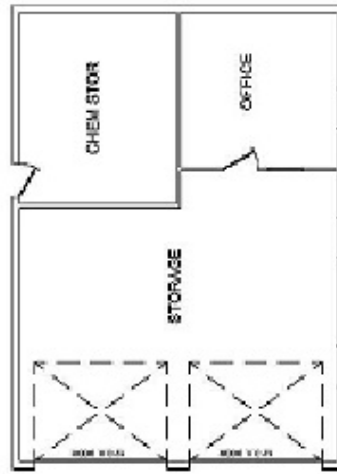
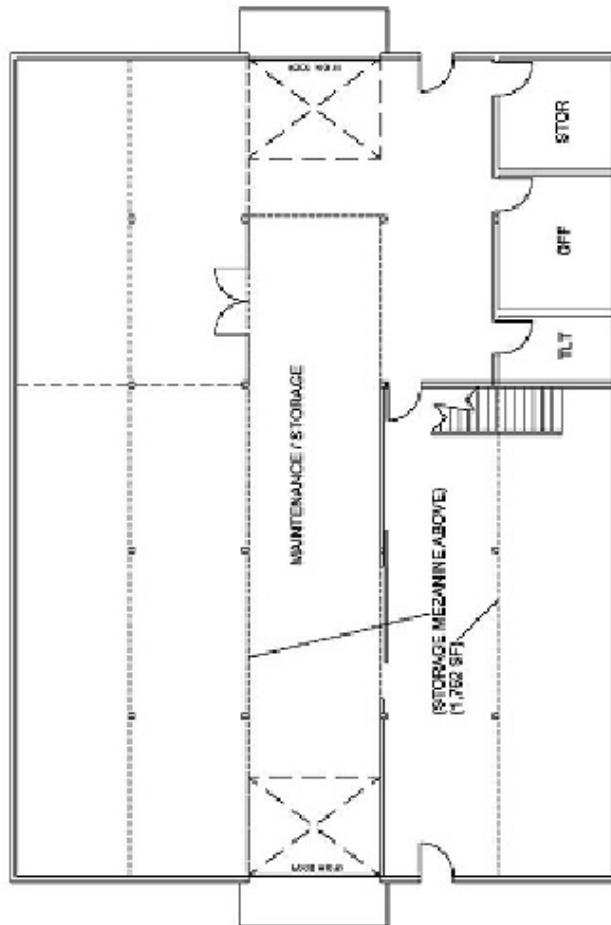
EUNICE PUBLIC SCHOOLS
MAP: Administration Building

EPS Central Administrative Office - 2,974 SF
Eunice Public Schools



EUNICE PUBLIC SCHOOLS
MAP: Warehouse

District Maintenance - 7,174 SF
Eunice Public Schools



EUNICE PUBLIC SCHOOLS

American with Disabilities Act Compliance & Language

The Eunice Public School District acknowledges and agrees that we comply with applicable provisions of national laws and policies prohibiting discrimination, including but not limited to:

1. Title VI of the Civil Rights Act of 1964, as amended, which prohibits you from discriminating on the basis of race, color, or national origin (42 U.S.C. 2000d et seq.)
2. Title IX of the Education Amendments of 1972, as amended, which prohibits you from discriminating on the basis of sex in education programs or activities (20 U.S.C. 1681 et seq.)
3. Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits you from discriminating on the basis of disability (29 U.S.C. 794)
4. Titles II and III of the Americans with Disabilities Act, which prohibit you from discriminating on the basis of disability in the operation of public entities, public and private transportation systems, places of public accommodation (42 U.S.C §§12131-12189)

PLANNING FOR SAFE SCHOOLS IN EUNICE, NEW MEXICO

School Policy and Procedures

EUNICE PUBLIC SCHOOLS

Introduction: School Policy and Procedures

The **Eunice Public School District** is committed to providing a healthy, safe and secure environment for students and employees. The ***Eunice Public Schools District-Level Safety Plan – Policies and Procedures*** section provides **Eunice Public School District** staff with direction in the areas of discipline, dress, attendance, and abuse/neglect reporting, bullying prevention, etc.

The goal of this section of the *Eunice Public Schools District-Level Safety Plan – Policies and Procedures* is to provide direction for school staff for establishing a safe, healthy, caring learning environment.

The **Eunice Public School District** recognizes that each school community has unique needs and resources, which must be addressed to enhance the ***District-Level Safety Plan***. The ***Eunice Public Schools District-Level Safety Plan – Policies and Procedures*** section will be reviewed annually by school staff.

EUNICE PUBLIC SCHOOLS

Bus Disruptions: Administrative Policy

Bus operations, both to and from school play an essential role in the education process. Bus disruptions will not be tolerated and will be dealt with in a timely manner. Actions that may affect the safe operation of a school bus, whether inside or outside of the school bus will result in a progressive discipline procedure based on the severity of the offense.

Major Offenses

Major offenses will be reported immediately to the principals and the director of transportation. Violations that are considered to be major offenses include, but are not limited to, the following:

- Carrying or using what could be interpreted as a weapon, dangerous instruments, and explosive/implosive devices.
- Threats or bullying (verbal or physical).
- Possessing or using drugs (including alcohol and cigarettes).
- Fighting or trying to intentionally hurt someone.
- Sexually harassment
- Throwing objects from the bus, as well as on the bus.

Minor infractions will be turned in to the principals by way of a bus conduct form.

Bus Conduct Forms

Bus conduct forms contain three parts:

1. White copy (Parents)
2. Yellow/canary (School Office)
3. Pink (Driver)

Upon the determination of discipline, each party will receive the specified copy.

Bus Conduct Form

Parents/Guardians are *required to sign the bus conduct form* to ensure that they have read and understand the rules in which the student must adhere to.

Progressive Discipline Procedure of Minor Bus Infractions

- First Offense: Driver will turn in bus conduct form to principal for discipline. Principal will visit with student and contact parent/guardian depending upon the severity of the offense.
- Second Offense: Driver will turn in bus conduct form to principal for discipline. Principal will contact parent/guardian about incident and inform that the student will be ineligible to ride school bus for one week. A parent/guardian meeting will be set up with the principal to discuss the incident and what a potential third offense could involve.

Third Offense: Driver will turn in bus conduct form to principal for discipline. Principal will contact parent/guardian about incident and inform that the student will be ineligible to ride the school bus for the remainder of the school year.

Note: Major Offenses do not follow this procedure.



EUNICE PUBLIC SCHOOLS

POLICY: 307 Anti-Bullying

Anti-Bullying Policy

Eunice Public Schools believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse.

When students are afraid to attend school/classes, they cannot learn. Bullying prevention programs can help to provide a safe environment in which teachers can teach and students can learn. When a student is bullied, his or her ability to participate in and benefit from the school's educational programs or activities is adversely affected. Behaviors such as bullying, harassment, intimidation or hazing will not be tolerated.

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

Definitions

"Bullying" means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation, or menacing acts of a student which may, but need not be based on the student's race, color, sex, ethnicity, national origin, religion, disability, age, or sexual orientation.

"Harassment" means knowingly pursuing a pattern of conduct that is intended to annoy, alarm, or terrorize another person.

"Disability Harassment" is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the district.

Harassment and Disability Harassment include, but are not limited to:

- Verbal acts, teasing, use of sarcasm, jokes;
- Name-calling, belittling;
- Nonverbal behavior, such as graphic or written statements;
- Conduct that is physically threatening, harmful, or humiliating; or
- Inappropriate physical restraint by adults.

“Racial Harassment” consists of physical or verbal conduct relating to an individual’s race when the conduct:

- Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
- Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance; or
- Otherwise adversely affects an individual’s academic opportunities.

“Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
- Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
- That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education or creating an intimidating, hostile, or offensive educational environment.

“Hazing” means committing an act against a student or coercing a student into committing an act that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization or for any other purpose. Hazing includes but is not limited to:

- Any type of physical brutality, such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
- Any type of physical activity, such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
- Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame or humiliation that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

- Any activity that causes or requires the student to perform a task that involves a violation of state or federal law or district policies.

Notice of Prohibition against Bully and Anti-Bullying Interventions

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

“Bullying” behavior by any student in the Eunice Public Schools is strictly prohibited, and such conduct may result in disciplinary action, including suspension and/or expulsion from school.

“Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events.

“Bullying” includes, but is not limited to, hazing, harassment, intimidation or menacing acts by a student which may, but need not, be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age, or sexual orientation that a reasonable person under the circumstances should know will have the effect of:

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

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

Staff will be reminded at the beginning of each school year about the Anti-Bullying Policy, as well as their responsibilities regarding bullying behavior. A copy of the policy will be disseminated annually.

The Anti-Bullying Policy will be available on the Eunice Public Schools District website, and in all student, staff, and parent handbooks.

Reporting Intimidation, Harassment, or Bullying Behavior

Any student who believes he or she has been the victim of harassment, intimidation, bullying, or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student must report the alleged act(s).

The report may be to any staff member. The staff member will assist the student in reporting to the principal or other district personnel.

Teachers and other school staff who witness acts of bullying or receive student reports of bullying are **required** to promptly notify the principal or his/her designee.

Reports should be done in writing.

The school principal or designee will accept and investigate all reports of intimidation, harassment, or bullying.

The school principal or designee is **required** to notify the parent or guardian, of a student who commits a verified act of intimidation, harassment, or bullying, of the response of the school staff and consequences that may result from further acts of bullying.

Nothing in this policy shall prevent any person from reporting directly to the office of the Superintendent.

Retaliation against an individual who either orally reports or files a written complaint regarding harassment, intimidation, bullying, or hazing or who participates in or cooperates with an investigation is prohibited.

The right to confidentiality, both of the complainant and the accused, shall be preserved consistent with applicable laws.

If harassment or bullying continues, the perpetrator will be suspended and removed from the school, pending a long-term hearing.

To the extent permitted under the Family Educational Rights and Privacy Act (FERPA), school staff is **required** to notify the parent or guardian of a student, who is a target of bullying, of the action taken to prevent any further acts of bullying.

Investigating Intimidation, Harassment, or Bullying Behavior

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

- The administrator to inform the parents or guardians of the victim and of the

accused of any report of harassment, intimidation, bullying or hazing.

- The investigation shall consist of personal interviews with the complainant(s), the individual(s) against whom the complaint was filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of other methods or document(s) deemed relevant by the investigator.
- The district may take immediate steps to protect the complainant(s), students, teachers, administrators, or other school personnel pending the completion of an investigation.
- The investigation shall be completed as soon as possible. The principal (or investigator) shall make a written report to the Superintendent upon completion of the investigation. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of the policy.

Consequences for Bullying

Verified acts of bullying shall result in intervention by the building Principal or his or her designee that is intended to ensure that the prohibition against bullying behavior is enforced.

Bullying behavior can take many forms and can vary dramatically in how serious it is and what impact it has on the targeted individual and other students. Accordingly, there is no one response to the bullying. While conduct that rises to the level of “bullying” as defined above will generally warrant disciplinary action against the perpetrator of such bullying, whether and to what extent to impose disciplinary action (i.e. detention, in-school and out-of-school suspension, or expulsion) is a matter for the professional discretion of the building Principal.

Consequences for Knowingly Making False Reports

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

Anti-Bullying Included in Health Education Curriculum

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

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

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

Threats of Violence

Threats of violence toward other students, school staff, or facilities are prohibited and may result in suspension or expulsion, regardless of whether the student has previously engaged in such conduct.

All employees and students are required to report to their principal or designee evidence of threats of violence. Such reports shall be investigated by the principal or designee. All such reports shall be documented by the principal.

In cases of threats that may constitute a violation of criminal law, the principal, superintendent, or designee shall notify law enforcement authorities.

Students who are charged with violation of this policy shall be placed on short-term suspension pending investigation of the charge(s). Those found, through a due-process hearing, to have violated this regulation shall be subject to discipline, including but not limited to, long-term suspension and expulsion. For Special Education students administrators will consult with the Director of Special Education regarding the appropriate process.

EUNICE PUBLIC SCHOOLS

POLICY: 309 Compulsory School Attendance

Compulsory School Attendance and Enforcement of Attendance Laws

The Eunice Board of Education policy will be in accordance with provisions of 6.10.8 NMAC.

Regular and consistent student attendance is a critical component to attaining academic proficiency. Research shows that irregular or excessive absences are the most common contributing factor for poor academic proficiency.

The Eunice Board of Education believes that all qualified students should attend school every day that instruction is provided, that academic proficiency can only be attained through regular and consistent attendance in the classroom, and that there should be no expectation of academic proficiency when attendance is below a minimum standard. **The Eunice Board of Education hereby establishes the minimum standard for school attendance that provides a basis for attainment of academic proficiency to be ninety percent (90%). In order for a student to receive credit for a class or to be promoted to the next higher grade, the student must be in attendance for at least ninety percent (90%) of the instruction time provided during each semester.**

A person subject to the provisions of the Compulsory School Attendance Law shall attend school for at least the length of time of the school year that is established in the school district in which the person is a resident.

Any parent of a person subject to the provisions of the Compulsory School Attendance Law is responsible for the attendance of that person.

As used in the policy and 6.10.8.7 NMAC:

- “Habitual truant” means a student who has accumulated the equivalent of ten or more unexcused absences within a school year
- “Student in need of early intervention” means a student who has accumulated five unexcused absences within a school year.
- “Unexcused absence” means an absence from school or a class for which the student does not have an allowable excuse.
- “Excused absence” means that the absence from school or class has been explained in writing by the parent or the attending health care provider/court and the note is turned in to the office upon the student’s return to school.

Implementation of the Minimum Attendance Standard and Enforcement of the Compulsory School Attendance Law:

Absence caused by participation in a school function or school sponsored activity are

official absences and therefore, not considered in the following process:

Per 6.10.8.8.B(3) NMAC, out-of-school suspension and expulsion will not be used as punishment for unexcused absences and habitual truancy.

Class attendance will be taken and maintained by class period for every instructional day for each student in the District. Each school will record and report through JMAC unexcused absences of two or more classes up to fifty percent of an instructional day as one-half day absence, and the unexcused absence of more than fifty percent of an instructional day to be counted as one full-day absence.

Tardies: Three (3) tardies in a class is equivalent to (1) unexcused absence. Any tardy exceeding ten minutes is an absence. During any one grading period, more than three (3) tardies are considered excessive and will be addressed by the principal as a disciplinary matter.

Absences: At the beginning of each school year based upon the approved school calendar, the minimum attendance standard for the semester will be calculated based upon the number of absences **which includes both excused and unexcused absences**, beyond which would cause the student not to receive credit for a class or classes or not to be promoted to the next higher grade. This information will be communicated to both students and parents.

During each semester, attendance will be monitored a minimum of twice each instructional day. Parents will be called and notified that their student is absent and will be reminded of the minimum attendance standard for that semester. Each call will be documented and the documentation will be retained for future reference. Additionally, the attendance clerk for each school shall provide to the Principal weekly JMAC attendance reports to provide for early identification of unexcused absences, students in need of early intervention, and habitual truants. Daily reports may be provided as needed.

If a student accumulates five (5) **unexcused absent days (student in need of early intervention)**, the parents will be notified and a meeting will be held to discuss the causes for the student's unexcused absences, identify actions that may be taken that might prevent the student's unexcused absences, identify possible school district and/or community resources to address the causes for the student's unexcused absences, and to establish a corrective action plan to address the student's unexcused absences. The corrective action plan will contain follow-up procedures to ensure that causes for the student's unexcused absences are being addressed. The notification to parents and the meeting will be respectful and in a language and in manner that is understandable to the student and the parents. Parents will also be informed that failure to meet the minimum attendance standard will result in retention when the failure to meet the minimum attendance is a major contributing factor inadequate academic proficiency.

If a student accumulates ten (10) **unexcused absent days (habitual truant)**, the parents will be notified in writing that the student is classified as a habitual truant. The notification will include a date, time and place for the parent to meet with District representative to develop intervention strategies that focus on keeping the student in an educational setting. If the student accumulates any additional unexcused absent days, the matter will, with seven (7) days of this unexcused absence, be reported to the Juvenile Probation Services for investigation. The school shall document the following for each student identified as a habitual truant:

- attempts by the school to notify the parent that the student had unexcused absences;
- attempts by the school to meet with the parent to discuss intervention strategies;
- intervention strategies implemented to support keeping the student in school.

If the unexcused absent days continue despite exhaustive intervention efforts and referral to the Juvenile Probation Services, the student may be administratively withdrawn from enrollment.

In addition to the above, **all absences**, whether excused or unexcused, will be monitored in relation to the minimum attendance standard. If a student accumulates five absences during the semester, the student and parent will be notified and will be reminded of the consequences of failing to meet the minimum attendance standard.

If the student accumulates the maximum number of absences allowed by the minimum attendance standard, the student and parent will be notified in writing that any further absences will result in retention or, in the case of grades nine through twelve, not receiving academic credit for the class(es) involved.

If the student accumulates additional absences, the student and parent will be notified in writing of the decision regarding retention, or, in the case of grades nine (9) through twelve (12), failure to receive academic credit.

Serious Medical Situations:

In cases involving known serious medical situations, an attendance panel consisting of the principal and two faculty members, at any time, may consider allowing more than the maximum number of absences allowed under the minimum attendance standard.

Appeals:

Parents may appeal decisions relating to failure to meet the minimum attendance standard. The appeal must be submitted in writing to the building principal within ten (10) calendar days of notification of the decision. A meeting will be held between the

parents and an attendance panel consisting of the principal and two faculty members to consider the appeal. Parents must present substantiation documentation relating to their reason for appeal. After consideration of the appeal, the attendance panel will inform the parents of their decision. Decisions of the attendance panel may be further appealed to the Superintendent within five (5) calendar days of the attendance panel's decision. After consideration of the facts and situation, the Superintendent will render his/her decision, and this decision will be final.

EUNICE PUBLIC SCHOOLS

POLICY: 310 Cyber Bullying

**Eunice Public Schools
Policy Prohibiting Bullying, Cyberbullying,
Intimidation, and Hostile or Offensive Conduct**

The effective education of our students requires a school environment in which students feel safe and secure. The Board of Education (“Board”) is committed to maintaining an environment conducive to learning in which students are safe from cyberbullying, threats, name-calling, intimidation, and unlawful harassment, when such conduct occurs through the use of electronic devices or services provided by the Eunice Schools (“District”) or belonging to the student.

A. Official Policy. This policy supersedes and rescinds all previous policies, statements, or practices and is the official Cyberbullying, Intimidation, and Hostile or Offensive Conduct (“Policy”) for the District.

B. Other District Policies. This Policy incorporates all other relevant District policies relating to student conduct and acceptable use of the District Electronic Technologies, made available to District students in connection with the student’s academic program or other school-related activities.

C. Application. This Policy will apply to the use of all Electric Technologies, whether owned by the District, the student, or a third party and whether on or off District property.

D. Definitions.

1. “Unlawful harassment” means verbal or physical conduct based on a student’s actual or perceived race, color, national origin, gender, religion, or disability and which has the purpose or effect of substantially interfering with a student’s educational performance or creating an intimidating, hostile or offensive environment. Sexual harassment of students and hazing are addressed by separate Board policies. See Policy Nos. 300 and 307.
2. “Bullying” or “intimidation” means intimidating or offensive verbal or physical conduct toward a student, which may also involve electronic media, when such conduct is habitual or recurring, including but not limited to verbal or physical confrontation, threats, stalking, and name-calling
3. “Cyberbullying” means electronic communication that:
 - (a) targets a specific student;

- (b) is published with the intention that the communication be seen by or disclosed to the targeted student;
 - (c) is in fact seen by or disclosed to the targeted student; and
 - (d) 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.
4. "Electronic Technologies" means computers, laptops, tablets, smart phones, desktop computers, networks, electronic mail, Internet access, and any other form of electronic resources.
 5. "Name-calling," means the chronic, habitual, or recurring use of names or comments to or about a student regarding the student's actual or perceived physical or personal characteristics when the student has indicated by his or her conduct, that the names or comments are unwelcome, or when the names or comments are clearly unwelcome, inappropriate, or offensive by their nature.
 6. "Social Networking Websites" includes Facebook, MySpace, Twitter, YouTube or similar Internet-based websites, whose functions may include sharing personal information and directly communicating with other members or participants or broad electronic distribution of written, graphic, photographic or video materials or images, in a web-based format.

E. Prohibitions

1. It is the policy of the Board to prohibit cyberbullying, threats, name-calling, unlawful harassment, intimidation, assault, battery, extortion, robbery, vandalism, and other victim-based misconduct that creates an intimidating, hostile, or offensive environment for students, regardless of motive or reason. The Board and Superintendent will not tolerate such victim-based misconduct by students or staff.
2. No person shall be subject to reprisals for good faith reporting, or participating in the investigation, of a potential violation of this Policy.
3. No employee or student may knowingly give false reports or information under this Policy.

F. Use of Social Networking Websites. Students are responsible for their own behavior when communicating on Social Networking Websites and will be held accountable for the content of the communications that they initiate or post on Social Networking Website locations.

1. **Inappropriate Communications.** Students are strongly discouraged from including inappropriate communications on any Social Network Website, including but not limited to:
 - (a) Confidential, personally identifiable, and sensitive District information about other students, employees, and guests;
 - (b) Child pornography or sexual exploitation;
 - (c) Harassment in any form;
 - (d) Bullying or cyberbullying as provided in this Policy;
 - (e) Defamatory or discriminatory statements and images; and
 - (f) Threats of harm, damage, or injury to persons or property.

2. **Interactions with Staff.** Students are strongly discouraged from inviting District staff members to join a student's Social Network or from accepting a friend request from a teacher or other staff member. Communications between students and staff in any electronic medium should be limited to that which is school-related and consistent with the student code of conduct and the ethical standards required of education professionals.

3. **Prohibited Use of Social Networking Websites.** A student may be subject sanctions provided herein if:
 - (a) The student's use of Social Networking Websites materially or substantially disrupts or interferes with the normal operations of the school;
 - (b) The student's use of Social Networking Websites materially or substantially disrupts or interferes with the rights of other students or teachers; or
 - (c) The District Administration has reasonable cause to believe that the expression would cause a material and substantial disruption of school operations.

G. Training and Reporting

1. All licensed school employees shall complete training in how to recognize signs that a person is a victim of bullying or cyberbullying.
2. It is the express policy of the Board to encourage students who are victims of such physical or verbal misconduct to report such claims. Students or their

parents may report such conduct to the principal or assistant principal of the school.

3. Any employee who, as a result of personal observation or a report, has reason to believe that a person is a victim of conduct prohibited by this Policy, whether the conduct is by another student or by another employee, shall notify his or her principal, the superintendent, or both, of such observation or report in writing as soon as possible.

H. Investigation

1. All reports of physical or verbal misconduct in violation of this Policy shall be promptly investigated by the school principal, the Superintendent, or his/her designee.
2. Principals who receive complaints of bullying shall investigate such complaints, and shall report the complaints, the scope and elements of their investigations, the findings of their investigations, and actions they propose to take, if any, to the Superintendent for approval within ten (10) school days of receipt of such complaints. The Superintendent will respond to such submissions within five (5) school days, approving the proposal or directing further or different action.
3. In assessing the existence of a violation of this policy and the appropriate discipline, the principal or designee shall consider the nature and extent of the conduct, the age of the student(s) involved, the context in which the alleged conduct occurred, and any prior history of conduct prohibited by this policy on the part of the violator.

I. Confidentiality. The identities of those reporting violations of this Policy and those cooperating in the investigation of alleged violations shall be kept confidential to the extent consistent with the requirements of a full and fair investigation, the due process rights of persons charged with violations, and state and federal law.

J. Sanctions

1. Any employee who is found to have engaged in conduct prohibited by this Policy, or to have failed to discharge a duty imposed by this Policy, shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, termination, or discharge, subject to applicable procedural requirements.

2. Any student who is found to have engaged in conduct prohibited by this Policy, shall be subject to discipline, including, but not limited to suspension or

expulsion, subject to applicable procedural requirements, and to any applicable limitations imposed by state and federal disabilities law.

3. Disciplinary action taken pursuant to this policy must be by the least restrictive means necessary to address a hostile environment on the school campus resulting from the confirmed cyberbullying and may include counseling, mediation, and appropriate disciplinary action that is consistent with the legal rights of the students involved.

- K. Publication.** This Policy shall be published in the Board's policies manual and on the District's website. A summary of this Policy shall be published each year in all student and employee handbooks.
- L. Health Education.** The Superintendent or his/her designee shall ensure that District health education programs address bullying and related issues encompassed by this Policy.
- M. Revisions.** The Board shall make any necessary revisions to its disciplinary policies to ensure compliance with the provisions of this Policy.

EUNICE PUBLIC SCHOOLS

POLICY: 318 Dress Code

Dress Code Policy

In order to promote a clear focus on education, the Eunice Public Schools herein establishes a dress code policy that provides dress and appearance requirements for its students. Students' dress and appearance must be safe, clean, healthy, modest, respectful, and promote a positive image of our schools. Students' dress and appearance must not be offensive, depict violence or gang-related signs, have a disruptive effect or bring criticism to our schools. The dress code policy applies to all students. In their roles as educational leaders, staff and faculty of the Eunice Public Schools will adhere to the dress code as a minimum standard.

It is the parents' right and responsibility to send their children and young people to school ready to learn in appearance and apparel that promotes education.

Principal's Authority – The principal will determine clothing, grooming, or attire not addressed in the policy, which creates a distraction to the educational process and may prohibit the clothing or attire for his or her campus. Administrators have the discretion to determine the appropriateness of dress and grooming and to make special exceptions, including for religious or medical necessities.

Head Coverings – Except for religious reasons, caps or hats are not allowed in any school building. Bandanas, headbands, sweatbands, hair nets, head laces, or beanies are prohibited on school property.

Hair – Hair must be neat, clean, well-groomed, and non-distractive, not obstruct the student's vision, and worn in a manner that does not endanger the student.

Hair Color – Hair color must be non-distractive and be in a naturally occurring color. Temporarily colored hair for school spirit activities is acceptable.

Facial Hair – Facial hair must be neat and trimmed at all times, and side burns are not to extend past the ear lobe.

Sunglasses – No sunglasses are to be worn in any school building.

Contact Lenses – Non prescriptive contact lenses are prohibited.

Make – Up - Make-up must be safe, non-distractive and not impair a student's vision.

Clothing That Depicts Advertising – Clothing that advertises or promotes merchandise which is not allowed on the school campus is prohibited.

Offensive Clothing or Accessories – Clothing or accessories that advertise or depict association with gangs, satanic groups, or cults, tobacco products, alcoholic beverages, or drugs; lewd, offensive, vulgar, or obscene writings or pictures is prohibited.

Ladies' Blouses/Shirts/Tops – Blouses/shirts/tops will be sufficiently modest to cover entire female chest area. Cleavage (a visible line) is prohibited. Clothing will be worn so as to prevent exposure of skin or undergarment. No spandex, fish net, tank top, off shoulder, see-through, backless, crop-top, or one-strap shirts or blouses may be worn.

Ladies' Blouses/Shirts/Tops – Tube tops, tank tops, shirts with straps that are less than 2” in width, sleeveless shirts with low armpit openings, coarse knit, transparent and/or “see through” garments are not allowed.

Gentlemen's Shirts/Tops – The neck opening on any shirt/top will not exceed the equivalent of the second button below the collar of a dress shirt. Clothing will be worn as to prevent exposure of skin or undergarments. Low armpit openings are prohibited. Sleeveless sweaters must be worn with an undershirt.

Coats – Long coats whose length goes to or beneath knee level, commonly called “trench coats” are prohibited inside the school buildings.

Midriff – No skin should be exposed between upper and lower garment. Articles of clothing must pass the “Midriff Home and School Dress Test.”

Midriff Home & School Dress Test – In the midriff area, no skin will be exposed when the students sits, stands or when arms are raised to shoulder height.

Ladies' Clothing – Skirts, shorts, split skirts, culottes, and dresses must fit appropriately, reach the middle of the thigh, and be modest when sitting or standing. Spandex shorts, pants or leggings must be worn with an outer garment that reaches the middle of the thigh.

Gentlemen's Clothing – Pants and shorts must fit appropriately and securely. Pant legs will not drag on floor. Gang-related styles are prohibited. Pants or shorts must pass the “Baggy Pants Home and School Dress Test.”

Baggy Pants Home and School Dress Test – Without touching pants and with arms extended away from the body, the student must walk very fast and jump several time. The pants must stay on, fit securely, and not expose any midriff skin area.

Shoes – Shoes must be safe, non-distractive, and stay securely on the foot in an emergency. Rubber shower flip-flops, shoes with cleats, house shoes and slippers are prohibited. Shoes must pass two “Shoe Home and School Dress Tests.”

Home and School Dress Tests – While bending one leg at the knee, the student will relax his/her foot and wiggle his/her shoe. If the shoe stays securely on the foot, the shoe passes the first test. Next the student must be able to keep full control of his/her shoes while performing a fast walk, with turns, to simulate a fire drill or other emergency situation. The student must be able to maintain complete control of his/her shoes.

Chains, Collars, and Spikes – Students may not wear chains which are designed to be worn on wallets, pants, or as dog collars, including collars with spikes.

Body Piercing – With the exception of earrings in the ear visible body piercing is prohibited. Earrings must not jeopardize a student's safety.

Tattoos – With the exception of temporary “spirit” tattoos, tattoos must be covered.

Electronic Devices – Radios, CD players, cell phones, pagers, and other electronic devices specified by the principal are prohibited in school.

Junior/Senior Prom Attire – For students and their dates attending Junior/Senior Prom, gentlemen will wear suit and tie or tuxedos. Ladies will wear garments which will be formal, yet modest in keeping with the standards expected by the school and community. Those garments that expose midriff are not appropriate. The Principal or Class Sponsor will determine the appropriateness of stated clothing.

EUNICE PUBLIC SCHOOLS

POLICY: 321 Discipline Policy

STUDENT BEHAVIOR & DISCIPLINARY ACTIONS POLICY

The purpose of the policy is to assist students, parents, teachers, staff, and school administrators in understanding that the school community exists to help all students develop their full potential for learning and the necessary self-discipline to enable them to become productive, responsible members of a democratic society.

The quality of the school community, both socially and academically, depends in a significant way on the choices made by the student population. Upon entering a school, students assume part of the responsibility for creating a stimulating academic and social environment in which everyone is free to grow and learn.

Students may exercise their constitutional rights of free speech, press assembly and privacy. The exercise of such rights, however, must be conducted in a manner that does not disrupt the learning of others in the educational process.

Maintaining a school climate free of disruptions enables all participants to learn and grow. Students, teachers, parents, and administrators must work to create a common willingness to learn

Certain student behavior and attitudes foster the desirable and healthy learning environment schools encourage. Among these are the following:

- Friendliness and acceptance of people in academic and non-academic environments;
- Eagerness to participate in both academic and non-academic activities;
- A spirit of cooperation and willingness to share abilities, time, and skills, not only to further one's goals, but also to help others succeed.
- Prompt and regular attendance in classes and at activities of school-sponsored organizations; and
- Adherence to school rules and positively contributing to the academic and social climate.

Educational Opportunity

Every student has the right to an education relevant to his/her needs and ability and a corresponding responsibility not to deny this right to any other student.

No individual shall be subjected to prejudicial treatment, nor to abridgment of his/her right to attend and benefit from public school on the basis of any of the following: ethnic identity, religion, color, sex, political belief, mental or physical handicap, or for the exercise of his/her rights within this policy.

Applicability and Enforcement

The provisions of this policy, including disciplinary actions, are applicable:

- Anytime the student is on school property;
- During the transportation of students; and
- During school-related activities

Discipline Policies – Student Behavior & Disciplinary Actions

The purpose of the policy is to assist students, parents, teachers, staff, and school administrators in understanding that the school community exists to help all students develop their full potential for learning and the necessary self-discipline to enable them to become productive, responsible members of a democratic society.

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Applicability and Enforcement

The provisions of this policy, including disciplinary actions, are applicable:

- Anytime the student is on school property;
- During the transportation of students; and
- During school-related activities

Disciplinary Action Levels

Action Level 1

- General Requirements -- Action Level 1 includes one or more of the actions listed below taken by the administrator or other designated person.
- Specific Options
 1. Conference between teacher and student(s)
 2. Contract with the student
 3. Communication to parent or guardian
 4. Conference with staff, parent or guardian and student
 5. Other school-authorized actions

Action Level 2

- General Requirements -- Action Level 2 includes all options under Level 1 and one or more of the actions listed below taken by the administrator or other designated person.
- Specific Options
 1. Referral to auxiliary and/or support services within the school
 2. Time-out system
 3. Exclusion from extracurricular activities
 4. Class exclusion
 5. Referral to outside agency
 6. Before or after school detention
 7. In-school suspension (1-5 days)
 8. Restitution for damages
 9. Corporal punishment

Action Level 3

- General Requirements -- Action Level 3 includes all options under Levels 1 & 2 and one or more of the actions listed below taken by the administrator or other designated person.
- Specific Options
 1. Law enforcement referral
 2. Restitution for damages
 3. In-school suspension (1-5 days)
 4. Immediate removal
 5. Two (2) day to five (5) day suspension
 6. Probation
 7. Corporal punishment

Action Level 4

- General Requirements -- Action Level 4 includes all actions under Levels 1, 2, & 3 and one or more of the actions listed below taken by the administrator or other designated person.
- Specific Options
 1. Law enforcement referral
 2. In-school suspension (6-10 days)
 3. Six (6) day to (10) suspension
 4. Restitution for damages

Action Level 5

- General Requirements -- Action Level 5 includes all actions under Levels 1, 2, 3, & 4 and one or more of the actions listed below taken by the administrator or other designated person.
- Specific Options
 1. Ten (10) day suspension or in-school suspension
 2. Long-term suspension
 3. Expulsion

DISCIPLINARY ACTIONS FOR VIOLATION OF RULES

CONDUCT THAT VIOLATES RULES	DEFINITION	OCCURRENCE	ACTION LEVEL RANGE
Insubordination	Failing to comply with a proper and authorized direction or instruction of a staff member	Minor	1-3
		Serious/Repeat	3-5
Indecent gestures and/or leering	Making gestures which convey a seemingly or explicitly offensive, obscene or sexually suggestive message.	Minor	1-3
		Serious/Repeat	3-5
Abusive/profane language	Writing or saying anything which ridicules another on account of ethnic origin, gender, religion, disability, etc. or has sexually demeaning implications; any use of abusive or obscene, language on school property, at school activities, etc.	Minor	1-3
		Serious/Repeat	3-5
Cheating	Cheating of any nature will not be tolerated. A student who willfully allows another to copy is as guilty of cheating as the student doing the copying. Credit is not allowed for work done by those caught cheating.	Minor	1-3
		Serious/Repeat	3-5
Threatening and/or interfering with school personnel	+ Preventing or attempting to prevent school personnel from engaging in their responsibilities through threats, violence or harassment.	Serious	3-5
Inappropriate attire	Dressing or grooming in a manner which disrupts the educational process or interferes with teaching and learning, such as attire with sexually explicit messages, alcohol advertisement, narcotics logo, etc.	Minor	1-3
		Serious/Repeat	3-5
Disruptive conduct	Behaving in a manner which disrupts the educational process or interferes with teaching and learning.	Minor	1-3
		Serious/Repeat	3-5
Sexual harassment	+ Unwelcome or unwanted sexual advances, request for sexual favors, and other verbal, non-verbal, or physical contact of a sexual nature.	Serious/Repeat	3-5
Extortion	+ Forcing another person to act against his/her will in order to demand money, property, personal possessions, etc.	Serious	3-5
Forgery	Providing a false signature or altering school documents – falsifying signatures or dates on notes from parents (without permission) or school personnel, hall passes, medical excuses, student request forms, or other official records.	Minor	1-3
		Serious/Repeat	3-5
Gang identifying items	+Displaying materials that identify a student as a member of a gang in a manner which disrupts the orderly operation of the class or school.	Serious/Repeat	3-5
Prohibited device	+Use or deliver of beepers or pagers, cellular phones, music headsets, walkman, CD players, electronic games, gaming devices, etc., during school hours on school property.	Minor	1-3
		Serious/Repeat	3-5
Theft	+Taking property belonging to school, an individual, or group without prior permission	Serious/Repeat	3-5
Gambling	Playing any unauthorized game of skill or chance for money or other items of value.	Minor	1-3
		Serious/Repeat	3-5

CONDUCT THAT VIOLATES RULES	DEFINITION	OCCURRENCE	ACTION LEVEL RANGE
Bomb threats*	++Reporting to school, police, or fire officials the presence of a bomb with the intention to pose a threat or disrupt school activity.	Serious	5
False fire reporting*	+Reporting a fire to school or fire officials or setting off a fire alarm without a reasonable belief that a fire exists.	Serious	5
Fighting	+Involves the exchange of mutual physical contact, such as pushing, horseplay, shoving, hitting, etc., with or without injury.	Minor	1-3
Battery/fighting	+ <u>Mutual Contact</u> – in which both parties have contributed to the situation by verbal and/or physical action.	Serious/Repeat	3-5
Verbal assault/bullying	+Threatening physical harm to another, causing a resent fear or imminent danger to the person; included are threats, gestures, and verbal abuse which might result in mutual contact.	Minor	1-3
		Serious/Repeat	3-5
Aggravated assault	++Unlawfully assaulting or striking another person	Serious	5
Aggravated battery	++Inflicting an injury to another person in which injury constitutes bodily harm and is done with a deadly weapon	Serious	5
Robbery	++Taking property from a person by force or threat of force	Serious	5
Burglary	++Entering, without authorization, a school district building, vehicle, or other structure with the intent to commit any crime or misconduct when the building is closed to students and the public.	Serious	5
Inappropriate conduct by a student driver or passenger	Conduct that disrupts the educational process, including loud car music, vulgar language or gestures	Minor	1-3
Reckless use of vehicle	+Using any motorized or self-propelled vehicle on school grounds or adjacent roads in a reckless manner, or as to threaten health or safety, or to disrupt the educational process, including loud music and/or vulgar language.	Serious/Repeat	4-5
Possession of any type of weapons	++Students in possession of a dangerous weapon/firearm including, but not limited to, dagger, knife, iron bar, brass knuckles, any weapon having an explosive or incendiary charge.	Serious	5
Use of a weapon or threats with a weapon	++Using a weapon to cause injury or to force another person to act against his/her will or to threaten another person with bodily injury	Serious	5
Deliberate misuse of property	Intentionally using, without proper permission, property belonging to the school or an individual, for a purpose other than that for which it was intended or in a manner likely to damage the property.	Minor	1-3
		Serious	3-5
Arson (arsonist's parents/guardians must pay for damages)*	++Maliciously or willfully starting a fire or causing an explosion with the purpose of destroying or damaging property	Serious	5
Intimidation (considered gang-related criminal activity)	++Using physical or verbal force or threat to prevent another from moving or acting in accordance with personal choice or school policies, such as pressure for sexual activity; cornering, staring down, blocking or stalking another person.	Serious/Repeat	4-5

CONDUCT THAT VIOLATES RULES	DEFINITION	OCCURRENCE	ACTION LEVEL RANGE
Trespassing (unauthorized presence)	+Entering or being on school grounds or in a school building without authorization. Students on suspension will be considered to be trespassing if found on school grounds.	Serious/Repeat	4-5
Vandalism/malicious destruction of property/graffiti	++Causing damage to or defacing school property or the property of others; situations in which it will cost the school district to repair or replace the damage, or the damage involves substantial disruption of school activities.	Serious	5
Use and/or possession of tobacco products	+Use or possession by any student of any form of tobacco at any school-sponsored or related activity.	Serious/Repeat	3-5
Alcohol or any controlled substance	++Selling, giving or delivering to another person, possessing, using, or being under the influence of any controlled substance.	Serious	5
Assaulting a district employee	++Verbal or physical abuse of a teacher, education assistant, or any other school personnel	Serious	5
Fireworks/stink bombs*	++Possession of fireworks or the lighting of fireworks/stink bombs on campus, in any school vehicle, or at any school-sponsored activity	Serious	5
Inappropriate or obscene displays, decorations, or images	+Displaying material or drawing of obscene, sexist, racist, nasty, vulgar, and/or indecent illustrations or images which might disrupt the educational process.	Serious/Repeat	3-5
Violation of suspension	+Being physically present on campus or at a school activity while on suspension. Students are restrained from campus for the duration of the suspension.	Serious/Repeat	45
False identification	Refusal to give or giving false identification when requested by any staff member, including security guards, custodians, substitute teachers, duty aides, etc.	Serious/Repeat	45
Bus disruption	Deliberately or inadvertently interfering with the safe operation of a school bus which is stopped or moving; behaving in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops, or at pick-up areas.	Suspension of bus privileges.	
Parking violation	Parking in an unauthorized area on school property or parking a vehicle that has not been registered; vehicle will be towed.	Suspension of parking/driving privileges.	

EUNICE PUBLIC SCHOOLS

POLICY: 327 Extra-Curricular

Extracurricular Activities Discipline Policy

This policy applies to all students participating in all extracurricular activities, including, but not limited to, athletics, band, choir, debate, drama, National Honor Society, rodeo club, Student Council, and any school-sponsored activities such as cheerleading camp, volleyball camp, basketball camp, etc. All NMAA applicable rules and regulations will be enforced.

Any student participating in extracurricular activities that has been cited for alcohol or drug violation(s) will be disciplined.

In accordance with the rules of the Eunice Public School District, except for supervised medications prescribed by a physician, a student under the influence, using, possessing, buying or receiving tobacco in any form (cigarettes, cigars, snuff, dip, chewing tobacco, clove cigarettes, etc.), drugs (narcotics, hallucinogenic, intoxicants, counterfeits, look-alikes, designers), anabolic steroids, controlled substances and alcohol at any time while on school grounds, in school facilities, at school sponsored events, in school vehicles, or in any other situation under the authority of the school district will be disciplined.

Violation of the aforementioned rules will result in discipline as follows:

Upon the **first violation**, the student will be suspended from participation in all extracurricular activities for forty consecutive school days including the encompassed weekends.

As a condition of continued participation in extra-curricular activities, the student must attend an approved drug and alcohol education program or drug and alcohol counseling at the student's expense. Participation in extracurricular activities may only be resumed upon successful completion of the counseling program.

As a condition of continued participation in extra-curricular activities, upon the student's reinstatement to their activity, the student will submit to two drug and/or alcohol tests on random days for the next four (4) weeks at the expense of the student. A positive result will be considered a second violation.

Upon a **second violation**, the student will be suspended from participation in all extracurricular activities for one calendar year from the date of the second violation.

As a condition of continued participation in extra-curricular activities, the student must attend an approved drug and alcohol education program or drug and alcohol counseling at the student's expense.

As a condition of continued participation in extra-curricular activities, upon the student's reinstatement to their activity, the student will submit to two drug and/or alcohol tests on random days for the next four (4) weeks and the student will be submitted to the random testing pool for the year of suspension. A positive result will be considered a third violation.

Upon a **third violation**, the student will be ineligible for participation in all extracurricular activities for the remainder of his/her enrollment in Eunice Public Schools.

Applicability

- This policy applies to all middle school (grades 6 - 8) and high school (grades 9-12) students involved in extracurricular activities.
- This policy carries through each school year, and is a carry-over when the incident occurs towards the end of a school year.

Violations of this policy, Eunice Public School Board Policy, and Random Drug Testing Policy accrue concurrently. For example, a violation under this policy following a prior violation of the Random Drug Testing Policy would constitute a second violation. In other words, a student participating in an extracurricular activity during their eighth grade year that is caught in violation of this policy has accrued one violation. If the same student, participating in an extracurricular activity during his eleventh grade year violates the policy, it will become their second (accrued) violation of the extracurricular policy and therefore the second violation portion of the policy will be administered.

EUNICE PUBLIC SCHOOLS

POLICY: 361 Random Drug Alcohol Testing

RANDOM DRUG/ALCOHOL TESTING

Goals of the District

The Eunice Public Schools Board of Education, in order to:

- Help prevent students' participation in school activities from using illegal drugs, alcohol and steroids.
- Protect the health and safety of its students involved in activities from the use and abuse of illegal drugs and alcohol.
- Ensure that student involved in activities set an appropriate example for their fellow students for whom they are often role models.
- Give students an additional incentive for declining to use drugs/alcohol and
- Encourage any students involved in activities found to be using or abusing drugs and alcohol to obtain assistance in overcoming this use or abuse.

Hereby adopts this Student Activities Drug/Alcohol Testing Policy

Statement of Purpose and Intent

It is the intent and desire of the Eunice Public Schools Board of Education, Administration, and Staff the every student involved in athletics/activities in the Eunice Public School District, refrain from using or possessing illegal drugs/alcohol. Members of the Board of Education, administration, staff, community, and parents have long been concerned about the prevalent alcohol/substance abuse problem that has become evident in Eunice during the proceeding months. Evidence of a problem with experimentation and use of drugs and/or alcohol comes from anecdotal evidence, from student/administration discussion, discussion with parents, athlete/coach discussions, the increasing number of discipline referrals, violations of the Eunice Public Schools' Athletic/Activity Code of Conduct Contract, and observation of changing behavior patterns in student. With a great number of violent crimes being committed in the nation's school districts, and direct link between drug use and violent crimes the evidence of a local problem is alarming. This policy is intended to supplement and complement all other policies and regulations of the Eunice Public Schools and the New Mexico Board of Education regarding possession or use of illegal drugs/alcohol.

This regulation is not intended to be academically punitive in nature. The sanctions of the regulation related solely to limiting the opportunity of any student found to be in violation of the policy to participate in any athletic/activity programs. There will be no academic sanctions for violations of this policy unless the student violates student handbook policies.

Students who participate in athletics and activities are expected to hold themselves as good examples of conduct, sportsmanship and self-discipline. Accordingly, as part of the privilege of participation in extra-curricular activities, they are required to avoid the use of and/or be in possession of illegal drugs and/or alcohol.

All students in grades 7-12 who wish to participate in school athletics or activities will be subject to random drug and alcohol testing for the entire school year, or as long as they participate in the district athletic/activity programs. Students will be tested in two pools dividing the Middle School (6th - 8th) from the High School (9th and 12th).

Certified Drug Testing Company

A certified drug testing company contracted by the district will perform the random testing of students. The company chose to conduct the testing will be required to have a detailed written procedure to assure proper chain of custody of the samples, proper laboratory control, and scientifically-validated testing methods.

RANDOM DRUG & ALCOHOL TESTING

Illegal substance abuse of any kind is incompatible with any athletic or activity program offered by the Eunice Public Schools. Therefore, parental and student consent to this Eunice Public Schools' Drug and Alcohol testing is mandatory for all students to participate in any school athletic or activity program. The consent form will be for testing urine, blood test, saliva testing, and/or hair sample test.

No student shall be allowed to practice or participate in any athletic/activity program unless the student has returned the properly signed Student Athletic/Activity Drug/Alcohol Testing Consent Form. The student must also have met all other eligibility requirements as set forth by the Eunice Public School District and NMAA Rules and regulations.

Definitions

- Student Activities defined as activities where students represent the Eunice Public Schools in school-sponsored events or NMAA-sanctioned events.
- Drug/Alcohol Use Test means a scientifically substantiated method to test for the presence of illegal drugs, alcohol, performance-enhancing drug, or the metabolites thereof, in a person's urine.
- Random Selection Basis means a mechanism for selecting eligible students for drug/alcohol testing. The district's contracted provider will use a random selection process to select eligible students for testing.

- **Illegal Drugs/Alcohol means:** Alcohol (any liquor, wine, beer, or other beverage containing alcohol). Drugs (any drugs, including illegal drugs, marijuana, inhalants, legal prescription and over-the counter drugs used or possessed or distributed for unauthorized purposes, including, but not limited to marijuana, cocaine, opiates, amphetamines, methaqualone, benzodiazepines, phencyclidine (PCP) methadone, barbiturates, and propoxyphene.
- **Positive,** when referring to a drug/alcohol test administered under this policy, means a toxicological test result that demonstrates the presence of illegal drug/alcohol or a performance-enhancing drug or the metabolites thereof, using drug/alcohol use test.
- **Substance Use Violation** refers to a positive urinalysis, blood test, salvia test, or hair sample test. The Eunice Public Schools District will not test for substances or purposes other than drug or alcohol use prohibited by this policy.

Procedures

- All students in grades 6 -12 who wish to participate in school athletics/activities will be subject to the random testing program for the entire school year or for as long as they participate in the district athletic/activity programs. Students will be tested in two pools dividing the Middle School (6th - 8th) from the High School (9th – 12th).
- Each student in athletics/activities shall be provided with a copy of the Eunice Public Schools Student Athletic/Activities Drug/Alcohol Testing Policy and the Eunice Public Schools Student Athletic/Activities Drug/Alcohol Testing Consent Form, which shall be read, signed, and dated by the student and parent or legal guardian before that student shall be eligible to practice or participate in any athletics/activities program.

Selection for Testing

- The authorized testing company will randomly select the date of the unannounced testing to be conducted at various times during the school year.
- Students who are randomly selected by the authorized testing company to be tested during one testing period, will be eligible for future tests and if selected may be tested in successive tests.
- Students will be notified the day of the testing at school, and will be escorted to the designated drug testing areas to be processed. There will be no prior warning or notice.

- A refusal to provide a sample will be treated as resignation from all athletic/activity programs for one calendar year from the date of refusal. In addition, at the end of the calendar year, the student must submit to drug/alcohol testing during the next available testing cycle. This test will be at the student's expense.
- Eunice Public Schools will follow the Federal Department of Transportation (DOT) Title 49: Part 382 and Part 40 regulations as a guide for each student selected for testing:
 1. If a student provides a specimen that is not adequate for testing, he/she will allow a specimen-collector (of the same gender) to observe while the student provides another specimen.
 2. If testing laboratory determines that an adulterant has been added to the student's specimen, the student will be subject to suspension from school athletics/activities.
- A certified drug testing company contracted by the district will perform the random testing of the students. The company chosen to conduct the testing should be required to have a detailed written procedure to assure proper chain of custody of the samples, proper laboratory control, and scientifically-validated testing methods.
- All students, regardless of country of domicile, are required to have prescriptions by the United States Board certified medical professional as a basis for explaining positive test results on the basis of medications to health.

The drug testing company will contact the Superintendent or his/her designee with the test results.

If a test result is positive, the Superintendent or his/her designee will immediately contact the student and the student's parents or legal guardians and schedule a conference at which time the student, parents, or legal guardians may explain the positive results.

Parents or legal guardians may provide doctor's prescriptions and documentation in the form of prescription containers of any drugs that the student was taking that might have affected the outcome of the drug/alcohol use test. These prescriptions must be properly dated, prescribed by the United States Board certified medical professional, and must be verified by pharmacy records.

- Parents/Guardians may request that another test to be conducted on the remaining portion of the urine sample at their cost. The Eunice Public Schools reserve the right to investigate anomalies in the timing and documentation of prescriptions

Labels. No student shall receive an academic penalty solely as the result of a test result.

Violations

- A student found to have been in violation of this policy shall be subject to the following consequences.

Positive Test

- Upon the **first positive test**, the student will be suspended from participation in all extra-curricular activities for forty consecutive school days. The student may not participate in any extra-curricular activity on any non-school day during the term of suspension.
- As a condition of continued participation in extra-curricular activities, the student must attend an approved drug and alcohol education program or drug and alcohol counseling at the student's expense. Participation in extra-curricular activities may only be resumed upon successful completion of counseling program. The student may continue to practice once they enroll in, and as long as they attend regularly, an approved counseling program.
- As a condition of continued participation in extra-curricular activities, upon the student's reinstatement to their activity, the student will submit to two drug and/or alcohol test on random days for the next four (4) weeks at the expense of the student. A positive result will be considered a second violation.
- Upon a **second positive test**, the student will be suspended from participation in all extra-curricular activities for one calendar year from the date of the second positive test.
- As a condition of continued participation in extra-curricular activities, the student must attend an approved drug and alcohol education program or drug and alcohol counseling at the student's expense.
- As a condition of continued participation in extra-curricular activities, upon the student's reinstatement to their activity, the student will submit to two drug and/or alcohol test on random days for the next four (4) weeks at their expense and the student will be submitted to the random testing pool for the year of suspension. A positive result will be considered a third violation.

- Upon a **third positive test**, the student will be ineligible for participation in all extra-curricular activities for the remainder for his/her enrollment in Eunice Public Schools.
- Violations of this policy and Eunice Public School Board Policy 327, Extra-curricular Activities Discipline Policy, accrue concurrently. For example, a positive test under this policy following a prior violation of the Extra-curricular Activities Discipline Policy would constitute a second positive test.

APPEALS PROCESS

- A student may appeal a suspension under this policy by providing a written notice of appeal with the Superintendent and a copy to the principal whose decision is being appealed with five school days of the principal's decision.
- The notice shall state the reasons the suspension should be reversed. The principal shall provide the Superintendent the reasons the suspension should be sustained.
- The Superintendent or his/her designee shall review the principal's suspension decision in light of the provisions of this policy and issue a decision in writing sustaining or reversing the suspension.
- A student may appeal the Superintendent's decision to the Board of Education by providing a notice of appeal to the Superintendent within five school days of the date of the Superintendent's decision. The Superintendent may provide the Board with the reasons the suspension should be sustained.
- The Board's decision shall be final.
- See appendix for forms:

Drug/Alcohol Testing Consent Form
 Refusal to Submit to Random Drug/Alcohol Test
 Illegal Drug/Alcohol Abuse Suspension Notification Form

EUNICE PUBLIC SCHOOLS

POLICY: 450 Reporting Child Abuse & Neglect

SUSPECTED CHILD ABUSE AND NEGLECT

According to the New Mexico Children's Code at N.M. Stat. Ann. § 32A-4-3 (A) (1978) (as amended or recodified in the future), it is the obligation of any School District staff member to report suspected cases of child abuse or neglect immediately to:

1. a local law enforcement agency having jurisdiction; or
2. the Child Prevention Division of the Children, Youth and Families Department.

This reporting process does not require that suspected cases must first be reported to the administrative authority of the School unit or department. Administrators do not have the authority to screen the reporting process; however, the staff members should notify the administrator that a report has been made.

Any school employee who has the duty to report child abuse shall permit a member of a law enforcement agency or an employee of the Child Prevention Division of the Children, Youth and Families Department to interview the child with respect to a report without the permission of his parent, guardian, or custodian. Any person permitting an interview is presumed to be acting in good faith and shall be immune from liability, civil or criminal, unless the person acted in bad faith or with malicious purpose.

Any questions of staff by parents, guardians, or custodians shall be referred to the administrator.

Employees are placed on notice that any person failing, neglecting or refusing to report may be guilty of a misdemeanor crime if convicted. (New Mexico Children's Code, NMSA 32A-4-3, 1978 Comp.)

Anyone reporting an instance of alleged child neglect or abuse or participating in a judicial proceeding brought as a result of a report required by law is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by the law, unless the person acted in bad faith or with malicious purpose (New Mexico Children's Code, NMSA 32A-4-5(B), 1978).

**BOARD OF EDUCATION
EUNICE PUBLIC SCHOOLS**

**PROTOCOL FOR INVESTIGATION
OF SUSPECTED CHILD ABUSE OR NEGLECT**

The Board of Education of the Eunice Public Schools (hereafter District) establish this protocol and adopt the following procedures in order to assure that any allegation of abuse or neglect of a student of the District is promptly and properly investigated.

SECTION I

REPORTING OF CHILD ABUSE AND NEGLECT

- A. NMSA 1978 Section 32A-4-3 requires that School employees who know or suspect that a child is an abused or a neglected child shall immediately report the matter to the Children, Youth and Families Department or a local law enforcement agency. The failure of any School employee to report knowledge or suspicion of child abuse or neglect may result in criminal prosecution or employee discipline.
- B. No School employee, regardless of position within the School, shall inhibit, prevent, obstruct or intimidate another school employee from reporting suspected child abuse or neglect to CYFD or a local law enforcement agency. There is no requirement that a School employee consult or obtain the approval of a supervisor before making a report of suspected child abuse or neglect [See NMSA 1978 Section 30-6-4(A); Section 22-5-4.2A].
- C. The School or its employees are not to conduct an investigation to determine if such abuse occurred.
- D. Anyone reporting an instance of alleged child neglect or abuse or participating in a judicial proceeding brought as a result of a report is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by the law, unless the person acted in bad faith or with malicious purpose (NMSA 1978 Section 32A-4-5).
- E. The School employee reporting the possible abuse shall complete forms as required by CYFD, and send a copy of such forms to his/her supervisor, the school nurse, and the Superintendent. The employee shall also complete such reporting forms as required by the District.

SECTION II
INTERVIEWING STUDENTS IN SCHOOLS

- A. The CYFD may find it necessary to interview students at Mettie Jordan Elementary School, Caton Middle School, or Eunice High School, as part of its child abuse or neglect investigations.
- B. Administrative contact is required.
 - 1. The CYFD social worker shall first contact the Superintendent, or designee regarding the visit and state the reason.
 - 2. If the social worker is not known to the Superintendent or designee, official identification should be requested and carefully inspected. A photograph is on the identification. If further identification is required, the CYFD County Manager or designee should be contacted. If the identification is not verifiable, the police should be contacted immediately.
- C. The School shall facilitate a prompt interview. However, it is anticipated that the School and social worker shall cooperatively work to facilitate the investigation and minimize any educational disruption. If the social worker states this an emergency situation, the Superintendent or designee shall arrange immediate access to the child.
- D. The CYFD social worker and/or law enforcement officer shall be permitted to interview the child with respect to a report without permission of the child's parent, guardian, or custodian (NMSA 1978 Section 32A-4-5C). Notification of the child's parent, guardian, or custodian shall be exclusively done by the agency conducting the investigation.
- E. The Superintendent/designee will provide a place, which insures privacy to the child. The child shall be summoned for interview in a manner that does not disclose the fact of investigation or interview, or otherwise embarrass the child. Student volunteers shall not be used to summon the child.
- F. At the beginning of the interview, it is the responsibility of the social worker to ask the child if he/she would like a School representative present. If so requested, a School representative of the child's choice, and who is not a subject of the investigation, shall be present.

- G. The Superintendent/designee shall document the interview with the student by recording the name of child, investigating social worker and/or law enforcement officer, time and date of interview, and name of School employee, if present.
- H. If the Superintendent has concerns about the way the investigation is conducted, these concerns will be reported to the CYFD County Manager or law enforcement agency.

SECTION III

ACCESS TO SCHOOL RECORDS, PERSONNEL, AND COLLATERAL WITNESSES

- A. A law enforcement agency or CYFD social worker shall have access to any School records pertaining to a child abuse or neglect case (NMSA 1978 Section 32A-4-3F). The Superintendent or designee is responsible to ensure that the pertinent records are made available in a prompt manner. If there is a dispute on what records should be disclosed, the Superintendent will confer with the CYFD County Manager or designee, and with Special Education staff, when appropriate, to assure that federally mandated confidentiality requirements are addressed.
- B. During the course of the investigation, it may be necessary to interview School personnel who may be able to provide additional information pertaining to the investigation. The time and place of such interview shall be coordinated through the Superintendent or designee so as not to unduly disrupt school operations or teaching schedules.

SECTION IV

PROTECTIVE CUSTODY AND LEGAL CUSTODY

- A. A child may be taken into protective custody by a law enforcement officer who in turn may give custody to CYFD.
- B. When a child is taken into custody at the School, the Superintendent shall document the date, time, name of child and name of officer and/or CYFD social worker. This document should be signed by the agency representative. The document shall be retained by the Superintendent, and a copy provided to the agency representative.
- C. Whenever CYFD has taken a child into custody, the responsibility for parental notification rests with that agency.
- D. When a child is in the legal custody of CYFD, the social worker assigned to the child's case shall introduce him/herself to the Superintendent and give the Superintendent

a copy of the Legal Custody Order. This order, and any subsequent order is to be treated as a confidential document.

- E. When CYFD has legal custody of a child, School personnel shall recognize that CYFD has the authority to determine where and with whom the child shall live and make educational decisions concerning the child. This authority replaces that of the child's parent or guardian while the custody order is in effect. School personnel shall cooperate with CYFD accordingly.

SECTION V

CONFIDENTIALITY OF INVESTIGATION

- A. The fact of a child abuse/neglect investigation and any details of such known to School employees shall be kept confidential. Only the School Superintendent and/or designee and School employees involved in the investigation should have any knowledge of the actual investigation.
- B. The Superintendent or designee shall instruct School employees who know of the investigation about the confidentiality of information known or learned as part of the investigation, and caution them against disclosure to others, both within and outside the School. Specifically, there shall be no disclosure of an investigation to personnel at other schools where siblings attend, as this may jeopardize the investigation.
- C. An inquiry of School personnel by a parent, guardian, custodian, or another member of the public regarding an abuse-neglect investigation is to be referred to the agency responsible for the investigation. This does not apply to the police, attorneys representing the child, or parties involved, nor does it prevent testifying in court, in response to a lawful subpoena.
- D. The investigative report done by CYFD/law enforcement personnel is statutorily mandated to be kept strictly confidential. Only investigative records which may concern the child's social or educational needs may be disclosed to School personnel involved with the child, unless further disclosure is ordered by a district court. As a standard procedure, the CYFD will notify the reporting School personnel if the report is being investigated and the name of the social worker.

SECTION VI

INVESTIGATION OF EMPLOYEES ACCUSED OF CHILD ABUSE

A. INVESTIGATION BY LAW ENFORCEMENT OR CHILDREN, YOUTH AND FAMILIES DEPARTMENT PROTECTIVE SERVICES DIVISION

1. The Children, Youth and Families Department (CYFD) and/or law enforcement may interview an employee at school who has been accused of child abuse.
2. NMSA 22-5-4.2 requires that School employees who know or suspect that a child is abused report this to CYFD and/or law enforcement. When the suspected abuser is a School employee, law enforcement rather than CYFD, shall be initially contacted.
3. It is the policy of both CYFD and law enforcement to notify the Superintendent prior to a CYFD or law enforcement investigator going to the School. The Superintendent will be informed of the person being investigated, reason for investigation, and when they will be at the School. The Superintendent will notify appropriate administrators of the impending investigation so the School can make necessary arrangements such as providing a substitute. The Superintendent shall inform the Director of Student Services of the name of the person being investigated and that allegations have been made. The Superintendent will determine whether or not the employee is to be placed on administrative leave with pay.
4. The CYFD and/or law enforcement investigator is to report to the Superintendent or designee upon arrival, provide his/her credentials, and state who they wish to see, and verify that the superintendent has notified the Director of Student Services. The Superintendent or designee will record that the investigation occurred and the information will remain confidential.
5. The Superintendent will provide a place for the interview, which insures privacy for the employee, away from students and staff.
6. When the Superintendent summons the employee for the interview, the Superintendent will tell the employee that a CYFD social worker and/or law enforcement officer would like to interview him/her regarding an accusation which has been made against him/her. This will be done in privacy where others cannot hear and will not be discussed by the Superintendent, except with the employee's supervisor or other administrators deemed necessary to the investigation.

7. The employee may choose whether to talk with CYFD/law enforcement at that time or to meet with them at another time and place. If the employee so chooses, he/she must inform the investigator directly of this choice. The employee may choose to have a representative of his/her choice present during the interview, including legal representation, if so desired. Although these are the rights of the employee, the School cannot legally bring this to the attention of the employee at the time of the investigation as it could be construed as interfering with the investigation process.
8. It is the responsibility of CYFD and law enforcement to inform the individual being investigated that no party may be compelled to participate in a conference, produce any papers, or visit any place (See NMSA 1978 Section 32A-4-4). It is not the responsibility of the School to so inform the employee.
9. At the conclusion of the investigation, CYFD and law enforcement will disclose sufficient information to the Superintendent so that children attending the subject school in the District will be protected.

B. ACCESS TO EMPLOYEE RECORDS

For access to personnel files by CYFD, a court order is needed, unless employee consent or a release is obtained.

C. INVESTIGATION OF EMPLOYEE MISCONDUCT BY SCHOOL OFFICIALS

1. The School is responsible for conducting an investigation of any employee accused of child abuse. The Superintendent will designate the persons to conduct the investigation.
2. In most instances, the School's investigation will follow or be coordinated with that conducted by CYFD and/or law enforcement.
3. The School's investigation will be conducted in accordance with any applicable negotiated agreement. The employee has the right for Association representation during the interview, if required by board policy or written agreement. The School should inform the individual of these rights and that anything said may ultimately be used against him/her in an employment action.

4. If in the Superintendents judgment, a staff member needs to be placed on administrative leave with pay or reassigned to another position or location, such communication will be made to the employee by the Superintendent or Director of Human Resources.
5. The length of any administrative leave shall be kept to a minimum, depending upon the seriousness of the allegations and the complexity of the investigation.
6. The Superintendent may issue administrative regulations or guidelines for investigating misconduct of School employees, so long as they are consistent with this protocol.

**INTERVIEWING STUDENTS IN SCHOOLS
(Board Policy 450: Section II (G))**

Interview Form

Time: _____ AM / PM

Date: _____

Name of the Child being Interviewed

Investigating CYFD Social Worker
and/or Law Enforcement Officer

Name of School Employee, if Present

**PROTECTIVE CUSTODY AND LEGAL CUSTODY
(Board Policy 450: Section IV (B))**

Custody Form

Time: _____ AM / PM

Date: _____

Name of the Child taken into Custody

Name of the CYFD Social Worker
and/or Law Enforcement Officer

Name of the CYFD Social Worker
and/or Law Enforcement Officer

Signature of the Superintendent/designee

Agency Representative

THIS DOCUMENT WILL BE RETAINED BY THE SUPERINTENDENT, AND A COPY PROVIDED TO THE AGENCY

EUNICE PUBLIC SCHOOLS

Eunice Integrated Pest Management (IPM) Plan

Eunice Public Schools IPM-plan

INTRODUCTION

Pests are populations of living organism (animals, plants, or microorganism) that interfere with use of healthcare and other facilities for human purposes.

Integrated Pest Management (IPM) is an approach that establishes a sustainable approach to managing pests by combining biological, cultural, physical and chemical tools in a way that minimizes economic, health and environmental risks.

Eunice Public Schools has adopted this Integrated Pest Management Plan for the buildings and grounds. The plan outlines procedures to be followed to protect the health and safety of staff, patients and visitors from pest and pesticide hazards. The plan is designed to voluntarily comply with policies and regulations promulgated by the Department of Agriculture for public buildings and health care facilities.

Objectives of this IPM plan include:

- Elimination of significant threats caused by pests to the health and safety of students, staff and the public.
- Prevention of loss or damage to structures or property by pests.
- Protection of environmental quality inside and outside buildings.

This IPM plan will be stored in the office of the Superintendent.

POSTING AND NOTIFICATION OF PESTICIDE APPLICATIONS

The Eunice Public Schools shall be responsible to annually notify students and guardians of the procedures for requesting notification of planned and emergency applications of pesticides in facility buildings and on facility grounds.

When pesticide applications are scheduled in district buildings or on grounds, Eunice Public Schools Service Providers and staff shall provide notification in accordance with law, including:

1. Posting a pest control information sign with the date, time and location of the application and the product applied in an appropriate area and including contact information for additional details.
2. Providing this information to all individuals working in the building.
3. Providing this information to all staff students and guardians who have requested notification of individual applications of pesticides.

Where pests pose an immediate threat to the health and safety of students or employees, Eunice Public Schools may authorize an emergency pesticide application and shall notify by telephone

any guardian who has requested such notification. Disinfectants, anti-microbials and self-contained or gel-type pesticide baits applied in inaccessible areas are exempt from posting, notification and the 7-hour reentry requirement.

RECORD KEEPING & PUBLIC ACCESS TO INFORMATION

Eunice Public Schools will maintain records of all Service Provider visits and pest control treatments for at least three (3) years. Information regarding pest management activities will be made available to the public at the Eunice Public Schools administrative office. Requests to be notified of pesticide applications may also be made to this office. All guardians will be informed of their option to receive notification of all pesticide applications at enrollment and once annually.

GENERAL IPM STRATEGIES

Pest management strategies may include education, exclusion, sanitation, maintenance, biological and mechanical controls, and pre-approved, site-appropriate pesticides.

An Integrated Pest Management decision at Eunice Public Schools shall consist of the following steps:

1. Identify pest species.
2. Estimate pest populations and compare to established action thresholds.
3. Select the appropriate management tactics based on current on-site information.
4. Assess effectiveness of pest management.
5. Keep appropriate records.

Decisions concerning whether or not pesticides should be applied in a given situation will be based on a review of all available options. Efforts will be made to avoid the use of pesticides by adequate pest proofing of facilities, good sanitation practices, selection of pest-resistant plant materials, and appropriate horticultural practices.

When it is determined that a pesticide must be used in order to meet pest management objectives, the least-hazardous material, adequate for the job, will be chosen.

All pesticide storage, transportation, and application will be conducted in accordance with the requirement of the Federal Insecticide, Fungicide, and Rodenticide Act (7 United States Code 136 et seq.), Environmental Protection Agency regulations in 40 CFR, Occupational Safety and Health Administration regulations, policies and procedures, and local ordinances.

No person shall apply, store, or dispose of any pesticide on Eunice Public School property without an appropriate pesticide applicator license. All pesticide applicators will be trained in the principles and practices of IPM and the use of pesticides approved for use. All applicators must

comply with the IPM policy and follow appropriate regulations and label precautions when using pesticides in or around district facilities.

Pest-specific strategies will be included in the IPM Program Specifications provided to each service provider.

Service providers will be directed to provide special attention to pest-vulnerable areas including food storage, preparation and serving areas; washrooms; custodial closets; mechanical rooms and entryways into the building.

Service providers or other IPM experts will be asked to provide input on any district facility renovation or reconstruction projects including reviewing plans for pest-conducive conditions, suggesting pest-proofing measures and inspecting construction where applicable to prevent and avoid pest problems.

STAFF ROLES

District staff will provide support to assist the IPM coordinator in maintaining an IPM program that relies on minimal pesticide use. Such support will include efforts to promptly address any structural, horticultural, or sanitation changes recommended by the coordinator to reduce or prevent pest problems.

Furthermore, Eunice Public Schools administration will assist the Coordinator in developing and delivering materials and programs for staff, students, and the public to educate them about the importance of good sanitation and pest control.

The facility director is responsible for ensuring staff compliance with the IPM policy and plan, including the attached check list.

PEST-SPECIFIC STRATEGIES

The following strategies will be used for frequently encountered pests:

1. ANTS

- a. Ants will be identified to species to aid in locating nesting sites, preferred food, habits and appropriate baits when necessary.
- b. Ants inside buildings will be cleaned up with soapy water, including the areas ants are traversing to eliminate any pheromone recruiting trail, which ants deposit to help other ants find the location of food and water sources.
- c. Maintenance will be informed and the opening providing entry for ants into the building will be located and repaired.
- d. Building and room occupants will be informed of any action they need to take to prevent future problems, e.g., cleaning up spilled food or drink more promptly or thoroughly, storing food in sealed containers, repairing leaking or dripping pipes or faucets, etc.
- e. If the above steps fail to correct the problem, the contractor will inform the IPM Coordinator and discuss additional steps, such as more extensive repairs, changes

in the food policy, changes in exterior landscaping to remove ant habitat, or selection of least-toxic pesticide baits or gels, preferably in manufactured tamper-resistant bait stations placed in areas inaccessible to children or other building occupants.

PEST MANAGEMENT IS EVERYONES RESPONSIBILITY!

PLANNING FOR SAFE SCHOOLS IN EUNICE, NEW MEXICO

Prevention (Before)

EUNICE PUBLIC SCHOOLS

Introduction: Prevention

The **Eunice Public School District** is committed to providing a healthy, safe and secure environment for students and employees. The ***Eunice Public Schools District-Level Safety 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 **Eunice Public Schools** in providing a school environment that is healthy, safe and conducive to learning.

The goal of the ***Prevention*** section of the ***District-Level Safety Plan*** is to decrease the need for response as opposed to simply increasing response capability. The Eunice Public School District recognizes that each school community has unique needs and resources, which must be addressed to enhance the ***District-Level Safety Plan***. School staff will review the ***Eunice Public Schools District-Level Safety Plan - Prevention*** section annually.



EUNICE PUBLIC SCHOOLS

Staff Development Efforts

Staff development efforts include the following procedures:

- On an annual basis, all classroom teachers will receive a presentation and update of information regarding basic aspects of the school's safe school and crisis response plan. An emphasis will be placed on designating their roles within the operations plan. This presentation will be provided during the initial opening weeks of school and open to other relevant staff.
- Annually, the following classified staff employees will attend workshops or training sessions with emphasis on relevant issues of school safety and emergency management: bus drivers, child nutrition workers, custodians, teacher assistants, and office staff.
- A mechanism has been developed within each school to provide an introductory training to initially new classroom teachers, substitute teachers, interns, student teachers and building staff regarding the safe school plan with emphasis on response procedures. A training log will be maintained in each school office to verify the date on which each staff member was trained and the signature of the trainer. The crisis team at each school may elect responsibility for this training.
- On an annual basis, the Superintendent or his designee, will develop and offer to relevant system-wide staff, workshops relative to the following areas: hearing board convener protocol; multi-hazard site assessment; crisis team response procedures and drills; and the threat/risk assessment process. Local community emergency management officials will be asked to participate in the presentation process.
- As many members as possible from the system-wide and school based crisis response teams will attend at least one workshop training, or complete one web-based course per year relative to emergency management and crisis response/recovery.

EUNICE PUBLIC SCHOOLS

Health Education

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

In the 2010 Regular Legislative session, Section 22-13-1.1(J) NMSA 1978 was amended to include health education as a requirement for graduation. Specifically:

Beginning with students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade health education will be required and how the course aligns with the department content and performance standards.

6.29.6 NMAC requires all school districts to adopt a K-12 Health Education Curriculum aligned with the New Mexico Health Education Content Standards with Benchmarks and Performance Standards. The Eunice Public Schools health education curriculum, including the required health education course where applicable, is aligned to these standards. The Eunice Public Schools incorporates Health Education curriculum at all grade levels. The K-12 District Health Education Curriculum is available for review. In addition, each school district must develop and implement a policy that will ensure that parents have the option to request that their child(ren) be exempt from any parts of the health education curriculum that addresses the sexuality performance standards. The policy must include: 1) the process for parents to request an exemption from any parts of the health education curriculum that address the sexuality performance standards; and 2) how alternative lessons are established for the exempted parts of the curriculum.

NEW MEXICO HEALTH EDUCATION STANDARDS

- Students will comprehend concepts related to health promotion and disease prevention.
- Students will demonstrate the ability to access valid health information and health-promoting products and services.
- Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- Students will analyze the influence of culture, media, technology, and other factors on health.

- Students will demonstrate the ability to use interpersonal communication skills to enhance health.
- Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
- Students will demonstrate the ability to advocate for personal, family, peer, and community health.

LIFE SKILLS

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

The Eunice Public Schools health education curriculum is aligned to the New Mexico Health Education Content Standards with Benchmarks and Performance Standards and is taught through science, health and PE classes.



EUNICE PUBLIC SCHOOLS

Monthly Safety Checks

The District performs the following Safety Checks:

- FIRE EXTINGUISHERS
- EMERGENCY AND EXIT LIGHTING
- STAIRWAYS AND RAILING
- EXTERIOR SECURITY LIGHTING
- EXTERIOR DOORS AND HARDWARE ASSOCIATED
- SIDEWALKS AND PATHWAYS
- FENCING
- PLAY GROUND EQUIPMENT AND SPORTS FIELDS

Note: Deficiencies should be immediately reported to Maintenance Department



EUNICE PUBLIC SCHOOLS

Checklist: Playground Safety

	Yes	No	Description/Procedures
1			Check for missing or broken parts.
2			Check for sharp corners, edges, or projections.
3			Check that all footings are firmly underground.
4			Check that single wide slides are replaced with double wide slides
5			Check that the slide surface is smooth.
6			Touch up or repaint the slide surface if required, using lead free non-toxic paint.
7			The hill slide shall have dirt under and around it so the slide surface is supported and secure.
8			Tighten all fasteners, nuts, and bolts.
9			Check that equipment is securely fastened to its foundation, if applicable.
10			Check that foundation is stable to avoid tipping the structure.
11			Ensure all surfaces where connections are made are covered to prevent fingers from getting caught or pinched. Examples: Slide to platform and ladder to platform.

EUNICE PUBLIC SCHOOLS

Checklist: Roof & Building Exterior

	Yes	No	Description/Procedures
1			Check ceilings and the underside of the deck for: signs of water entry such as stained ceiling tiles, dry rot in a wooden deck, or rust in a steel deck. Note all deteriorated areas on your roof plan for comparison later on the roof.
2			Walk around the perimeter of the building. Check for cracks and signs of water entry into the walls, examine exterior drainage accessories such as downspout, scupper heads and gutters for signs of leakage. Mark the deficiencies on the roof plan and proceed to the roof.
3			Check for ponding and plant growth (roof should drain within 12 hours of a rain fall.) Any accumulation of water (ponding) should be noted on the roof plan. Pay particular attention to areas near building air intakes.
4			Check for physical damage such as punctures, note location of patches, repairs and accumulation of debris especially near drains.
5			Check for wrinkles, buckles, bubbles and sponginess. Note exposure of bituminous coating due to loose or missing gravel.
6			Check all flashing for wind damage caulking and curling, and exposed edges. Check flashing fasteners for looseness and deterioration. Check any fibrous material that might be asbestos for deterioration.

EUNICE PUBLIC SCHOOLS

Checklist: Roof & Building Exterior

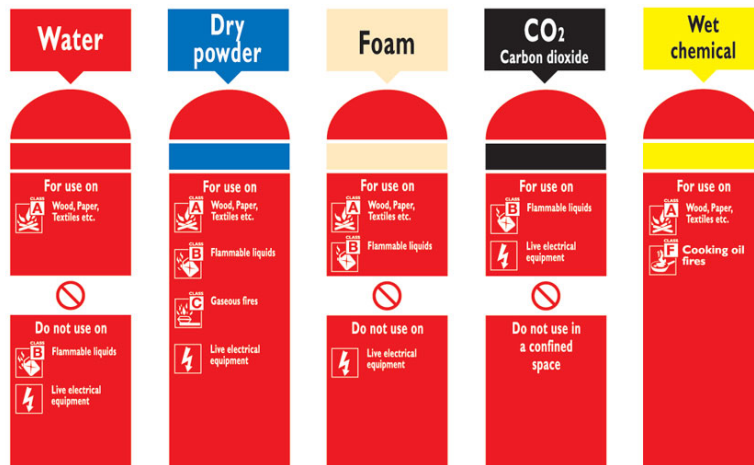
	Yes	No	Description/Procedures
1			Check the condition of any joints, roof to wall joint in particular. Check the termination of roofing expansion joints at parapet walls. Be sure that water drains off the top of the coping and that it is well attached.
2			Check coping for deterioration: especially rusting, punctures and open seams in metal coping, and spalling or cracking in masonry coping.
3			Check whether walkways are in good condition with no blistering below them.
4			Check that any installed equipment: such as antennas, HVAC equipment and flagpoles are properly installed according to building codes, including necessary I-beam supports for heavy A/C equipment, and are flashed and secured to the building.
5			Refill pitch pockets.
6			Remove all trash, debris or unsecured material from roof and dispose of properly.
7			Refer to attached document for conducting repairs and maintenance on roofs.
8			Check gutters, drains, and downspout to insure that they are properly attached to the building, connections sealed, and free of debris.
9			If downspouts have heaters, test, operate and correct deficiencies.
10			Where downspout discharges onto lower roofs, check if there has been any scouring of the surfacing.
11			Check for missing or damaged splash blocks.

EUNICE PUBLIC SCHOOLS

Introduction: Fire Extinguisher

	Yes	No	Description/Procedures
1			Confirm that the extinguisher is in its designated place.
2			Verify that the extinguisher is appropriate for the hazard protected (Class A, B, C, or D).
3			Ensure that the extinguisher is accessible and visible.
4			Confirm that the operating instructions face outward and are visible.
5			Check that the seals or tamper indicators are intact. If they are not intact, examine further for evidences of use or tampering. Recharge if required (See tasks 22, 22A, or 23).
6			Examine for obvious physical damage, corrosion, leakage, or clogged nozzle. Recharge or replace as required.
7			Verify that the pressure gauge is in the normal range. If not, recharge the extinguisher.
8			Initial and date inspection tag.

KNOW YOUR FIRE EXTINGUISHER COLOUR CODE



EUNICE PUBLIC SCHOOLS

Mentoring

Mentoring is a program that pairs a student with an adult for a sustained period of time. Mentors provide companionship and academic, behavioral, and emotional support to the student. Eunice Public Schools provides mentoring to students in many ways, including utilizing the following programs:

- **MyPower:** MyPower is a 12-week program for female students “to empower Lea County’s youth to reach their full individual potential by providing FUN, social, and learning activities geared toward developing personal confidence, academic excellence, and enhanced life skills” (MyPower, Inc.).
- **After School Tutoring:** offered from individual teachers to provide students with academic guidance to any student interested in being involved.
- **Advisory Hour:** students at Caton Middle School are assigned to an “advisory class”, in which teachers aim to build relationships between themselves, the students, and build peer relationships within the group of students. The students remain with this same advisory group throughout middle school.



EUNICE PUBLIC SCHOOLS

Grief Introduction

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

Eunice Public Schools has a school counselor available to students, staff, and families. While counseling may be done in a small group setting, some students may need to be seen on an individual basis. A non-intrusive approach, recognizing the importance of play and supporting the student's ability to solve her/herself problem is embraced. Additionally, EPS has a social worker on contract for mental health counseling, as needed. Per state law, "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" (NMSA1978§ 32A-6A-15 [NM Children's Mental Health and Developmental Disabilities Act] consent for services). Therefore, students over the age of fourteen may request counseling services without parental consent.

In some cases, 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.

EUNICE PUBLIC SCHOOLS

Procedure: Counseling Grief Stricken Children

After the event a death of a student, staff, faculty member, family member, or traumatic event the following procedure will be followed:

- Contact School Counselor or Nurse.
- Determine the amount of students affected by the death.
- Make arrangements for additional counselors if needed.
- Students will begin receiving counseling as needed



EUNICE PUBLIC SCHOOLS

Peer Facilitation

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

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

Eunice Public Schools has peer facilitation programs available, including the following:

- **Advisory Buddies:** Seventh and Eighth grade advisory students meet with elementary students to complete activities and provide peer mentorship.
- **MyPower:** Middle school girls from the MyPower group meet to do activities and build relationships with the female elementary students, to help establish role models for the younger students.



EUNICE PUBLIC SCHOOLS

Guidance: EPS Computing & Internet Acceptable Use Policy

Purpose

- The Eunice Public School District is providing its employees and students (“users”) with access to computing equipment, systems and local network functions such as District e-mail and the Internet.
- This access has a limited education purpose for students and is to facilitate employees’ work productivity.

Access Rights and Privileges

- The School District has the right to place reasonable restrictions on the use of equipment, resources and material students and employees access or post through the system. Students and employees are also expected to follow the rules set forth in the District’s rules and regulations governing conduct, disciplinary code, and the law in their use of the District’s equipment and network. This access has not been established as a public access service or a public forum. All access and rights are privileges granted by the District, and users should expect no privacy rights.
- All District employees and students will have access to the Internet through the District’s private network. Parents may specifically request that their children not be provided such access by notifying the District in writing.
- No student will be given or have access to District-provided e-mail.
- Guests/contractors are not automatically eligible for a District e-mail account. E-mail or network access accounts may be granted if directly sponsored by a District administrator.

System Security Obligations

- Users are responsible for the use of their individual access account(s) and should take all reasonable precautions to prevent others from being able to use their account(s), including coworkers, friends, or family. Under no conditions should a user provide his/her password to another person.
- Attempts to log on to the District’s private network or any other network as a system administrator is prohibited.
- Any user identified as a security risk or having a history of violating this or any other Acceptable Use Policy may be denied access to the District’s private network.
- Users will avoid the inadvertent spread of computer viruses.
- Users should immediately notify a teacher or system administrator of any possible security problem.
- Students will promptly disclose to their teacher or other appropriate school employee any message received that is inappropriate.

- Users may not connect unauthorized wireless devices to the District network. Wireless devices include, but are not limited to: wireless access points, wireless routers or any type of wireless gateway device.

Filtering

- As required by law and in recognition of the need to establish a safe and appropriate computing environment, the District will use filtering technology to prohibit access, to the degree possible, to objectionable or unsuitable content that might otherwise be accessible via the Internet

Unacceptable Uses

- Users may not use the District’s private network to access material that is profane or obscene (pornography of any kind), that advocates illegal acts, or that advocates violence or discrimination towards other people (hate literature).
- Users may not post personal information on the Internet about themselves or other people. Personal contact information includes address, telephone, school address, work address, pictures or video bites, clips, etc.
- Users may not attempt to gain unauthorized access to any computer system. This includes attempting to log in through another person's account or access another person's files. These actions are illegal, even if only for the purposes of "browsing", "snooping", or "electronic discovery".
- Users may not deliberately disrupt or harm hardware or systems, interfere with computer or network performance, interfere with another’s ability to use equipment and systems, or destroy data.
- Users may not use the District’s private network to engage in illegal acts, such as threatening the safety of another person, accessing or sharing unauthorized copyrighted music, movies, and other intellectual property, etc.
- Users may not utilize peer-to-peer file-sharing applications or execute programs to facilitate the downloading or exchange of copyrighted or unauthorized music, movies, and other materials.
- Users may not use the District’s private network to solicit information with the intent of using such information to cause personal harm or bodily injury to another or others.
- Users may not post information that could endanger an individual, cause personal damage or a danger of service disruption.
- Users may not knowingly or recklessly post false or defamatory information about a person or organization.
- Users may not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users.
- Users may not indirectly or directly make connections that create “backdoors” to the District, other organizations, community groups, etc. that allow unauthorized access to the District’s network.

- Users may not use obscene, profane, lewd, vulgar, rude, inflammatory, hateful, threatening, or disrespectful language.
- Users may not engage in personal attacks, including prejudicial or discriminatory attacks. Users may not harass another person. Harassment is persistently acting in a manner that distresses or annoys another person.
- Users may not re-post a message that was sent to them privately without permission of the person who sent them the message.
- Users may not forward or post chain letters or engage in "spamming". Spamming is sending an annoying or unnecessary message to a large number of people. Users also must refrain from abusing email distribution lists. Acts of abuse include, but are not limited to: forwarding non-school/work related emails, advertising and solicitation.
- Users will not install or reproduce unauthorized or unlicensed software on District resources.
- Users may not plagiarize works that they find on the Internet or other resources.
- Users may not use technology resources and Internet for private business activities or unreasonable personal use.
- Users may not use the District's private network for political lobbying.
- Students will not download files unless approved by their teacher.
- Users may not use any type of internet proxy service or proxy server to bypass district filters.
- Users may not alter machine configurations or attempt to perform diagnostics or repairs on district machines. Authorized personnel must perform diagnostics and repairs only.

Due Process

- The School District will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted through the District's private network.
- In the event there is an allegation that a student has violated the District Acceptable Use Policy, disciplinary actions may be taken.
- Employee violations of the District Acceptable Use Policy will be handled in accordance with law, School Board Policy or collective bargaining agreement(s), as applicable.

Administration

- Computer Aided Instruction has the responsibility and authority for the development, publication, implementation and ongoing administration and enforcement of the processes and techniques required to protect the Eunice Public School District's technology systems and services from unauthorized access, loss or misuse.
- School principals have the responsibility to establish a plan to ensure adequate supervision of students. They are also responsible for interpreting and enforcing this policy at the local level.
- Local management has the responsibility to enforce and interpret this policy.

EUNICE PUBLIC SCHOOLS

Conflict Resolution and Mediation

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

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

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

Other programs are available from School Mediation Associates at <http://www.schoolmediation.com>.



EUNICE PUBLIC SCHOOLS

Guidance: Bicycle Safety

Eunice Public Schools view bicycle safety as a tremendous concern. As educators and parents, it is imperative to stress proper riding practices to the students. More than half of all bicyclist deaths occur among school age youth (ages 5-17). Head injuries are the most serious type of injury and the most common cause of death among bicyclist. Eunice Public Schools emphasize the following bicycle safety tips for parents and students.

- Always wear a proper fitting helmet and ensure that it is securely fastened.
- Make certain that the bicycle is the right size for the student and has reflectors.
- Obey the rules of the road. Bike riders must stop at all stop signs and red lights.
- Ride on the right-hand side of the road and convey hand signals to warn others.
- Slow down for intersections. (7 out of 10 bicycle accidents occur at intersections)
- Look to the left, look to the right, and back to the left when crossing a street.
- Whenever possible, cross the bicycle at crosswalks and remember to walk the bike.
- Do not ride in parking lots, as often times it is hard to be seen.
- Never ride with earphones or any device that can impair hearing.
- Always try to ride along with another rider, it is much safer and look out for each other.
- Use a bicycle lock whenever possible to ensure the safety of the bicycle.

Eunice Public Schools offer three designated bicycle-parking areas:

1. Behind the elementary off of Avenue K, directly beside the bus lane.
 - a. This parking area is for the elementary school age students.
2. On the patio of the middle school, located on Avenue K.
 - a. This parking area is for the middle school age students.
3. In front of the Activity Center, located across the street from the high school office on 19th street. This parking area is for the high school age students.

For more information:

U.S. Department of Transportation, National Highway Traffic Safety Administration



EUNICE PUBLIC SCHOOLS

Guidance: Student Pickup and Drop-Off

Early morning drop-offs are discouraged for parents. School begins at 8:00 a.m. and staff members are not on duty until 7:45 a.m. Students who arrive before school hours are expected to have an appointment with a staff member. The school day ends at 3:10 p.m. every weekday, with the exception of Wednesdays, which end at 2:10 p.m. unless otherwise stated. Parents/guardians, whom will be picking students up after school, should be stopped and waiting at designated pick-up/drop-off locations.

The parking lots are limited to students, staff, and volunteers at the school. The parking lots should not be utilized for student pick-ups/drop-offs. For the safety of all, student pick-ups/drop-offs should only be done in the designated areas.

Designated Areas are as follows:

- **Elementary:** The designated pick-up/drop off area is located in front of the elementary, adjacent to Avenue M. This is a one-way travel area, with the direction of travel from West to East.
- **Middle School:** Designated pick-up/drop-off areas are located in front of the office on 16th Street and along Avenue K in front of the patio area. Both areas are situated on one-way streets, with the direction of travel on 16th Street from North to South and the direction of travel on Avenue K from East to West.
- **High School:** Designated pick-up/drop-off areas are located directly in front of the high school office at the intersection of 19th Street and Avenue K. This is a two way street and parents/guardians are encouraged to use the circle drive.
- **Bus Lane:** Designated pick-up/drop-off area, located off of Avenue K, directly behind elementary school. Bus lane is for buses only, NO parent/guardian pick-ups/drop-offs will be allowed.

Parent/Guardians, Students, and Staff are reminded:

- Fire lanes must be observed, vehicles parked in these areas may be ticketed.
- Never park or stop in a crosswalk.
- Observe posted speed limits
- Never reverse in a pick-up/drop-off area.
- Never park in designated pick-up/drop-off points.

EUNICE PUBLIC SCHOOLS

Procedure: Student Pickup and Drop-Off

SCHOOL SPONSORED TRIPS AND ACTIVITIES

Students will use school transportation for all school-sponsored trips. After the completion of the activity, students may be released to the parent/guardian if all of the following conditions have been met:

- The parent/guardian must write a note requesting release of the student and present the note to the head coach.
- The head coach must indicate his/her approval/disapproval on the note.

AUTOMOBILE REGULATIONS

Many students have automobiles that are used for transportation to and from school. If a student drives a car to school, it should be parked in one of the assigned parking lots.

- Teacher and visitor parking - north side of campus and in front of the natatorium.
- Student parking - south side of campus. This is the only designated parking area for students during school hours. All other parking areas are OFF LIMITS to student parking.
- All automobiles will be registered in the office.

NOTE: STUDENTS ARE NOT TO DRIVE OR GO TO THEIR CARS BETWEEN CLASSES. WHEN YOU PARK IT, YOU MUST LEAVE IT UNTIL NOON OR AFTER SCHOOL

Improper use of an automobile by disregarding the rules of safety or by a show of immature judgment will result in the suspension of the privilege of bringing an automobile to school and/or other disciplinary actions as determined by the principal.

MISUSE OF AUTOMOBILES CLOSED CAMPUS ALTERNATIVE FOR EUNICE HIGH SCHOOL

- Penalties only for offender when driving to classes without permission: Loud music, reckless driving, vulgar language, or excessive speeding will result in a loss of driving privileges.
- School staff and administrators will turn in offenders to the high school principal.
- Punishments
 - NO WARNING FIRST OFFENSE - No driving at lunch for one week, or other disciplinary action as determined by the principal.
 - SECOND OFFENSE - No driving at lunch for one month, or other disciplinary action as determined by the principal.

- THIRD OFFENSE - No driving to school or at lunch for the rest of the year, or other disciplinary action as determined by the principal.

STUDENT PICKUP & DROP-OFF [MJE]

Parents/guardians are to drop off and pick up students on the north east side of the elementary. Vehicles are to use the inside lane to drop off and pick up students. The outside lane is used for traffic to exit the parking lot area.

STUDENT PICKUP & DROP-OFF [CMS]

Parents/guardians are to drop off and pick up students on the east side of the middle school. Vehicles are to use the inside lane to drop off and pick up students. The outside lane is should be used to exit the area.

STUDENT PICKUP & DROP-OFF [EHS]

Students are to be dropped off in the circle on the east side of the high school.



EUNICE PUBLIC SCHOOLS

Procedure: Visitor Management

Public school districts are dealing with an increasing number of custody and court orders, as well as potential intruders and sex offenders. Protecting our campus from unwanted visitors is an important priority of the District’s Safety Plan. All exterior doors should be closed during school hours. No one will be allowed to enter a school campus without first interacting with a staff member to confirm they are authorized to be there and are complying with specific school check-in procedure (*see below*).

Check-In Procedures:

1. All doors will have signs directing visitors to the entrance they are supposed to enter.
2. All visitors shall pass through the front office area before being allowed into the building.
3. Staff will inquire about the visitor’s name, person, area or room to be visited, and nature of the visit.
4. All visitors are required to sign-in and receive a “Visitor ID Badge (Yellow)” or other type of identification.
5. All staff, parents/guardians, students, and school organizations will be informed about the check-in procedures.
6. Administrators shall conduct a briefing with all staff and inform them they are expected to question visitors without a badge and escort them to the office to sign in.
7. Teachers will educate their students on the importance of reporting visitors without visible identification to them. They should also impress upon them that they do not approach the visitors themselves.



EUNICE PUBLIC SCHOOLS

Guidance/Procedure: Child Abuse & Neglect Reporting

All staff will be trained annually on recognizing and reporting child abuse and neglect. The training will be completed via the following link, which leads to the PED recommended website, hosted by New Mexico State University:

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

In the event that the aforementioned training becomes unavailable, the school nurse will select an acceptable substitution, with approval from the superintendent.

The following procedure will be followed, if child abuse is *known* or *suspected*:

- Do NOT investigate yourself. Document your suspicions and have them available when calling CYFD. Always ensure documentation is in a secure location and kept confidential.
- Before calling CYFD, gather demographic information on the child. The CYFD representative will likely ask this information.
- Inform your building supervisor that a call is going to be made to CYFD. While this step is **NOT** required, it is recommended, as it keeps the supervisor informed in case an investigator follows up the call.
- Call **1-855-333-SAFE** to report suspected or known child abuse.
- Please refer to the Eunice Public Schools Policy on Child Abuse and Neglect for further information.



EUNICE PUBLIC SCHOOLS

Violence Prevention

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

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

Warning Signs include:

- 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

All staff, students, parents and member 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, not only for the school, but for the whole community
- Engaging students and families in meaningful ways.

The graphic features the word "STOP" in large, bold, red, distressed block letters. Below it, the word "Violence" is written in a smaller, black, sans-serif font.

EUNICE PUBLIC SCHOOLS

Procedure: School Food Safety Inspection Requirements

- The Eunice Public School District [the District] shall obtain two (2) food safety inspections per school year, as required by the 2004 Child Nutrition and WIC Reauthorization Act.
- The District shall 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.
- When the District is unable to find someone to do a second inspection, it shall maintain documentation demonstrating that the District 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.
- The District shall inform PED about the two food safety inspections each year by June 30th. Annually, the District will report to PED the number of food safety inspections obtained during each school year.
- Inspections will be conducted at any school that participates in the school lunch program or school breakfast program.
- The District will have a Food Safety Inspection for every kitchen and meal-serving site in the foodservice operation each school year.
- If the District purchases meals from another sponsor (Vended School Sponsor Meal Sites), the receiving and sending schools will have a Food Safety Inspection.

For further information, please contact the Eunice Public Schools at (575) 394-2524.

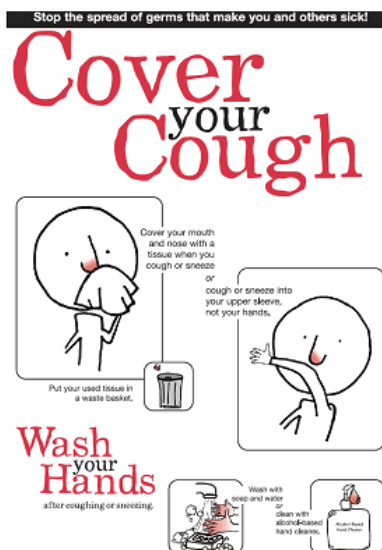


EUNICE PUBLIC SCHOOLS

Strategies for Preventing Spread of Pandemic Flu

The following statements describe strategies that are useful in helping to prevent the spread of Pandemic Flu:

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



**PLANNING FOR SAFE SCHOOLS IN
EUNICE, NEW MEXICO**

**School Emergency Operations Plan
(EOP)**

EUNICE PUBLIC SCHOOLS

Introduction: School Emergency Operations (EOP)

The **Eunice Public School District** is committed to providing a safe and secure environment for students and employees. The *Eunice Public Schools District-Level Safety 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 *District-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.

The **Eunice Public School District** recognizes that each school community has unique needs and resources, which must be addressed to enhance the *District-Level Safety Plan*. The *Eunice Public Schools District-Level Safety Plan – School Emergency Operations Plan* will be reviewed annually by school staff.

The *District-Level Safety Plan – School Emergency Operations Plan* follows the outline of the *Presidential Policy Directive (PPD) 8*.

Please Note:

Should a critical or emergency situation arise in the area or on campus while school is in session the Eunice Public School District has a comprehensive Emergency Response Plan providing step-by-step guidelines for maximizing safety, efficiency, and communication. The Plan has been developed in compliance with local, state, and federal guidelines and in collaboration with local emergency management agencies.

District emergency procedures are designed to maximize the use of available resources and respond effectively and efficiently to each situation. All District schools conduct emergency drills on a consistent basis throughout the school year. Emergency drills provide the opportunity to practice preparation and safety procedures ensuring students and staff are aware of all processes including where to report and what to do in the event of an emergency.

EUNICE PUBLIC SCHOOLS

Presidential Policy Directive (PPD)

National preparedness efforts, including planning, are now informed by Presidential Policy Directive (PPD) 8, which was signed by the president in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

- **Prevention**, 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: before, during, and after.

PLANNING FOR SAFE SCHOOLS IN EUNICE, NEW MEXICO

School Emergency Operations Plan (EOP)

Protection (Before)

EUNICE PUBLIC SCHOOLS

What Parents Need to Know in an Emergency

In the event an emergency occurs during school hours, your student(s) will be cared for at their school or at a designated area. Our first priority is to ensure all students are safe, accounted for, and under adult supervision. As soon as it is possible to do so, the Public Information Officer will communicate information to parents and the community. Your cooperation is necessary in any emergency; therefore, please be aware of the following guidelines:

- Request of the parents not to telephone the school directly. School telephone lines may be needed for emergency communication.
- Request parents to instruct their children to not use cell phones inside the school during a crisis or critical incident.
- Tell parents exactly what is known to have happened. Do not embellish or speculate.
- Reassure the parents that pertinent information will be released to all parents as it becomes available.
- Information will be made available through the following means:
 - Mass notification system. The District will communicate with parents via email, telephone, and/or SMS text messaging. Please maintain current contact information at your child's school.
 - District web site homepage at www.eunice.org
 - District office at 575-394-2524.
 - Stay tuned to local television and radio stations for emergency information.
- Implement the plan to manage phone calls and parents who arrive at school.
- If students are evacuated to another location, District personnel will notify parents.
- A student will only be released to parent(s) or authorized individuals identified on the student's *Eunice Public Schools Health/Emergency Information Form*.
- Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting is an opportunity for school officials to listen and respond to parent concerns (which are helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.
- In the event of an incident that involved structural damage or destruction, organize an open house for parents and other members of the community to see the school restored to its normal state helps everyone get beyond the crisis.

EUNICE PUBLIC SCHOOLS

Sample Letter: Pre-event Letter Home to Parents and Students

Letter to Parent Regarding Procedures for Picking up Children in a Crisis (To be mailed to parents at the beginning of each school year)

Dear Parents:

Providing for your student's/child's safety when at school/in our care is a major responsibility of our staff. All Eunice Public Schools have a disaster plan. The staff and I are prepared to make prompt and responsible decisions in any situation that could threaten the safety of the students.

The need to close a school and evacuate the students before the regularly scheduled closing time could arise from a relatively minor emergency such as a prolonged interruption of power or from a major event such as fire, tornado, or severe storm. At times, communication and/or transportation may be disrupted.

In the event of an emergency, information will be disseminated in a number of ways, including:

- Broadcast over local radio stations
- Broadcast by local television stations
- Posted on the Eunice Public Website: www.eunice.org
- School Messenger and the Remind 101 text message system,.

During a critical incident or lockdown situation, no child will be released and no unauthorized persons will be admitted to the school building. This is for the safety of the children. Attempting to bypass this policy may subject a parent to law enforcement action and may endanger your child.

No student will be dismissed from school unless a parent (or individual designated by a parent) comes for him/her.

No student will be allowed to leave with another person, even a relative or baby sitter, unless we have written permission to that effect or that particular person is listed on the student's *Eunice Public Schools Health/Emergency Information Form* located in our files and is able to identify him/herself. If the information changes, remember to call the office to request a new information form. Everyone attempting to sign out a child must show positive identification.

All parents or designated persons who come for students must sign out at the office. Signs will be posted if this alternate location is required.

We are prepared to care for your student in emergency situations. If you are not able to reach the school/ center, we will care for your student until you or a designated person arrives. We have a number of staff members with first aid training, and we will be in communication with local emergency services. We do ask for your help in the following ways:

- Please do not call the school. It is essential that telephone lines be kept open for emergency calls.
- Please do not try and reach your child by their cell phone. Tying up or overloading the cell could prevent necessary communications between administrators and responders.
- Do turn to the radio and television stations for information.
- Do not come to the school. The school access route and street entrance areas must remain clear for emergency vehicles and/or may be blocked by debris. Coming to the school may put you or your child at risk.
- During the school year your child will be trained in the necessary emergency procedures. She/he will learn how to respond, where to assemble, and what to expect in an emergency situation.
- We suggest that you have the members of your household practice response to emergency situations and that you maintain emergency supplies. There are several good publications available to assist you in these preparations. The Department of Homeland Security website, www.ready.gov contains good information about preparing and reacting to an emergency.

If you have any questions or comments about our emergency preparations, please call the office at 575-394-2524

Thank you,

Leadership Team

EUNICE PUBLIC SCHOOLS

Inclement Weather Plan: Delay, Cancellation of School, Early Dismissal

PURPOSE

As the winter months generally bring unpredictable weather patterns, the Eunice Public School District has established a plan for announcing delays and cancellations. This plan outlines District action in response to inclement weather situations, and will be reviewed annually and distributed to the Eunice Public School Board of Education and the District community. All employees shall develop a basic understanding of this plan. In the event of impending severe weather that may impact school operations, the Superintendent will notify schools and other District departments of the possibility of a weather event. Schools will be advised to monitor conditions and information outlets. After careful and thoughtful assessment of the weather conditions, it may be necessary to close schools for the entire day, to delay start time, or to release early. The procedures used in school closings are detailed below.

GOALS

The goals of this Inclement Weather Plan are, in order of Importance:

- To ensure the safety of the students and District employees;
- To protect District transportation vehicles and facilities;
- To provide information to the District community and public.

SEVERE WEATHER – WATCHES & WARNINGS

Principals are charged with monitoring weather conditions that might impact their schools. Principals and/or their designees are asked to monitor the Weather Channel (www.weather.com) at all times when school is in session. Transportation operations will proceed as usual during a severe weather watch. The Transportation Supervisor will monitor conditions to ensure safe travel can be made by school buses. In order to maintain consistency in schedules, school buses will not deviate from the normal scheduled routes and will not make additional bus stops.

BASIC PLAN

At the beginning of the school year the Superintendent will review the Inclement Weather Plan, update its contents, and populate the Extreme Weather Team. *The team will be comprised of the Superintendent of Schools, the Transportation Supervisor, all District Principals, the Athletic Coordinator, personnel representing the Eunice Emergency Services, and the District Maintenance Supervisor.* Once the personnel have been identified, they will be contacted by mail of their position on the team.

When predicted inclement weather threatens to make road conditions unsafe for school bus travel, the **Transportation Supervisor** will assess assigned routes and city roads and advise the Superintendent of the road conditions **by 5:00 a.m.**

At **5:30 a.m.**, the Superintendent will facilitate a pre-scheduled Mitel Collaboration **phone conference** between all Extreme Weather Team members.

The Superintendent will take into consideration all reports received from the Extreme Weather Team Members regarding road conditions, review radar images and approve one of the following measures:

1. School opens at the normal time;
2. School opening will be delayed three hours; or,
3. School will not open for that day.

A decision to close for the day or alter operating hours (open late or close early) due to weather conditions will be made by the Superintendent or his designee.

Once the Superintendent or his designee has authorized a measure, announcements regarding a change to the school schedule will be made as follows:

- 3 hour Delay: 6:00 a.m. (or earlier, if possible)
- Cancellations: 6:00 a.m. (or earlier, if possible)
- Early Dismissal: This decision will be made as soon as possible in the event of worsening conditions. A minimum of a 1-hour notification window will be initiated before students are dismissed.

The decision to close school or initiate a 3-hour delay will be announced to the news media, shared School Messenger and the Remind 101 text message system, posted on the EPS Website (www.eunice.org), and EPS social media outlets not later than 6 a.m. *If school opens at the normal time, an announcement will not be made. Therefore, no announcement in the news media or EPS website indicates that school will operate on a normal schedule.* If inclement weather occurs after the school day has begun, a decision regarding early release will be made as quickly as possible.

If a school may be delayed due to reasons *other than inclement weather*, the Superintendent will make the decision in consultation with the Principal.

Staff will be notified using email, School Messenger, and the staff Remind 101 notification. It is the responsibility of each staff member to understand their responsibility and to monitor their email or phones during inclement weather possibilities. Employees will exercise their discretion and good judgment in cases where isolated hazardous road conditions exist at any time, regardless of other procedures outlined herein.

ADMINISTRATIVE GUIDELINES

Three-Hour Delay

Central Office, Maintenance, Custodians, Secretaries, Administrators, Directors and Supervisors are to report as close to regular time as safety allows. Buildings will open at 10:45 a.m. and classes will begin at 11:00 a.m. All remaining staff will report at least 30 minutes prior to students by 10:30 a.m. If the three-hour delay becomes a “schools closed” then Administrators, Directors, Supervisors, and Secretaries are to remain at their work site until 12:30 p.m. **All**

twelve-month employees are to work the full day unless given different information from the Superintendent's Office.

Cancellation of School

All twelve-month employees are to report to work as close to regular time as safety allows or plan to take a personal/vacation day unless given different information from the Superintendent's Office. School Administrators or their designee are to report as close to regular time as safety allows. They are to insure no students arrive and to notify parents of a cancellation and arrange pick up for any that arrive. Once all buildings are clear and secure, the administrators will notify Central Office and may leave for the remainder of the day.

Early Dismissal

In the event weather conditions deteriorate and it becomes necessary to dismiss school before regular time, the decision will be made as early as possible. At least 1 hour will be given in order for administrative staff to initiate the notification process. The notification will be made to the news media, posted on the EPS Website and EPS social media outlets. The District will also use the School Messenger and Remind 101 programs to make this announcement. Students with cell phones will contact their parents. Students who walk will contact parents. Bus drivers will bring students who are not able to get into their homes back to the school. Instructional staff will be directed to go home by each building principal once the students under their care have been picked up or other arrangements have been made. All twelve-month employees are to work the full day unless given different information from the Superintendent's Office. Administrators, secretaries or their designees will stay until all students have been picked up and until notified by the Transportation Supervisor that all students have been safely delivered.

Weather and related road conditions are not the same in every area. The decision to travel to school ultimately rests with each individual regardless of any action taken, or not taken, by the District. Students, Parents and staff should keep safety in mind when making travel decisions.

EXTRA-CURRICULAR ACTIVITIES

High Schools - In the event that school is closed due to inclement weather conditions, all school activities will be canceled, unless permission to proceed has been coordinated by the Athletic Coordinator, the High School Principal, and the Superintendent. If school is canceled due to unfavorable road conditions, activity buses will not be operated. Under no circumstance should students be penalized for failure to attend activities when school is closed, even when special permission to proceed has been granted.

Elementary and Middle Schools – No school activities, including the games, practices, rehearsals, performances, etc., shall take place when school is closed or dismissed early due to inclement weather, unless permission to proceed has been coordinated by the Athletic Coordinator, and/or Principal, and the Superintendent.

Inclement weather conditions may also cause after-school activities to be cancelled on days the schools close at the regular time. The activity sponsor will announce these closings.

GENERAL CRITERIA FOR REPOSE CATEGORIES

Delayed Opening

The weather and road conditions are such that the majority of the commuter students, staff and the transportation buses would have difficulty arriving by 8:00 a.m., but improving road and campus conditions indicate that arrival at campus to open and begin classes at 11:00 a.m. is feasible. This response would typically be used when early morning (6 a.m. – 10:00 a.m.) weather conditions make traveling on the primary highways hazardous but predicted rising temperatures and improved conditions are expected by midmorning. A one to three inch snowfall with mild temperatures and no ice or sleet would fall into this category.

Cancellation of School

This response would typically be used when early morning weather conditions make traveling on primary and secondary highways extremely hazardous and conditions are predicted to remain the same or deteriorate throughout the day. Another factor is that local Law Enforcement Agencies are advising people to stay off the highways or there is a likelihood of interrupted utility (gas, electric, water) service to the campus. This response should be considered if faculty, students commuting to school and the transportation buses might become stranded or travel home would be hazardous. Campus conditions are such that the Physical Plant is unable to maintain safe conditions for parking lots and sidewalks. Typical conditions when closing the school that would be considered are: subfreezing temperatures throughout a storm, blizzard conditions, heavy snow, ice or freezing rain preceding or following a snow storm, an ice storm, bitter cold temperatures where being outside for extended periods would be unsafe, or high wind warnings making wind chill factors dangerously low and walking across campus hazardous.

Weather and related road conditions are not the same in every area. The decision to travel to campus ultimately rests with each individual regardless of any action taken, or not taken, by the District. It is the responsibility of the student to work with the instructor to determine if arrangements can be made to make up any missed work.

Early Dismissal

The Early Dismissal response would be used when weather conditions deteriorate to a point where visibility is reduced and/or drifting snow on roads and sidewalks make travel hazardous. Signs of deteriorating weather include changes that can be seen in the environment such as reduction in visibility, clouds that are lowering and thickening, and/or increased precipitation (falling sleet or snow).

EUNICE PUBLIC SCHOOLS
ADA Evacuation Plan

All schools are required to provide a written evacuation safety plan to identify students who are unable to exit independently from a floor or the building during any emergency evacuation (i.e., fire, inclement weather, bomb threat, and health-related emergencies). Identified students are those who use a wheelchair, walker, crutches or other mobility aides to move throughout the building. Attached is an evacuation template to use to develop each individual student's evacuation safety plan.

Evacuation safety plans for all students that you have identified should be completed by the **First Friday in October of each School Year**. All evacuation plans must be maintained in the student's cumulative file and in the principal's office. In addition, each teacher of the student and any staff person, including any instructional assistant/nurse who works with the student, should also maintain a copy of the student's evacuation safety plan. A copy of the evacuation safety plan shall be sent home to the student's parent/guardian.

In the event the student's teacher(s) or any staff person (including any instructional assistant/nurse) who works with the student is absent, the substitute must be given a copy of the student's evacuation safety plan. All copies of the plan that have been provided to substitutes for review must be returned to the principal or his designee at the end of the school day.

For any student who enrolls in your school prior to the end of the school year and is in need of an evacuation safety plan, a plan must be completed **within 20 school days of the student's enrollment**. Remember, any student with an evacuation safety plan who has a change in classroom placement during the school year must have the plan reviewed and revised accordingly. The revised plan and information must be distributed as noted above.



EUNICE PUBLIC SCHOOLS

ADA Evacuation Plan

2017 School Year

Please list below all students that have been identified as needing an Evacuation Safety Plan.

Student Name and NMPED ID Number:

STUDENT NAME	NM PED ID Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	

_____ *There are no students that require an evacuation safety plan.*

I certify that the students listed above have been identified as requiring an evacuation safety plan and that a completed evacuation plan is attached for each student listed above.

School Principal

Date

School

EUNICE PUBLIC SCHOOLS

ADA Evacuation Plan

2017 School Year

School Name _____

Student Name and NMPED ID Number: _____

The plan below shall identify staff members assigned to assist the student during an emergency evacuation (fire, inclement weather, bomb threats and health-related emergencies), the specific method by which the student will be evacuated, the location of any emergency equipment that will be used to evacuate the student, if necessary, and a refuge area, if necessary, to be used by the student to meet first responders. The plan will be reviewed and revised, as needed, with the local fire marshal or his/her designee.

SECTION 1: To be completed for student having classes or activities in the following locations and complete all that apply.

Classroom: _____

Gymnasium: _____

Playground: _____

Vocational Center: _____

Field House: _____

Other: _____

SECTION 2: Indicate staff member assisting student in evacuating the building.

**** A copy of this completed form must be sent home to the student's parent/guardian ****

Principal's Signature _____

Principal's Printed Name _____

Date Completed _____

Date Mailed to Student's Parent/Guardian _____

EUNICE PUBLIC SCHOOLS

Procedure: Evacuation

On-Campus Evacuation

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.

1. School staff shall assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location.
2. School staff must take roll at the evacuation area to ensure that all students are accounted for.
3. Students who are missing or left behind due to serious injury should be immediately reported to school officials.
4. School staff shall identify students in need of medical attention and provide appropriate care.
5. School staff will remain with their students and help to calm them.
6. If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly.
7. Roll should be taken once all students are back in the room.
8. Students should be debriefed to calm fears about the evacuation as per the District Crisis Response Manual.

Off-Campus Evacuation

Off-campus evacuation is implemented after a decision is made that is it unsafe to remain on campus and evacuation to an off-site assembly area is required.

1. School staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location.
2. School staff must take roll at the evacuation location to ensure that account is made for all students.
3. Students who are missing or left behind due to serious injury should be immediately reported to school officials.
4. The Superintendent of Schools and Law Enforcement should be immediately notified of the evacuation.

EUNICE PUBLIC SCHOOLS

Procedure: Shelter-In-Place

Shelter-in-Place may be directed if there is a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Shelter-in-Place will be routinely practiced during the school year.

- Students shall be moved inside and out of the hallways into the nearest classrooms immediately.
- Bathrooms, cafeteria doors, office doors, and gates will be locked.
- School personnel shall close and lock all classroom doors and windows.
- Students and staff will stay away from doors and windows.
- All blinds are to remain closed.
- All lights are to remain on.
- Everyone will remain quiet and listen for critical instructions from the School Administrator and/or emergency responders.
- Everyone must stay in those rooms until they are cleared to leave by the School Administrator or public safety personnel.
- Attendance will be taken.
- If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.



EUNICE PUBLIC SCHOOLS

Procedures: Lockdown Notification

Obtain authorization from the Administration Office to activate the Emergency Communications message created by the Eunice Public Schools Safety Committee and request the message be sent to all parents via Messenger or in written form indicating the following:

- State the exact nature of the emergency.
- Identify the area impacted.
- Identify who and what is affected.
- State how long the area will be impacted (determined from consultation with Law Enforcement)
- Provide a projected time for resolution.
- Identify a safe staging location for parents.
- Identify when the lockdown will be modified to allow movement on campus.
- Identify a safe staging area where District Personnel will meet with parents to relay information.

EUNICE PUBLIC SCHOOLS

Procedure: Lockdown

In case of a lockdown the following procedure shall be followed:

- Doors will be locked.
- Blinds will be closed.
- Children will be moved to inside classrooms with no windows where possible.
- Children will be moved out of sight to the designated safe area in each classroom.
- No one will be permitted to enter or leave the building, unless evacuation is necessary.
- If possible, an emergency email or text will be sent out explaining the circumstance.
- Lockdown will continue until the school receives an “all clear” signal from emergency personnel.
- Parents will be instructed not to call the school so the phone will be available to emergency personnel.
- [If evacuation is necessary, refer to the *Evacuation Procedure*](#)



EUNICE PUBLIC SCHOOLS

Procedure: Lockdown [Active Shooter]

Lockdown Procedures may be directed if there is a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Lockdown Procedures will be routinely practiced during the school year.

School Personnel Shall:

- Immediately move the students inside the building and out of the hallways into the nearest classrooms.
- Call 9-1-1.
- Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.
- Use appropriate communication methods (i.e., phones, radios, etc.) to contact the School Administrator.
- Take roll and identify all students and staff in the classroom.
- Conduct anxiety-reducing activities as per the District Crisis Response Manual.
- Be prepared for an evacuation at any time.
- Place a red card under the door or in the window if someone in the room requires medical attention.
- Follow the directions of law enforcement.



EUNICE PUBLIC SCHOOLS

Training Procedure: Active Shooter

The Eunice Public School Leadership Team will schedule training workshops during the Fall and Spring Semesters of each School Year in order to review and reflect on response procedures when dealing with an Active Shooter Situation. The Eunice Public School District will use the U.S. Department of Homeland Security Training Manual: ACTIVE SHOOTER – How to Respond. [*The Manual is located in the Appendix*]

EUNICE PUBLIC SCHOOLS

Procedure: Media Relations

If the media approaches you, direct them to the principal.

The Family Education Rights and Privacy Act precludes school staff from disclosing a student's name, grade, or other personally identifying information.

The District legally cannot confirm a student's attendance at any specific school location.

If any new media personnel are observed on school grounds, notify the principal immediately.



EUNICE PUBLIC SCHOOLS

Guidance: Communications with the Media

Effective communications with the media are critical to the district's ability to carry out its educational program and promote continued public support for the school. During a crisis, the Public Information Officer will ensure that accurate information is conveyed to the public regarding incidents.

Policy

The Superintendent of the Eunice Public School District serves as the official Public Information Officer (PIO) and conveys the official district position in the event of a crisis or emergency situation. Inquiries from the media concerning crisis or emergency situations occurring in the district should be referred to the Public Information Officer. Depending on the specific circumstances, the Public Information Officer may designate another school administrator to serve as spokesperson on a particular issue. In cases of critical significance to the district, the Superintendent of Schools (PIO) will work with other school officials to develop a statement to detail the known facts of the situation and summarize the district's position. In the event of a crisis or emergency situation, the Superintendent of Schools will handle all contacts with the media, and will coordinate the information flow from the district to the public. In such situations, all campus departments should refer calls from the media to Emergency Operations Center (Administration Office).

Guidelines for Communicating with the Media

When communicating with the media the following guidelines shall apply:

- Obtain the name of the person calling, the media organization and, if available, the anticipated time of release of information in print or broadcast.
- The best approach with the media is to be prompt, helpful and honest. All contacts from the media should be returned as soon as possible, in deference to reporters' deadlines. At the most, a call should be returned within a half-day. If that is not possible, an alternate employee (if appropriate) or the media specialist should be asked to handle the call.
- Make sure you understand each question from the media before answering. If you cannot answer the question, or are uncomfortable providing a response, take the reporter's number and advise him/her that someone who can provide the information will contact him/her as soon as possible.
- Do not offer speculations or gossip. Do not answer a reporter's question with "no comment." Do not be condescending or underestimate the reporter's intelligence, but make sure the reporter understands your responses. Provide your phone number and/or e-mail address for follow-up questions.
- Remember that in responding to the media, you can be seen as representing and speaking

for the Eunice Public School District. Personal opinions should be clearly and carefully identified as such.

- Issues that should not be discussed with reporters are 1) legal issues, 2) personnel issues, 3) questions that involve district integrity, such as ethics or issues that may result in harm to others, or 4) a campus crisis or emergency. Refer all such inquiries to the Public Information Officer (PIO).
- Any media inquiries that involve information about specific students should be directed to the office of the Superintendent. Such inquiries will be handled in strict compliance with the Family Educational Rights and Privacy Act (FERPA.) This federal law protects the confidentiality of a student's education record.
- Any media inquiries regarding EPS faculty or staff should be referred to the office of the Superintendent. Only public information may be provided without the employee's written approval. Public information is the following: verification of employment, name of job title/position, full or part-time status, name of department, department address and phone number, employment starting date.

Crises or Emergency Situation Communication Procedure

During a Crises or Emergency Situation the following communication procedure shall be followed:

- In the event of crisis or emergency situation, the Public Information Officer (School Superintendent) is responsible for the development and dissemination of all district communications. This includes internal communications with students, faculty and staff, as well as communications with the media. The priority will be on maintaining timely and open communications with the media, providing complete and accurate information that has been confirmed about the emergency situation and the district's response to the crises.
- If the district does not communicate immediately, it will lose its greatest opportunity to control events. The Public Information Officer's first news release should include at a minimum the who, what, when and where of the situation.
- The Public Information Officer will have a prepared statement on hand that can be used to make an initial general response to the media when knowledge about the crisis first becomes known on a widespread basis or by reporters.
- The Public Information Officer must give the facts that have been gathered from reliable sources and confirmed. Don't over reach and don't speculate.
- The Eunice Public Schools Web site will be utilized as a key medium for updating the campus community and the public on the details of the emergency situation and actions we are taking to address all related issues.
- A communication information center may also be established, if a high volume of incoming phone calls are expected.

- Select a place to be used as a media center. It should be some distance from offices of the crisis communication team, spokesperson and emergency operations center to ensure that media are not in the middle of the action if they happen to take the wrong turn or have to pass by those offices or areas on the way to the restrooms.
- The crisis communications team will decide locations for interviews and press briefings.
- Do not talk off the record.
- As the crisis progresses and new information and facts become available, develop prepared statements to be made by the POI at the onset of any media interview, briefing or news conference. Prepared statements also can be read over the telephone to reporters who call to request information but are not represented at news conferences or briefings. The statement can also be sent by FAX or e-mail upon request.

EUNICE PUBLIC SCHOOLS

Emergency Communication

The Eunice Public School District [District] is committed to ensuring that students, staff members, parents, the media, and the community have accurate, consistent, and timely information in the event of an emergency. Emergency communications mitigates negative impacts in the community and encourages fair, objective media coverage.

Clear and responsible communication is a critical part of incident management. Any emergency in a school will generate intense interest from the public and the media. The District will establish, coordinate, and direct public information to all stakeholders and media in coordination with the Superintendent.

It is the District's practice to work as cooperatively as possible to supply timely information to the media in an emergency and its impact on students, teachers, or staff members, provided the release of information does not jeopardize the emergency response activities, or conflict with federal privacy laws, the well-being of students or employees, or the concerns of families. During an emergency, media will not be allowed inside affected school building(s). Media will be assigned to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

In emergency situations, the priorities are: (1) the safety and health of students, staff and community members, (2) compliance with local, state and federal law and the directives of public safety officials, (3) the privacy and emotional well-being of affected individuals and (4) clear and responsible communication with stakeholders and community members.

During an emergency, all media calls are referred to the Superintendents Office located in the Administration Building (575-394-2524) to allow the crisis response team at the site to give full attention to relief efforts. The District will work as quickly as possible to provide accurate information to the media through a spokesperson, written releases, or news briefing.

PLANNING FOR SAFE SCHOOLS IN EUNICE, NEW MEXICO

School Emergency Operations Plan (EOP)

Mitigation (Before)

EUNICE PUBLIC SCHOOLS

Guidance: Mitigation

EXERCISE OF PLAN

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.

EUNICE PUBLIC SCHOOLS

Guidance: Effectively Executing the Exercise

EFFECTIVELY EXECUTING THE EXERCISE

To effectively execute the exercise of the plan:

- 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.

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
 - 1 must be an evacuation drill
- Schools must ask local emergency personnel, where 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.

27 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

EUNICE PUBLIC SCHOOLS

Guidance: Review/Revision of the Plan

REVIEW/REVISION OF PLAN

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 (the school EOP.



EUNICE PUBLIC SCHOOLS

Guidance: Sharing the Plan

SHARING OF THE PLAN

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.

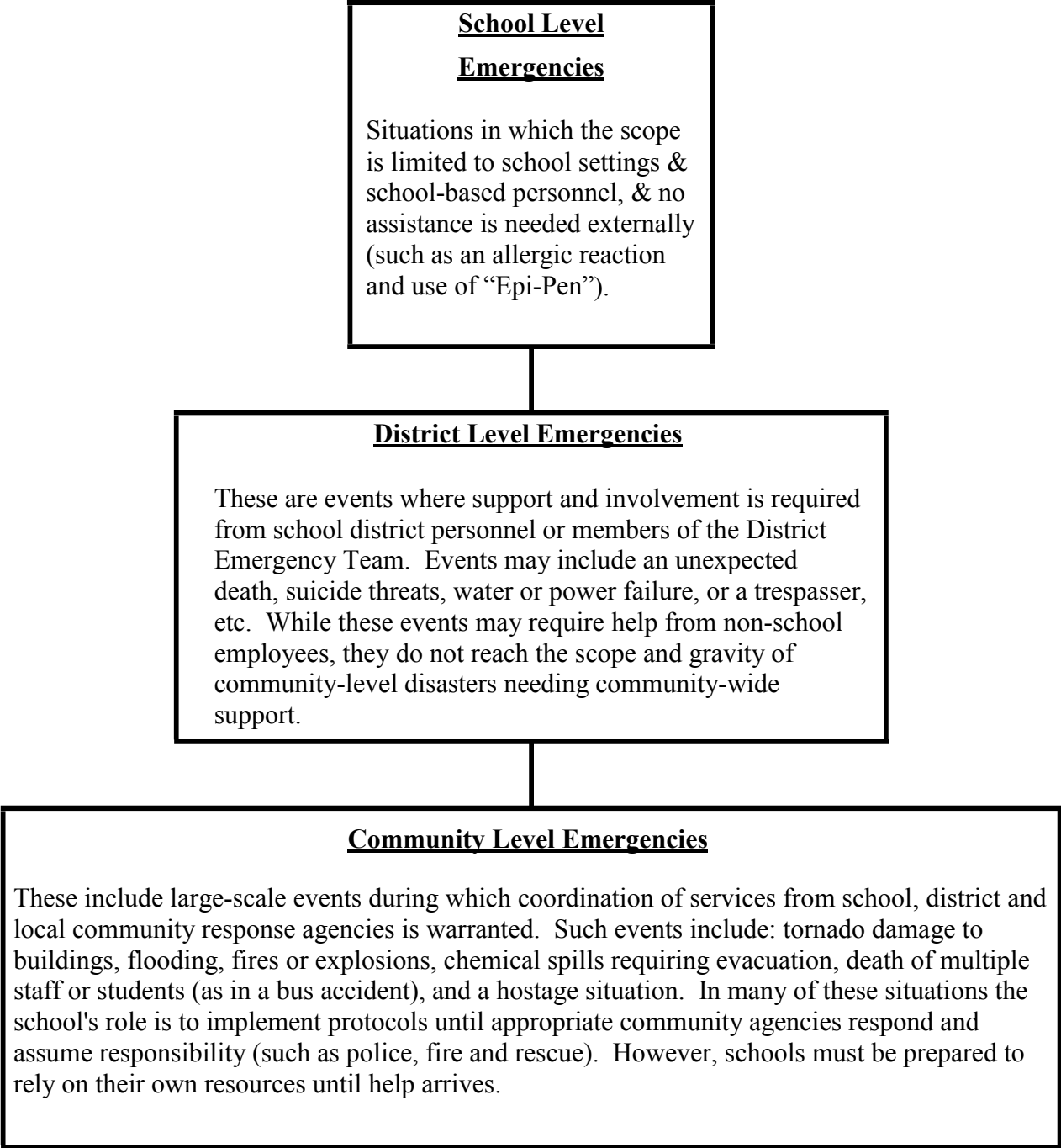


**PLANNING FOR SAFE SCHOOLS IN
EUNICE, NEW MEXICO**

**School Emergency Operations Plan
(EOP)**

**Response
(During)**

EUNICE PUBLIC SCHOOLS
Levels of Emergencies



EUNICE PUBLIC SCHOOLS

Emergency Operations Center (EOC)

The Eunice Public Schools Emergency Operations Center (EOC) serves as a centralized management center for emergency operations. Emergency personnel make decisions based upon information provided by the incident commander and other personnel. The primary EOC is located in the ***Eunice Public Schools Administration Building, 1720 Avenue K***. In the event the primary EOC is not accessible, the incident commander will make a decision as to the location of a secondary EOC, based on the information received from the *Crises Response Team* and the type of emergency facing the District.

The Eunice Public Schools 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. The EOC should include the following:

- 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.



EUNICE PUBLIC SCHOOLS

Critical Incident Management Plan

The section below is an introduction that every staff member needs to read before a situation happens on our campus:

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")

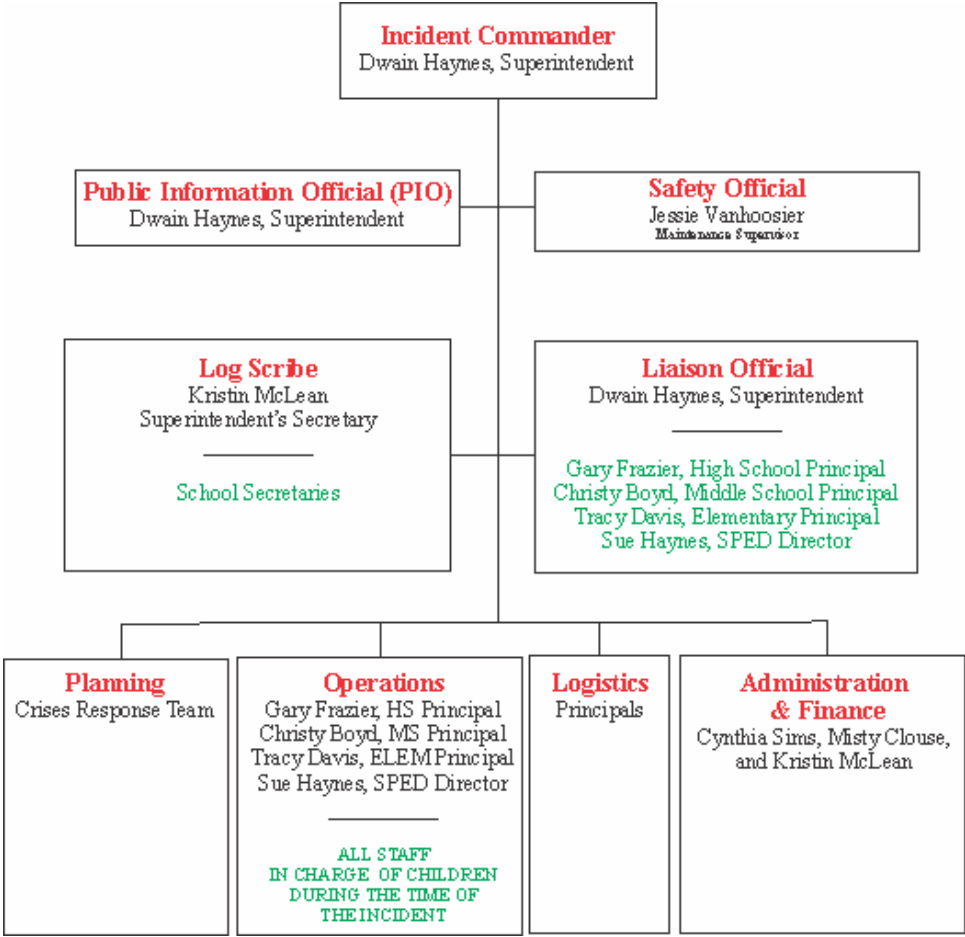
Span of Control: Span of Control is another concept of ICS in which the structure dictates that *no one person should be in charge of more than 7 other people*. The optimum number is 5, unless a large number of people are all performing the same function: for example, 1 person might be in charge of 10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

EUNICE PUBLIC SCHOOLS

EPS Incident Command Structure

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.



EUNICE PUBLIC SCHOOLS

EPS Incident Command Structure Definitions

Incident Commander: Establishes command; works to protect life and property; directs overall management of emergency response activities. The school IC role transfers to the IC “Authority Having Jurisdiction” (AHJ), once a Unified Command structure is established.

Planning: In small emergencies, the Incident Commander (IC) is responsible for planning, but in a larger emergency, the IC establishes a Planning Section. Planning collects and evaluates information as related to the development of an incident and status of resources.

Operations: On a school campus, most staff will be assigned roles under Operations. Operations are responsible for the care of students and carrying out response activities.

Logistics: Responsibility for communications, securing and providing needed materials, resources, services and personnel fall under the Logistics category, which may take on a major role in extended emergency situations.

Administration/Finance: Sometimes overlooked, the Administration/Finance is critical for tracking incident costs and for reimbursement accounting. This is especially important in tracking costs where a state or federal "disaster area" may be declared.

Unified Command: is an important principle to keep in mind. Once emergency response personnel are on the scene, it becomes a Unified Command structure. In ICS, Unified Command allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common, unified set of incident objectives and strategies. This is accomplished **without losing or abdicating agency authority, responsibility or accountability.**

ICS Team Roles: The following Personnel Guide outlines roles and responsibilities for staff during an emergency. The Incident Command Team has specifically assigned roles during an emergency and will access the District ICS Team in accordance with the school's individualized plan.

EUNICE PUBLIC SCHOOLS

EPS Incident Personnel Guide

Principal/Designee

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

Responsibilities include:

1. Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
2. Determine which situation is appropriate (Evacuation; Shelter-In- Place; Lockdown).
3. Activate the school Incident Command System (ICS) and notify school district officials, external stakeholders, school board, etc. Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
4. Work with emergency service personnel (depending on the incident, community agencies such as police or fire department, note transfer of School IC role to IC who has jurisdiction for managing the Unified Command structure, investigations, rescue procedures, etc.).
5. Maintain a line of communication with the Superintendent's Office 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 Nurse

The responsibilities of the School Nurse include:

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

The responsibilities of the custodians may include:

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

The responsibilities of the School Secretary include:

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

The responsibilities of the cafeteria staff may include:

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

Transportation Drivers

The responsibilities of the transportation drivers include:

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:
 - a. vehicle trouble requiring evacuation
 - b. vehicle trouble not requiring evacuation
 - c. passenger trouble requiring transportation personnel intervention
 - d. passenger trouble requiring police intervention
 - e. passenger trouble requiring medical intervention accidents

EUNICE PUBLIC SCHOOLS

EPS Emergency Assignment Worksheet - District

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 Superintendent and Safety Coordinator.

Eunice Public School Site Administrative Stations

NAME	POSITION	PHYSICAL	PRIMARY	SECONDARY
Dwain Haynes	Superintendent	Administration	IC	Administration
Gary Frazier	Principal	Eunice High	IC	Administration
Kristin McLean	Secretary	Administration	Scribe	Communications
Kerri Vinson	Counselor	EHS	Counseling Resources	IC [EHS]
Sue Haynes	SPED Director	MJE	Administration	IC [MJE]
Tracy Davis	Principal	MJE	IC [MJE]	Administration/Media Relations
Christy Boyd	Principal	CMS	Communications Coordinator	IC [CMS]/Administration
Jessie Vanhoosier	Maintenance Supervisor	Warehouse	IC [Warehouse]	Building Operations
Cynthia Sims	Business Manager	Administration	Finance	Administration
Kysha McBee	Nurse	MJE	First Aid	Planning
Kendon Fish	Transportation	Warehouse	Transportation Operations	Planning

Each person listed above has primary and secondary responsibilities. For instance, if the person with the primary responsibility of Incident Command is not at the school when a critical incident occurs, then the person assigned Incident Command as a secondary responsibility will take the duty in addition to his/her primary responsibility.

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

EUNICE PUBLIC SCHOOLS

School Crises Response Team

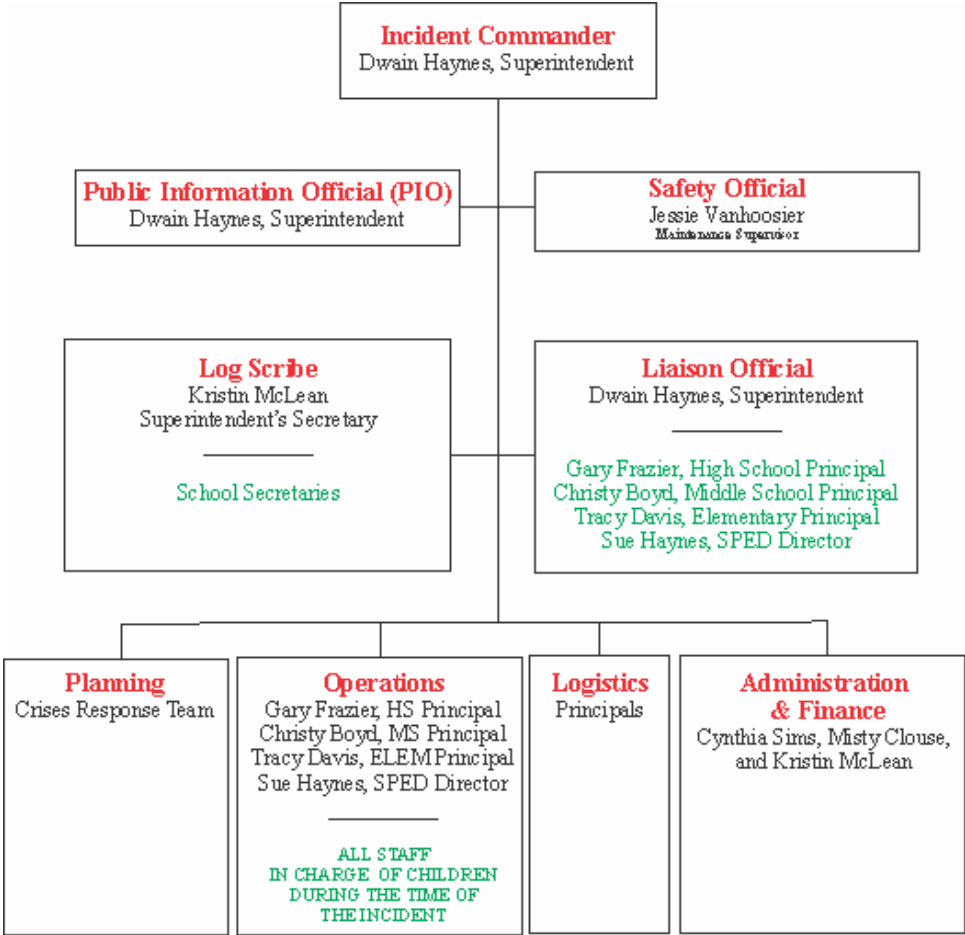
	TITLE	NAME	EXT	PHONE	CELL
1	Superintendent	Dwain Haynes	202	575-394-2524	575-390-5421
2	EHS Principal	Gary Frazier	302	575-394-2323	575-369-5981
3	CMS Principal	Christy Boyd	402	575-394-3338	575-513-0035
4	MJE Principal	Tracy Davis	502	575-394-2440	575-390-9535
5	SPED Director	Sue Haynes	507	575-394-3154	575-631-4303
6	Counselor	Kerri Vinson	309	575-394-2323	575-441-1247
7	Business Manager	Cynthia Sims	203	575-394-2524	
8	Technology	Gary Graham	601		575-399-2792
9	Maintenance Supervisor	Jessie Vanhoosier	701		575-318-1660
10	Transportation Coordinator	Kendon Fish	N/A		575-631-8868
11	Nurse	Kysha McBee	503		575-631-6867
12	Athletic Coordinator	Robbie Robinson	N/A		575-3908648
13	EHS Teacher	Belinda Robertson	323		575-370-1698
14	EHS Teacher	Rodney Lord			
15	MJE Teacher	Issac Rivas	525		575-605-3526
16	Board President	Don Jones	N/A		575-631-9535
17	City Manager	Marty Moore	N/A		575-441-4357
18	Chief of Police	Jimmie Jones	N/A	575-394-2112	575-631-5736



EUNICE PUBLIC SCHOOLS

District Incident Command Structure

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.



EUNICE PUBLIC SCHOOLS

District Incident Response Team Command Structure

Incident Commander - Superintendent or Designee

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.).

Assistant Superintendent or Designee

Universal District Response:

1. Assists as directed by Superintendent;
2. Provides direction to individual school sites and maintains communication with the School/Local Police, Central Office Staff, and the District 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 Transportation coordinator 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:

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:

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.

EUNICE PUBLIC SCHOOLS

Effective Communication & Universal Codes

Universal Codes

Effective communication is the key to responding properly when a crisis arises. The Eunice Public School District has developed a set of codes to help responders communicate more clearly during a crises.

Realizing that clear speech and understandable instructions are vital, the Eunice Public Schools District has developed a set of universal codes, drills and procedures. By using the same language in every building in a multi-facility campus, administrators can be sure that all students and staff will understand and react properly to potential school emergencies.

Universal Codes

The District has established seven (7) universal codes, using a different color as an identifier.

- **CODE BLACK:** Means teachers and their students will assume a protective position in their classrooms. They will stay in this position until more instructions are given. An example of a **CODE BLACK** would be someone firing a weapon at a school.
- **CODE RED:** Means there is imminent danger, protective action is needed, evacuate.
- **CODE BLUE:** Means lock all doors and stay in place.
- **CODE WHITE:** Means weather watch. An example of a **CODE WHITE** would be developing ice with snowfall and lowering temperatures.
- **CODE GREY:** Means take shelter due to dangerous weather conditions. An example of a **CODE GREY** would be a tornado touchdown.
- **CODE YELLOW:** Means bus evacuation.
- **CODE GREEN:** Means all clear.

EUNICE PUBLIC SCHOOLS

Know and Practice the Drill

Know the Drill and Practice

Each building's crisis team should practice or drill together frequently. These drills can be as simple as discussing “what if” situations, or as complex as full-scale activities with imaginary victims and response from emergency personnel. Reviewing and analyzing drill procedures helps provide a safe school environment for all. Each school has emergency drills that are required by statute or common expectations. Schools always should abide by their state regulations when scheduling practice drills.

EUNICE PUBLIC SCHOOLS

Amber Alert: **Code Blue** & **Code Green**

The goal of an Amber Alert is to instantly assist in the search for and safe recovery of a missing child. It is important to take attendance at key intervals throughout the day to quickly identify any missing students.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

In the event that an Amber Alert is issued on campus.

Course of Action:

1. Initiate and implement **CODE BLUE** amber alert.
2. Remain in your classroom until given a **CODE GREEN** or otherwise instructed by your principal or designee.
3. All available staff will report to the office to aid in the search of the building for the child.
4. As soon as it is determined that a child is missing, law enforcement & the child's parents/guardians will be notified.

In the event that an Amber Alert is issued while on a field trip.

Course of Action:

1. Take Attendance
 - a. It is very important to take attendance at key intervals while on field trips. These times include:
 - i. Before the transportation leaves.
 - ii. When the transportation arrives on site.
 - iii. Once entering the site.
 - iv. After boarding the transportation at the end of the trip.
 - v. Once the transportation returns to the school.
2. While on a field trip as soon as it is determined that a student is missing immediately notify local law enforcement and your principal or designee.
3. All available staff members on site will aid in search for the missing student.

EUNICE PUBLIC SCHOOLS

Bomb Threat: Code Red

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. Bomb threats may be received by phone, mail, or message.

- Respond Immediately
- Alert the office
- Take Action

If a Threat is Received

1. If you receive the threat via telephone, remain calm and collect as much information as possible from the caller.
2. If possible refer to your bomb threat checklist.
3. Remember to keep the caller engaged in conversation for as long as possible.
4. If you receive the threat via mail or message, immediately deliver the message or mail to the principal.

Course of Action:

1. Initiate and implement **CODE RED** bomb threat.
2. Calmly and quickly evacuate the building by following your schools escape routes. Do not allow students to stop at their lockers.
3. While evacuating quickly, visually inspect your surroundings for anything that may seem unusual/out of place. Also be aware of any unusual or suspicious persons on site. You should never attempt to touch, move, dismantle, or carry any object that is suspected of being dangerous
4. Once evacuated take roll and fill out the Fire/Code Drill Report. Turn in your report and identify any missing students to your group liaison. The group liaison will then immediately take the report to the schools secretary.
5. Each teacher will maintain control of students at the pre-designated area. During this time cell phones are not to be used.
6. All staff and students will remain at the pre-designated area until a **CODE GREEN** is announced or until otherwise directed to an alternate location.
7. In the event that the students must be evacuated to a safe area the school will then be under a **CODE YELLOW** and students will be **BUSSED to the FIRST BAPTIST CHURCH located at 1211 Avenue G, Eunice New Mexico.**

If required, parents will be notified via the schools Benbria System, Remind 101 text message system, email, the EPS website, and EPS social media outlets.

EUNICE PUBLIC SCHOOLS
Bomb Threat Checklist: **Code Red**

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: _____

EUNICE PUBLIC SCHOOLS

Civil Disturbance: **Code Blue**

A Civil Disturbance is a disruption in the educational process due to: unreasonable behavior, mass disobedience, or other inappropriate behaviors or actions that threaten the stability and operation of the school and/or the safety of the students/staff.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

Course of Action:

1. Initiate and implement **CODE BLUE** civil disturbance.
2. If you are not in your classroom, calmly and quickly return to your classroom. If it is unsafe to do so, please notify the office of your location. Immediately notify the office of any students in transit.
3. Remain calm and in your classroom with the doors locked until given a **CODE GREEN** or otherwise instructed by your principal or designee.
4. In the event that the students must be evacuated to a safe area the school will then be under a **CODE YELLOW** and students will be **BUSSED to the FIRST BAPTIST CHURCH located at 1211 Avenue G, Eunice New Mexico.**

EUNICE PUBLIC SCHOOLS

Fallen Aircraft: **Code Red** or **Code Blue**

A fallen aircraft includes: any plane, helicopter, hand glider, hot air balloon, etc. that has fallen out of the sky and crashed on or near school property. Any aircraft that uses gas to power a motor or engine has a high risk of fire or explosion after crashing.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

In the event that the crash is on school grounds.

Course of Action:

1. Initiate and implement **CODE RED** “fallen aircraft”.
2. Calmly and quickly evacuate the building by following your schools emergency escape routes. If the route is considered unsafe, alternate routes may be used.
3. Once evacuated take roll and fill out the Fire/Code Drill Report. Turn in your report and identify any missing students to your group liaison. The group liaison will then immediately take the report to the schools secretary.
4. Each teacher will maintain control of students at a safe distance from the accident site, firefighting equipment, and EMS personnel. Rendering first aid as needed.
5. All staff and students will remain at the pre-designated area until a **CODE GREEN** is announced or until otherwise directed to an alternate location by your principal or designee.
6. In the event that the students must be evacuated to a safe area the school will then be under a **CODE YELLOW** and students will be **BUSSED to the FIRST BAPTIST CHURCH located at 1211 Avenue G, Eunice New Mexico.**

In the event that the crash is within the surrounding area.

Course of Action:

1. Initiate and implement **CODE BLUE** fallen aircraft.
2. Remain in your classroom until given a **CODE GREEN** or otherwise instructed by your principal or designee.
3. In the event that the students must be evacuated to a safe area the school will then be under a **CODE YELLOW** and students will be **BUSSED to the FIRST BAPTIST CHURCH located at 1211 Avenue G, Eunice New Mexico.**

Our primary responsibility is always the safety of our students and staff. Do not attempt to assist emergency responders at the crash site.

EUNICE PUBLIC SCHOOLS

Fire Emergency: **Code Red** or **Code Blue**

Fire Emergency situations are situations in which there is an active fire hazard within the school or the surrounding area. Always familiarize yourself with the locations and operations of fire extinguishers and fire exits.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

In the event a fire is detected within the building.

Course of Action:

Initiate and implement **CODE RED** “fire evacuation”.

1. Calmly and quickly **evacuate** the building by following your schools Fire Escape routes.
2. Once evacuated take roll and fill out the Fire/Code Drill Report. Turn in your report and identify any missing students to your group liaison. The group liaison will then immediately take the report to the schools secretary.
3. Each teacher will maintain control of students at a safe distance from the fire and firefighting equipment and render first aid as needed.
4. All staff and students will remain at the pre-designated area until a **CODE GREEN** is announced or until otherwise directed to an alternate location.

In the event a fire is detected within the surrounding area.

Course of Action:

1. The school would be put on **CODE BLUE** for a fire watch.
2. Remain in your classrooms until given a **CODE GREEN** or otherwise instructed by your principal or designee.
3. In the event that the students must be evacuated to a safe area the school will then be under a **CODE YELLOW** and students will be **BUSSED to the FIRST BAPTIST CHURCH located at 1211 Avenue G, Eunice New Mexico.**

Parents will be notified via the schools Benbria, Remind 101 text message system, email, the EPS website, and EPS social media outlets.

EUNICE PUBLIC SCHOOLS

Procedure: Medical Emergency

If someone becomes ill or injured the following procedure will be executed:

1. Notify the principal's office immediately.
2. Do not attempt to move a person who is ill or injured unless they are in immediate danger of further injury.
3. Unless certified to provide first aid, do not attempt to render any first aid before trained assistance arrives.
4. Use personal protective equipment (gloves) when exposing yourself to bodily fluids (e.g. blood, vomit, etc.).
5. Comfort the victim and reassure them that medical attention is on the way.
6. If necessary, implement appropriate emergency procedure (e.g. evacuation - classroom/area) to ensure that students are not exposed to trauma or danger.
7. Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.
8. After the victim's immediate needs have been taken care of, remain to assist medical services with pertinent information about the incident.
9. Preserve the scene in the event the medical emergency will require an investigation by school or police officials.
10. Rejoin your students as soon as possible. Take your student roster with you and account for all students once you have reached the designated area.
11. Immediately notify the school administrator in charge of any missing students.

EUNICE PUBLIC SCHOOLS

Natural Hazard Procedures

In the event of a natural hazard (hail, tornado, earthquake, snow/ice storm, or flood) there is often no time for assessments. Some hazards may prevent the students from being released; you will remain on campus until all students under your care have been picked up or delivered home safely.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

In the event of an Earthquake.

Course of Action:

1. Initiate and implement **CODE GREY** shelter in place.
2. If in the building, move all students away from windows and exterior doors.
 - a. Take a practiced, secured position.
3. If outside, move to an open area away from trees, backstops, power lines, buildings, etc.
 - a. Remain in the open area free from falling objects.
4. Do not attempt to return to the building.
5. All science classroom burners should be turned off and avoid all chemicals.
6. Remain with students in a safe and secure position until given a **CODE GREEN** or until otherwise directed by a principal or designee.
7. If there is structural damage, the school will initiate and implement a **CODE RED**.
 - a. Calmly and quickly evacuate the building by following your schools emergency escape routes.
8. Once evacuated, take roll and fill out the Fire/Code Drill Report.
 - a. Turn in your report and identify and missing students or injuries to your group liaison.
 - b. The group liaison will then take the reports to the schools secretary.
9. In the event that the students must be evacuated to a safe area the school will then be under a **CODE YELLOW** and students will be **BUSSED to the FIRST BAPTIST CHURCH located at 1211 Avenue G, Eunice New Mexico.**

In the event of a tornado.

Course of Action:

Initiate and implement **CODE GREY** shelter in place.

1. If in the building, move all students away from windows and exterior doors.
 - a. Take a practiced, secured position.
2. If outside, quickly and sagely return to the main building if at all possible.
 - a. If it is unsafe to do so, quickly find a low-lying area, lie down flat, and protect your head with your arms.
3. Remain with students in a safe and secure position until given a **CODE GREEN** or until otherwise directed by your principal or designee.
4. If there is structural damage, the school will initiate a **CODE RED**.
 - a. Calmly and quickly evacuate the building by following your schools emergency escape routes.
 - b. If the route is considered unsafe, alternate routes may be used.
5. Once evacuated, take roll and fill out the Fire/Code Drill Report.
 - a. Turn in your report and identify and missing students or injuries to your group liaison.
 - b. The group liaison will then take the reports to the schools secretary.

When dismissing students the district will follow the early dismissal procedure outlined in the Inclement Weather Policy.

Athletics will have their own set of guidelines put in place by a committee of coaches.



EUNICE PUBLIC SCHOOLS

Pandemic Protocol

Pandemics are unpredictable. This section, which will be reviewed and revised annually, seeks to provide a framework of considerations to guide the Eunice Public School District in the *recovery process* following a pandemic influenza outbreak. The objective during the recovery phase during a pandemic is to return the District back to normal operation as soon as possible. The Eunice Public School District will carry out the response activities described in this section in collaboration with the Emergency Medical Services, other state agencies, and local health departments.

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

Mobilization

- Mobilize the *Crisis Intervention Team* to provide emotional-psychological support.

Loss of Life

- If there is a loss of life in the school community establish location site or “Safe Room” for counseling services to be provided.
 - ✓ Announce counseling support services are available to faculty and staff.
 - ✓ Announce counseling support services are available to students.

Logistics

- Monitor national health information sources for any updates on next pandemic waves.
- Continuously monitor recovery and prepare actions.
- Assess all physical, economic, and social impacts on the district.
- Adjust recovery actions based upon actual impacts and circumstances.
- Assess actual impacts on the district’s employees and families.
- Assess and mitigate physical plant shutdown impacts.

Communication

- Controlling misinformation and rumors is a critical function for the district during times of extreme stress. The district will quickly address rumors and misinformation through several different communication channels.
- Communicate with parents, community members, and other government recovery teams on potential challenges resulting from delayed restart.

- Share all information in an honest, consistent, and timely manner.
- Hold faculty/staff meeting and provide information on extent of pandemic flu in the community and activities that may assist students.

Education Materials

- Make educational materials available to families on topics such as how to support your student with their recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
- Make educational materials available to staff on topics such as recovering from the flu, and common symptoms and constructive ways to cope with stress.

Health

- Provide rest places for those who tire easily.
- Establish working relationship with Employee Assistance Programs.
- Identify students, families and staff who may need long-term physical and mental health support or intervention and develop the school and community resources to provide these services.
- Monitor the effects of cumulative stress on caregivers such as office staff, school nurses, teachers, aides, school counselors and other crisis team members.
- Modify work roles and responsibilities or add volunteer or support staff as needed.
- Consider offering school-based health and mental health services if available by community, university, or public/non-profit mental health agencies and identify funding to support these services.
- Follow-up with student referrals made to community agencies.

Debriefing

- Debrief the ***Crisis Intervention Team*** and determine next steps.
- Document “lessons learned” and incorporate them into revisions and trainings.



EUNICE PUBLIC SCHOOLS

Transportation Emergency

A transportation emergency is when there is a bus or vehicle accident or passenger trouble involving students and/or teachers.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

In the event of a bus or vehicle accident.

Course of Action:

1. Remain calm and evacuate the vehicle or bus.
 - a. The driver should instruct students as to which exit to use and ensure that all passengers have exited the vehicle/bus.
 - b. Do not remove the injured unless it is unsafe for them to remain in the vehicle/bus.
2. Students should be directed to a safe area at least 100 feet from the vehicle/bus and traffic.
3. Call 911 and assess dangers present and passenger injuries.
4. Notify your Transportation Supervisor and principal or designee.
5. All staff on location will maintain control of students in the designated safe area.
6. No students are to leave the scene or be taken from the scene unless it is for medical attention or otherwise directed by the Principal or designee.

In the event of bus or vehicle trouble.

Course of Action:

1. If possible, move the bus/vehicle to a safe location clear of traffic.
2. Notify the Transportation Supervisor.
3. If the bus/vehicle is in a safe location and does not need to be evacuated keep students calm and in their seats.
4. If the bus/vehicle is not in a safe location evacuate the bus/vehicle. Direct students to a safe area at least 100 feet from the bus/vehicle and traffic.
5. Maintain control of the students and await further instructions and/or assistance.

In the event of passenger trouble.

Course of Action:

1. Move vehicle to a safe location.
2. Identify the source of the disturbance and intervene.
3. Assess for any injury, ongoing threat, or need for police intervention.
4. When possible continue on designated route at the earliest opportunity.
 - a. Notify the Transportation Supervisor once destination has been reached.
5. If police intervention is needed: **Call 911**
6. Move passengers if possible to provide safety from the situation, instruct them to take cover under seats, or evacuate the vehicle/bus.
7. Notify the Transportation Director and Principal as soon as possible.
8. If medical assistance is needed: **Call 911**
9. The driver should care for the immediate needs of the passenger.
 - a. The driver should use his/her best judgment in determining if a bus/vehicle should be evacuated.
10. Notify the Transportation Director and Principal as soon as possible.

School transportation is a privilege to for those who are eligible. Anyone who does not obey the state, local, and district regulations may have their transportation privileges revoked.



EUNICE PUBLIC SCHOOLS

Procedure: Suicide Threat or Attempt

Staff will be provided with FACTS! worksheet that outlines indicators of suicide. In the event of suicidal ideation or a serious threat to oneself or others, the following procedures will be as follows:

- Staff will contact parent on the day of response
- Staff will fill out a School Response Paper
- Risk Assessment will be conducted outlining:
 - Risk Factors
 - Protective Factors
 - Suicide Inquiry
 - Risk Level
- Report how parents responded
- Report outcome
- Evaluate need for additional help for student or other students involved.

Staff will take **ALL** suicide threats seriously and will remain with the suicidal person until help is obtained. Parents will be encouraged to seek immediate help from a trained professional, and will be referred to agencies in the surrounding area.

Referral Network

The following agencies are available in the local area for referral in the event of suicidal threat or ideation:

- **Eunice Fire Department EMS:** (575) 394 – 3258 or 911
- **Lea Regional Medical Center Emergency Room:** (575) 492 – 5000
- **Guidance Center of Lea County:** (575) 393 – 3168
- **Humphrey House:** (575) 392 – 2231

EUNICE PUBLIC SCHOOLS

Suicide Threat or Attempt
Eunice Public School Crises Intervention Team

Crisis Intervention Team

Eunice Public Schools will establish a group of staff members to respond and intervene in the event of suicidal threats or ideation.

EUNICE PUBLIC SCHOOL DISTRICT CRISES INTERVENTION TEAM 2017

The District developed the following Team for SY 2017:

Crises Intervention Team

TITLE	NAME	EXT	PHONE	CELL
Intervener	TBD			
EHS Principal	Gary Frazier	302	575-394-2323	575-369-5981
CMS Principal	Christy Boyd	402	575-394-3338	575-513-0035
MJE Principal	Tracy Davis	502	575-394-2440	575-390-9535
Counselor	Kerri Vinson	309	575-394-2323	575-441-1247
School Nurse	Kysha McBee	503	575-394-2440	575-631-6867

The intervener is the individual the suicide victim reported to first.

EUNICE PUBLIC SCHOOLS

Learn the FACTS

Worried about Suicide?

Learn the

FACTS

Are you concerned that someone you know may be at risk for suicide? Your first step in helping may be as simple as learning the **FACTS** or warning signs. The following signs may mean that a youth is at risk for suicide, particularly if that person attempted suicide in the past.

- **F**eelings: expressing hopelessness about the future.
- **A**ctions: Displaying severe/overwhelming pain or distress
- **C**hanges: Showing worrisome behavioral cues or marked changes in behavior, including: withdrawal from friend or changes in social activities; anger or hostility; or changes in sleep.
- **T**hreats: Talking about, writing about or making plans for suicide.
- **S**ituations: Experiencing stressful situation including those that involve loss, change, create personal humiliation, or involve getting into trouble at home, in school or with the law. These kinds of situations can serve as triggers for suicide.

If you notice any of these warning signs, you can help!

1. Express your concern about what you are observing in their behavior.
2. Ask directly about suicide if they mention it.
3. Encourage them to call the National Suicide Prevention Lifeline at 800-273-TALK (8255)
4. Involve an adult they trust.

Remember if you have an immediate concern about someone's safety, **call 911!** Otherwise always contact the parent.

Don't forget -- Youth Suicide Prevention is everyone's business!

EUNICE PUBLIC SCHOOLS

Hazardous Materials

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

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

Procedure: Working with Hazardous Materials or Chemicals

1. All containers must be labeled as to their contents.
2. 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.
3. Proper chemical hazard signs should be displayed on the outside of buildings that contain chemicals.
4. If the boiler malfunctions, or if a line leaks, there may be an irritating ammonia odor.
 - a. Call Maintenance and Operations and evacuate away from the area.
 - b. Open windows if necessary.

Procedure: Hazardous Material Release

1. **INTERIOR** hazardous material release: **EVACUATE** all students and staff.
2. **EXTERIOR** hazardous material release: may need to **SHELTER-IN-PLACE** or **LOCKDOWN**.
3. Notify principal or designee of hazardous material release.
 - a. Incident Commander will determine the appropriate course of action; responders will take appropriate action (shelter-in-place, lockdown, or evacuation).
4. Do not clean up or touch any chemical spill.
5. It is not necessary to evacuate the entire school if one building is affected.
6. In the event of inclement weather, students should be moved to an unaffected building.

EUNICE PUBLIC SCHOOLS

Eunice Public School Threat Assessment Team

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.

EUNICE PUBLIC SCHOOL DISTRICT THREAT ASSESSMENT TEAM 2016

The District developed the following TAT for SY 2016:

Threat Assessment Team

TITLE	NAME	EXT	PHONE	CELL
Superintendent	Dwain Haynes	202	575-394-2524	575-390-5421
EHS Principal	Gary Frazier	302	575-394-2323	575-369-5981
CMS Principal	Christy Boyd	402	575-394-3338	575-513-0035
MJE Principal	Tracy Davis	502	575-394-2440	575-390-9535
Counselor	Kerri Vinson	309	575-394-2323	575-441-1247
SPED Director	Sue Haynes	507	575-394-3154	575-631-4303
Chief of Police	Jimmie Jones	N/A	575-394-2112	575-631-5736

EUNICE PUBLIC SCHOOLS

Act of Violence: **Code Black**

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.

Suicide/Threat of Suicide: The act of taking one's own life or threatening to do so.

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

Act of Violence Procedure

Immediately after the incident/reported shots fired:

1. Initiate **CODE BLACK**
2. Initiate **LOCKDOWN** procedures campus-wide.
3. If outside, find cover (may need to lie flat).
4. Have students move safely and quickly to the nearest shelter (building) or cover.
5. Assess injuries, if applicable.
6. Do not allow seriously injured person(s) to move. If injured are ambulatory, assist them to a shelter.
7. Stay with the injured person(s) until emergency services arrive.
8. Assist the police with as much detail as possible.

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

EUNICE PUBLIC SCHOOLS

Active Shooter: Code Black

Active shooter situations are situations in which an individual is actively engaged in or attempting to kill people in a populated area. Active Shooter situations evolve quickly and are very unpredictable. A **CODE BLACK** initiates an automatic lock down of all district facilities. While under a **CODE BLACK** no one will be allowed to enter the facilities except for law enforcement.

- **Respond Immediately**
- **Alert the office**
- **Take Action**

Course of Action:

1. RUN:

The first course of action, if safe to do so, is to run out of the building to a safe location.

- Have a planned escape route.
- Leave your personal belongings.
- Help others escape if possible.
- Do not try to move the wounded.
- Keep your hands visible at all times.
- Call 575-394-2112 and 911 once you are safe.
- Prevent others from entering the area.

2. HIDE:

The second course of action, if running is not safe, is to hide in a safe and secure area that is out of sight.

- Lock the door or block the entry.
- Turn the lights out.
- Hide in an area that is out of sight.
- Silence your cell phone & remain quiet.
- Try to remain as calm as possible.
- Do NOT open your door for any reason.
- Remain hidden until a code green is called.

3. FIGHT:

In a last resort, if both running and hiding are not an option, the third course of action would be to fight. Only fight as a last resort when your life is in imminent danger. (NOTE: THE CHOICE TO FIGHT IS A PERSONAL DECISION)

- Improvise weapons or throw items at the shooter.
- Attempt to incapacitate the shooter.
- Use as much physical aggression as possible.
- Always commit to your actions, your life depends on it.

❖ INFORMATION TO PROVIDE TO THE 911 OPERATORS:

- Location of the active shooter.
- Number of shooters.
- Physical description.
- Number and type of weapons.
- Number of potential victims at location.

❖ WHEN HELP ARRIVES PLEASE REMEMBER:

- Remain calm and follow their instructions.
- Drop anything in your hands.
- Raise your hands above your head and spread your fingers apart.
- Keep your hands visible at all times
- Do not ask questions.
- Their first priority is to locate and stop the shooter.
- Rescue teams will follow to help the injured.
- Do not leave the safe location until instructed to do so.

EUNICE PUBLIC SCHOOLS

Loss of Power or Water Procedures

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

Procedure: Loss of Power or Water

1. Contact Maintenance and/or Operations at 575-394-2524.
2. Maintenance and/or Operations will assess the situation and advise the Superintendent and the site administrator with the estimate of when the utilities will be restored.
3. The decision to close school or change hours of the school day is the responsibility of the Superintendent.
4. If the situation occurs after hours, a local utility company may need to be called at if Maintenance and/or Operations are not available. If a utility company cannot be reached, contact local law enforcement.
 - a. XCEL Electric: (800) 895-1999
 - b. Kirkmyer Electric: (575) 397-2534
 - c. Master Plumbers: (575) 397-9385
 - d. City of Eunice: (575) 394-2576
 - e. Eunice Police Department: (575) 394-2112
 - f. EMERGENCY: **911**
5. The school shall provide flashlights, replacement batteries for classrooms and work places.
6. School multi-purpose rooms, main offices and special services areas shall have emergency lighting that is automatically activated during a power failure.

EUNICE PUBLIC SCHOOLS

Natural Gas Leak

Procedure: When a Natural Gas Leak is Detected

1. EMERGENCY: **911**
2. **“If you smell gas, don’t delay – get away!”**
3. Avoid open flames.
4. Do not turn on or off any electrical or battery operated devices, as this may cause a spark.
 - a. This includes not using garage openers, radios, televisions, computers or telephones.
5. Evacuate everyone from the building immediately.
6. Then call NM Gas from a safe distance.
 - a. NM Gas: (888) 664-2726
7. Do not return to the building until the gas company safety experts have given the all clear.

EUNICE PUBLIC SCHOOLS

Civil Disturbance

Civil Disturbance: is a disruption in the educational process due to: unreasonable behavior, mass disobedience, or other inappropriate behaviors or actions stemming from a group of individuals that threatens the stability and operation of the school and/or the safety of the students/staff.

This may include:

- sit-ins,
- walkouts,
- protests,
- etc.

Coming from within school: **LOCKDOWN**

- Depending on the situation:
 - initiate **CODE BLACK** or
 - initiate **CODE BLUE**

Disturbance outside school property: **SHELTER IN PLACE** or **LOCKDOWN**.

- Depending on the situation:
 - initiate **CODE BLACK** or
 - initiate **CODE BLUE**

EUNICE PUBLIC SCHOOLS

Procedure: Death of a Student/Staff/Faculty

In the event a death of a student, staff, or faculty member occurs while school is in session, the following procedure will be followed:

- Do not touch anything. Police regard any death as a homicide until otherwise determined.
- Call 911 immediately.
- Contact your direct supervisor.
- Remove everyone from the scene.
- Take notes on who was there. Take IDs of any witnesses. Isolate witnesses and do not allow witnesses to talk to each other.
- Limit access to the area as much as possible until assistance arrives.
- When assistance arrives, cooperate as requested.
- Identify yourself and your position
- Gather information from other students and staff
- Acquire personal info on the victim (parent's or spouse's name/number/address)
- The Superintendent of Schools will call an emergency meeting with staff to inform and update them on the situation.
- If the death is visible and "attention drawing," the building staff should meet immediately with faculty/staff/students to address concerns, answer questions, offer support, etc.
- Contact the counseling department for counseling support for faculty, staff, and students.
- Continue follow up with students and staff (especially with friends of the victim) as necessary to demonstrate appropriate support and care.

Staff does not initiate contact with the family of the deceased victim.

PLANNING FOR SAFE SCHOOLS IN EUNICE, NEW MEXICO

School Emergency Operations Plan (EOP)

Recovery (After)

EUNICE PUBLIC SCHOOLS

Introduction: Recovery

The **Eunice Public School District** is committed to providing a healthy, safe and secure environment for students and employees. The ***Eunice Public Schools District-Level Safety Plan – School Emergency Operations Plan – Recovery*** section provides District 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 *Eunice Public Schools District-Level Safety Plan – School Emergency Operations Plan – Recovery* section is to assist schools in coping with the aftermath of a traumatic incident.

The **Eunice Public School District** recognizes that each school community has unique needs and resources, which must be addressed to enhance the ***District-Level Safety Plan***. The ***Eunice Public Schools District-Level Safety Plan – School Emergency Operations Plan – Recovery*** section will be reviewed annually by school staff.

EUNICE PUBLIC SCHOOLS

Recovery: Team Members and Duties

Recovery

Eunice Public Schools will ensure that staff is trained in procedures to use during crisis situations. Training may be provided in district, or staff may travel out of district for crisis training.

Recovery Team

The Recovery Team consists of the following staff members and will perform the duties as described:

- Superintendent [Dwain Haynes]: School Level Communication Coordination
- EHS Principal [Gary Frazier]: Logistical Processes
- CMS Principal [Christy Boyd]: Logistical Processes
- MJE Principal [Tracy Davis]: Logistical Processes
- CMS Principal [Christy Boyd]: Parent and Student Communication
- Network Technician [Robbie McBee]: Parent and Student Communication
- Counselor [Kerri Vinson]: Coordinate contacts with outside Counseling Resources

EUNICE PUBLIC SCHOOLS
Recovery: Family Reunification

Family Reunification

Reunification Procedure

In the case of an emergency requiring reunification of students and parents the reunification process on or off campus would require the following:

On-Campus: Parents should be directed to the office area both inside and just outside of the each student's respective building.

Off-Campus: Parents should be directed to First Baptist Church parking lot. An area will be designated for parents to check-in in order to retrieve their child.

Staff Roles and Responsibilities:

- 1-2 staff (central command) will be assigned to receive parents, request child/children to be retrieved, and have parent/ guardian sign-out child/children who have been picked-up.
- 1-5 staff will be assigned to retrieve students when requested by central command.
- Classroom teachers will be assigned to supervise students at whichever location reunification is to occur.
- Directorship is responsible for updating and addressing the media.

Other Pertinent Information:

- Students will **only** be released to parents or individuals listed on a student's emergency contact list.
- Parents or individuals listed on the student's emergency card that are not recognized by school staff will be required to show picture identification.
- After proper identification, parents or individuals listed on the student's emergency card will be required to sign out their student(s).

School Closure Notification: In the event of a school closure, students and staff will be notified within a reasonable timeframe. Notifications are made to student guardians and staff members via School Messenger, through which contact is made using text, email and phone calls. School closures are also posted on the school website, as well as social media.

EUNICE PUBLIC SCHOOLS

Recovery: Student of Staff Death Notification

Student or Staff Death Notification

A school announcement of the death of a student or staff that affects a school community is critical and needs to be done as soon as possible. In the event of a death of a student or staff member (either on campus or off campus), the administration will conduct an emergency staff meeting to inform all staff members, develop an action plan to address the crisis and aftermath, be the point of contact with local media, and contact the Eunice Public Schools Recovery Team for assistance. It will be at the discretion of the administration whether to cancel school for all or part of the day, or any subsequent days as needed.

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 will be sent home with students to notify parents about the crisis and what services are being offered to the students and their families. 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 will be included in the parent notification letter.

PLANNING FOR SAFE SCHOOLS IN EUNICE, NEW MEXICO

Resources

EUNICE PUBLIC SCHOOLS

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.

EUNICE PUBLIC SCHOOLS

Sample Faculty Letter: Death of a Student

We are all saddened to learn of the death of student A and Student B who were involved in an automobile accident on River Road in XXX last evening. This is a loss for the XXX families, our school and the XXX community. In your classes first period this morning, I am requesting that you read the following so that the information is shared with all students in the same manner:

Last night, Student A and Student B were involved in an automobile accident on River Road in XXX.

This is a loss for the both the XXX and XXX families, our school and the XXX community. Our condolences (sympathies) go out to their families as they struggle to deal with this tragic event. At the same time, we recognize that the death of someone within our school raises questions and concerns for many people in our school. The loss of two students so young may be difficult to understand. If you wish to speak with someone, please sign out of your class and sign in at the guidance office. Guidance counselors, school psychologists, and social workers are available all day, including after school hours.

Future announcements will be made as more information becomes available about funeral arrangements for both Student A and Student B.

Another option:

Many of you have known Student C as a (funny, vibrant, quiet, athletic, etc.) member of our school community. For those of you close to Student C, you know that for the past several months, s/he has been valiantly battling cancer/heart disease. Early this morning/We have just learned that Student C has died, leaving behind her sister, Student D, and brother Student E.

(Edit paragraph above beginning “This is a loss...”)

EUNICE PUBLIC SCHOOLS

Addressing Parental Concerns

There are two different groups of parents to be considered: the parents of the deceased or victim and parents of the other children in the school.

Parents of the Victim

It is appropriate for the victim's parents to be contacted by a representative of the school. The school should express condolences and sympathy in a formal and if possible, face to face manner. Often the school will designate one contact person to interact with the family to verify information and minimize intrusion. Returning the contents of a locker and other possessions is another task that requires attention.

Parents should be consulted about any planned memorial activity.

The school may also play a role in referring parents to counseling resources and support groups. By directing a parent to such resources, the school sends a positive message of concern and care.

Parents of Other Students

The needs of other parents should also be addressed. Parents may be invited to meet with school administrators individually or to a general informational meeting. These meetings should focus on: providing up to date accurate information, prevention measures to be taken by the school, common reactions to critical incidents, suggested coping measures for adults and children and available school and community resources.

School administrators should be careful in planning large group meetings after a particularly sensational death as emotions may be running high and there may be potential for such a meeting to get "out of control" Another option is to divide parents into small group discussions in a classroom setting, sharing a consistent message and information.

The school administration should decide if media presence would be allowed, possibly in consultation with the parents.

EUNICE PUBLIC SCHOOLS

Sample Parent Letter Regarding Student Homicide

Dear Parent,

A tragedy occurred this past weekend in our community. _____, a first grade student at _____ School died unexpectedly last night. A local resident has been arrested and charged in this case. Our focus in the schools will be to support those children and faculty who have been affected by this tragedy. We have gathered both our professional staff members and local mental health professionals to assist students and faculty immediately with the availability of individual and group services.

We also need your assistance. Please observe your own child for any signs which indicate the child may need assistance in dealing with this tragedy. Perhaps a change in eating habits, sleeping problems, stomach discomfort, etc. may be some indication that help is needed. If this occurs, please contact your child’s principal so that we may offer some counseling/discuss how we can best support your child as soon as possible.

We offer our sincere condolences to the _____ family in their time of need. Several other families have been affected by _____ death. I suggest that we concentrate our efforts on helping our neighbors cope with their grief. Local religious groups and community agencies are also available to assist those seeking help. A list of phone numbers for these resources is attached to this letter.

Sincerely,
School Superintendent

EUNICE PUBLIC SCHOOLS

Sample Parent Letter Regarding Student Sudden Death

Dear Parents,

Over the weekend, the school experienced the sudden death of one of our students. We are all deeply saddened by this loss.

The school has behavioral health management procedures in place to help your children with their reactions to this tragedy. Our school guidance department and administration have been working closely with counselors from _____ to talk with your children and answer their questions.

Your child may have some unresolved feelings that he/she would like to discuss with you. You can help your child by listening carefully, not overreacting, accepting his/her feelings and answering questions honestly according to your beliefs. It is important to let them know their feelings, concerns and reactions are normal and that they will experience a number of emotions over the next few days and weeks

If you have any additional questions or concerns feel free to contact me directly at the school.

Sincerely, Principal

EUNICE PUBLIC SCHOOLS

Sample Faculty Letter: Suicide

The family has asked that we share the following information with students about the death of their son/daughter Student A.

“(Yesterday/this morning, etc.) Student A died by suicide. This is a loss for the XXX family, for our school and for the XXX community. Funeral services will be held on XXX at 11:00 a.m. Calling hours will be from 4:00 to 6:00 p.m. on XXX. The death of someone within our school raises questions and concerns for many people in our school. If you wish to speak with someone, please sign out of your class and sign in at the guidance office. Guidance counselors, school psychologists, and social workers are available all day, including after school hours

EUNICE PUBLIC SCHOOLS

Sample Phone Statement for Parents regarding Suicide or Murder

In the event of a school suicide or murder, parents should be told prior to the students whenever possible. A telephone chain can be used for the purpose of informing parents before the start of school on the first day of the crisis.

Here is a sample statement that can be modified and read to each parent over the phone:

“Mr. _____, the school principal has asked members of the _____ to contact all parents to let you know that _____, an eighth grade student, died suddenly last evening. The death has officially been ruled as (suicide/homicide) OR no official determination has been made at this time regarding the death although we do know that the death was sudden and unexpected. The school will have a behavioral health response team in place today to help students, parents and faculty deal with this tragedy. You will receive more information from the school as plans develop. We encourage you to share this information with your child before you send him/her to school today. You can be assured that the school will be doing everything it can to help our students deal with this tragic loss. If you would like to talk to someone about this tragedy, please call _____ during the school day.”

Staff who makes these calls to parents should understand that they are not to discuss the circumstances of the death (beyond what is already stated in the letter) or address rumors. The point of the call is to simply inform all parents of what has occurred before their children arrive at school. Parents who want more information or seem to need to talk in more detail should be encouraged to call the school later in the day.

Some schools, particularly at the middle and high school level have chosen to send letters home to parents informing them of the school’s post intervention activities. Some sample letters that can be adapted to a variety of situations are included in the next few pages.

Responding to Critical Incidents in Schools

EUNICE PUBLIC SCHOOLS

Responding to Critical Incidents in Schools

Sample Phone Statement for parents regarding suspected suicide (only used when the official cause of death has not been determined)

Here is a sample statement that can be modified and read to each parent over the phone or sent home via letter depending on the circumstances:

“Mr. _____, the school principal has asked members of the _____ to contact all parents to let you know that _____, an eighth grade student, died suddenly last evening. Although we do know the death was sudden and unexpected, no official cause of death has been determined. Authorities are continuing to investigate the death and no foul play is suspected. The school will have a behavioral health response team in place today to help students, parents and faculty deal with this tragedy. You will receive more information from the school as plans develop. We encourage you to share this information with your child before you send him/her to school today. You can be assured that the school will be doing everything it can to help our students deal with this tragic loss. If you would like to talk to someone about this tragedy, please call _____ during the school day. “

EUNICE PUBLIC SCHOOLS

Pandemic Influenza Planning Checklist [Page 1]

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving 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). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

EUNICE PUBLIC SCHOOLS

Pandemic Influenza Planning Checklist [Page 2]

1. Planning and Coordination (cont.):			
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.
2. Continuity of Student Learning and Core Operations:			
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.
3. Infection Control Policies and Procedures:			
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies, such as soap, alcohol-based/waterless hand hygiene products (containing at least 60% alcohol), tissues, and receptacles for their disposal.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).
4. Communications Planning:			
Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

EUNICE PUBLIC SCHOOLS

Pandemic Influenza Planning Checklist [Page 3]

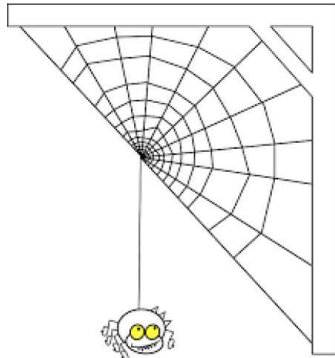
4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.

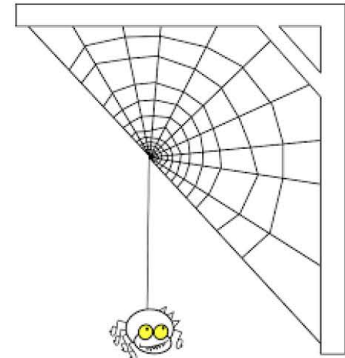


EUNICE PUBLIC SCHOOLS

Halloween Safety Tips



Follow the Tips Below to
Have a Safe and
Spooktacular Halloween!



Read instructions when applying costume makeup, face paint, glitter or hair spray. Select non-toxic materials when using makeup and watch for skin irritations like rash or itching. If an irritation occurs wash the makeup off immediately with soap and water. Keep all cosmetics out of the reach of children.

Feed your children before they go out trick or treating so they will not be tempted to eat candy before an adult has inspected it.

Have an adult inspect all candy or toys received in trick or treating. Only eat treats that are in original, unopened wrappers. Discard candy if wrappers are faded, have holes or tears or show signs of loose wrapping or re-wrapping.

Check homemade treats and fruits for foreign objects that may have been inserted or injected. Look for pins, razor blades, and needles.

Drugs can look like candy. If you are not sure it is candy throw it away.

Remember that some treats can be poisonous to pets, especially chocolate.

Dry ice can be used in punch bowls but do **NOT** use in individual glasses because it can cause frostbite.

Call the *NMPDIC* if you have questions or concerns about halloween treats or what to do if makeup gets in the eyes or ingested: **1-800-222-1222**.



Edible Marijuana

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ACTIVE SHOOTER HOW TO RESPOND



Emergency Numbers

EMERGENCY SERVICES: 9 -1 -1

LOCAL EMERGENCY INFORMATION LINE: _____

LOCAL POLICE DEPARTMENT: _____

LOCAL FIRE DEPARTMENT: _____

LOCAL HOSPITAL: _____

LOCAL FBI FIELD OFFICE: _____

FACILITY SECURITY: _____

FACILITY ADDRESS: _____

FLOOR: _____ SUITE/ROOM: _____

OFFICE #: _____ EXT. _____

PROFILE OF AN ACTIVE SHOOTER

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims.

Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

Good practices for coping with an active shooter situation

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

**CALL 911
WHEN IT IS SAFE TO DO SO!**

HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

1. RUN

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe

2. HIDE

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e., an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e., radios, televisions)
- Hide behind large items (i.e., cabinets, desks)
- Remain quiet

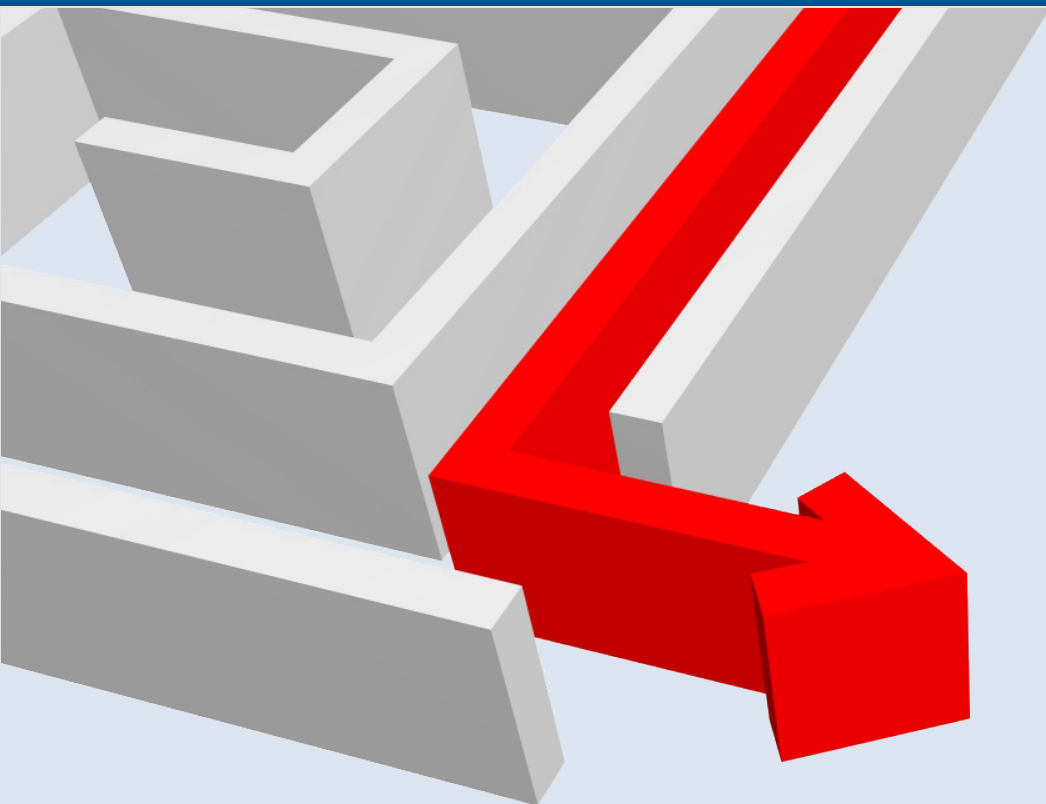
If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

3. FIGHT

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions



HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.

Components of an Emergency Action Plan (EAP)

Create the EAP with input from several stakeholders including your human resources department, your training department (if one exists), facility owners / operators, your property manager, and local law enforcement and/or emergency responders. An effective EAP includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e., floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e., name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including:
 - Individuals at remote locations within premises
 - Local law enforcement
 - Local area hospitals

Components of Training Exercises

The most effective way to train your staff to respond to an active shooter situation is to conduct mock active shooter training exercises. Local law enforcement is an excellent resource in designing training exercises.

- Recognizing the sound of gunshots
- Reacting quickly when gunshots are heard and/or when a shooting is witnessed:
 - Run
 - Hide
 - Fight the shooter as a last resort
- Calling 911
- Reacting when law enforcement arrives
- Adopting the survival mind set during times of crisis

Additional Ways to Prepare For and Prevent an Active Shooter Situation

- Preparedness
 - Ensure that your facility has at least two evacuation routes
 - Post evacuation routes in conspicuous locations throughout your facility
 - Include local law enforcement and first responders during training exercises
 - Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location
- Prevention
 - Foster a respectful workplace
 - Be aware of indications of workplace violence and take remedial actions accordingly

For more information on creating an EAP contact the U.S. Department of Labor, Occupational Health and Safety Administration, www.osha.gov.



PREPARING FOR AND MANAGING AN ACTIVE SHOOTER SITUATION

Your human resources department and facility managers should engage in planning for emergency situations, including an active shooter scenario. Planning for emergency situations will help to mitigate the likelihood of an incident by establishing the mechanisms described below.

Human Resources' Responsibilities

- Conduct effective employee screening and background checks
- Create a system for reporting signs of potentially violent behavior
- Make counseling services available to employees
- Develop an EAP which includes policies and procedures for dealing with an active shooter situation, as well as after action planning

Facility Manager Responsibilities

- Institute access controls (i.e., keys, security system pass codes)
- Distribute critical items to appropriate managers / employees, including:
 - Floor plans
 - Keys
 - Facility personnel lists and telephone numbers
- Coordinate with the facility's security department to ensure the physical security of the location
- Assemble crisis kits containing:
 - radios
 - floor plans
 - staff roster, and staff emergency contact numbers
 - first aid kits
 - flashlights
- Place removable floor plans near entrances and exits for emergency responders
- Activate the emergency notification system when an emergency situation occurs

Reactions of Managers During an Active Shooter Situation

Employees and customers are likely to follow the lead of managers during an emergency situation. During an emergency, managers should be familiar with their EAP, and be prepared to:

- Take immediate action
- Remain calm
- Lock and barricade doors
- Evacuate staff and customers via a preplanned evacuation route to a safe area

Assisting Individuals with Special Needs and/or Disabilities

- Ensure that EAPs, evacuation instructions and any other relevant information address to individuals with special needs and/or disabilities
- Your building should be handicap-accessible, in compliance with ADA requirements.



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. Alert your Human Resources Department if you believe an employee or coworker exhibits potentially violent behavior.

Indicators of Potential Violence by an Employee

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. Potentially violent behaviors by an employee may include one or more of the following (this list of behaviors is not comprehensive, nor is it intended as a mechanism for diagnosing violent tendencies):

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism; vague physical complaints
- Noticeable decrease in attention to appearance and hygiene
- Depression / withdrawal
- Resistance and overreaction to changes in policy and procedures
- Repeated violations of company 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 which is suspect of paranoia, (“everybody is against me”)
- Increasingly talks 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

MANAGING THE CONSEQUENCES OF AN ACTIVE SHOOTER SITUATION

After the active shooter has been incapacitated and is no longer a threat, human resources and/or management should 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 active shooter

LESSONS LEARNED

To facilitate effective planning for future emergencies, it is important to analyze the recent active shooter situation and create an after action report. The analysis and reporting contained in this report is useful for:

- Serving as documentation for response activities
- Identifying successes and failures that occurred during the event
- Providing an analysis of the effectiveness of the existing EAP
- Describing and defining a plan for making improvements to the EAP

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<http://www.dhs.gov/active-shooter-preparedness>

