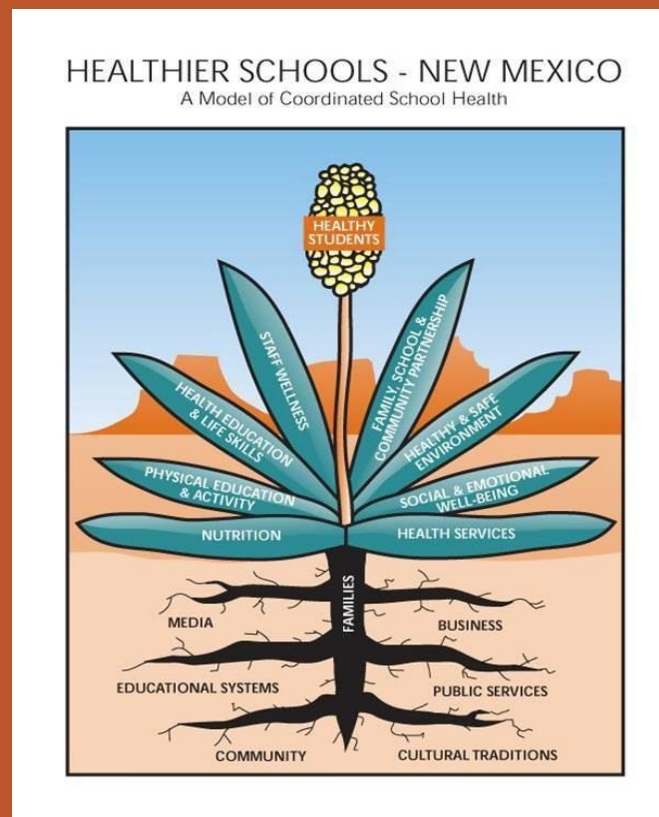


SITE SAFETY PLAN

DEXTER CONSOLIDATED SCHOOLS

Section I: Introduction



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

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School Safety Team

SCHOOL-LEVEL SAFETY TEAM

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

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

District Staff and First Responders (If Applicable)

TITLE	NAME	PHONE #	EMAIL
Superintendent	Miles Mitchell	575-914-1066	mitchellm@dexterdemons.org
Director of Maintenance	Christopher Ferguson	575-914-3228	fergusonch@dexterdemons.org
Director of Finance	Jeannie Harris	575-420-0943	harrisj@dexterdemons.org

School-Level Staff

TITLE	NAME	PHONE #	EMAIL
High School Principal	Heather Garner	325-518-2620	garnerh@dexterdemons.org
Middle School Principal	Christina Ferguson	575-910-8429	fergusonc@dexterdemons.org
Elementary School Principal	Bernadette Aragon	575-347-8086	aragonb@dexterdemons.org
Special Education Director	Rosalba Price	575-420-0803	pricer@dexterdemons.org
Pre K-12 Programs Director	Jamila Miller	850-496-3866	millerja@dexterdemons.org
Technology Director	Diana Rivera	575-626-5660	riverad@dexterdemons.org
Food Service Director	Shelley Montgomery	575-420-7249	montgomerys@dexterdemons.org
District Nurse	Idania Aguilar	575-626-6588	aguilari@dexterdemons.org
Counselor/Social Worker	Clarissa Otero	575-910-9542	oteroC@dexterdemons.org
Social Worker	Iveth Ortiz	575-840-6847	ortizi@dexterdemons.org
Counselor	Lorena Castro	575-910-5835	castrol@dexterdemons.org
Transportation Director	Jesus Morales	575-637-1627	moralesj@dexterdemons.org

Updated on: 03-01-2022

School Maps

Campus Map (Aerial View) –

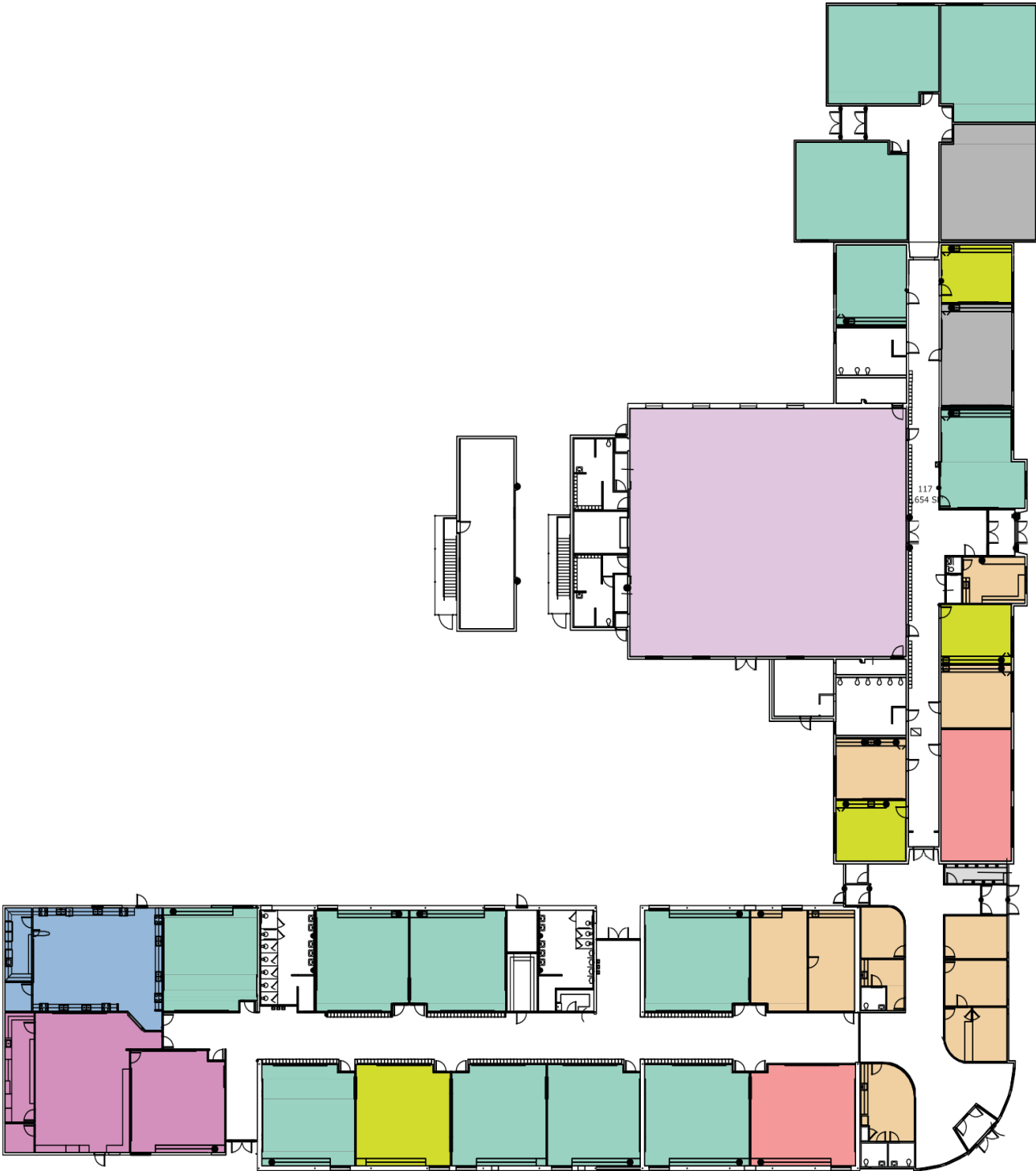


Floor Plan of all Buildings on Campus – HIGH SCHOOL

- Include-Utility Cut-Off Diagram for Water, Gas and Electrical Systems



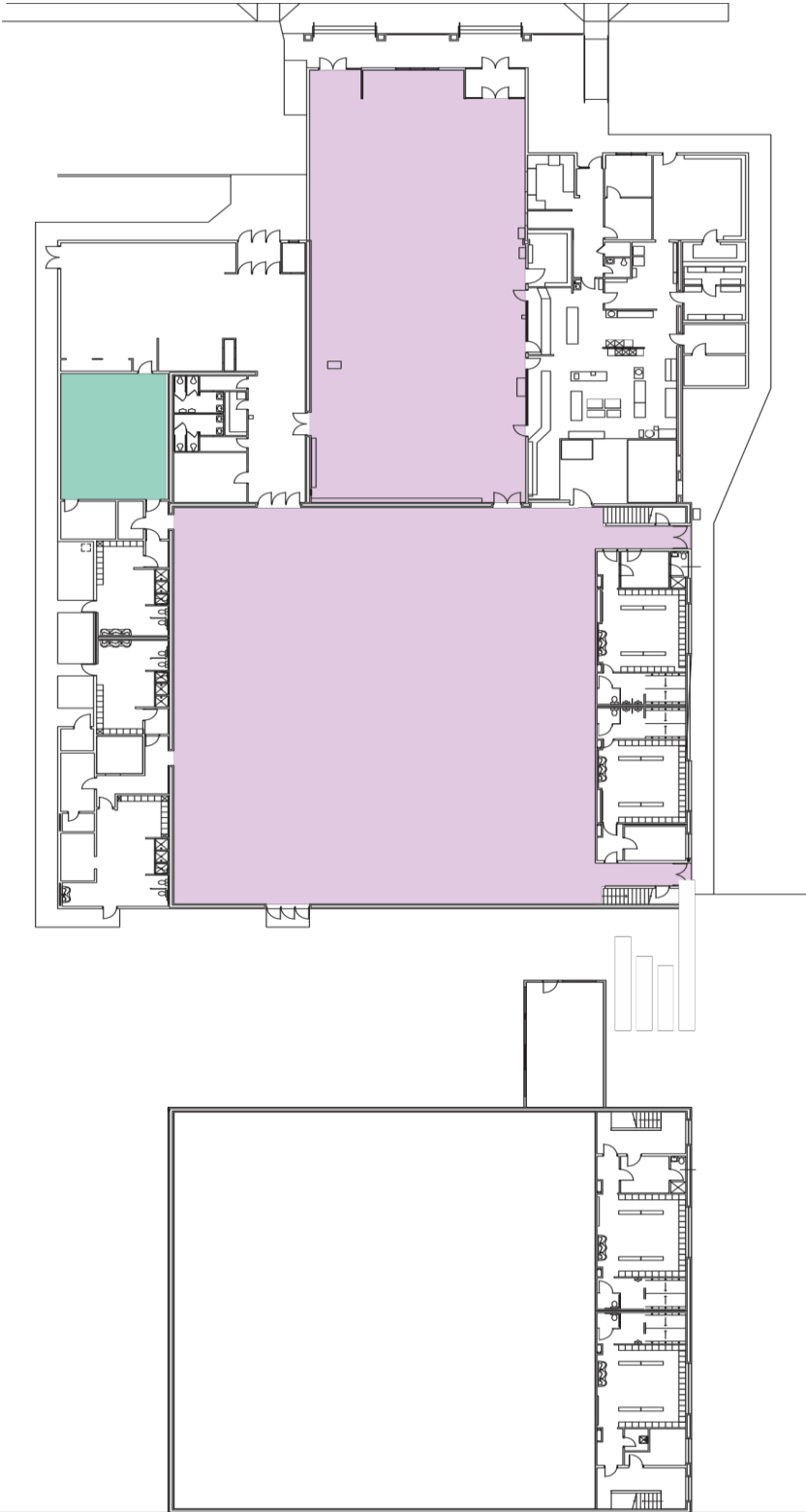
Floor Plan of all Buildings on Campus – MIDDLE SCHOOL



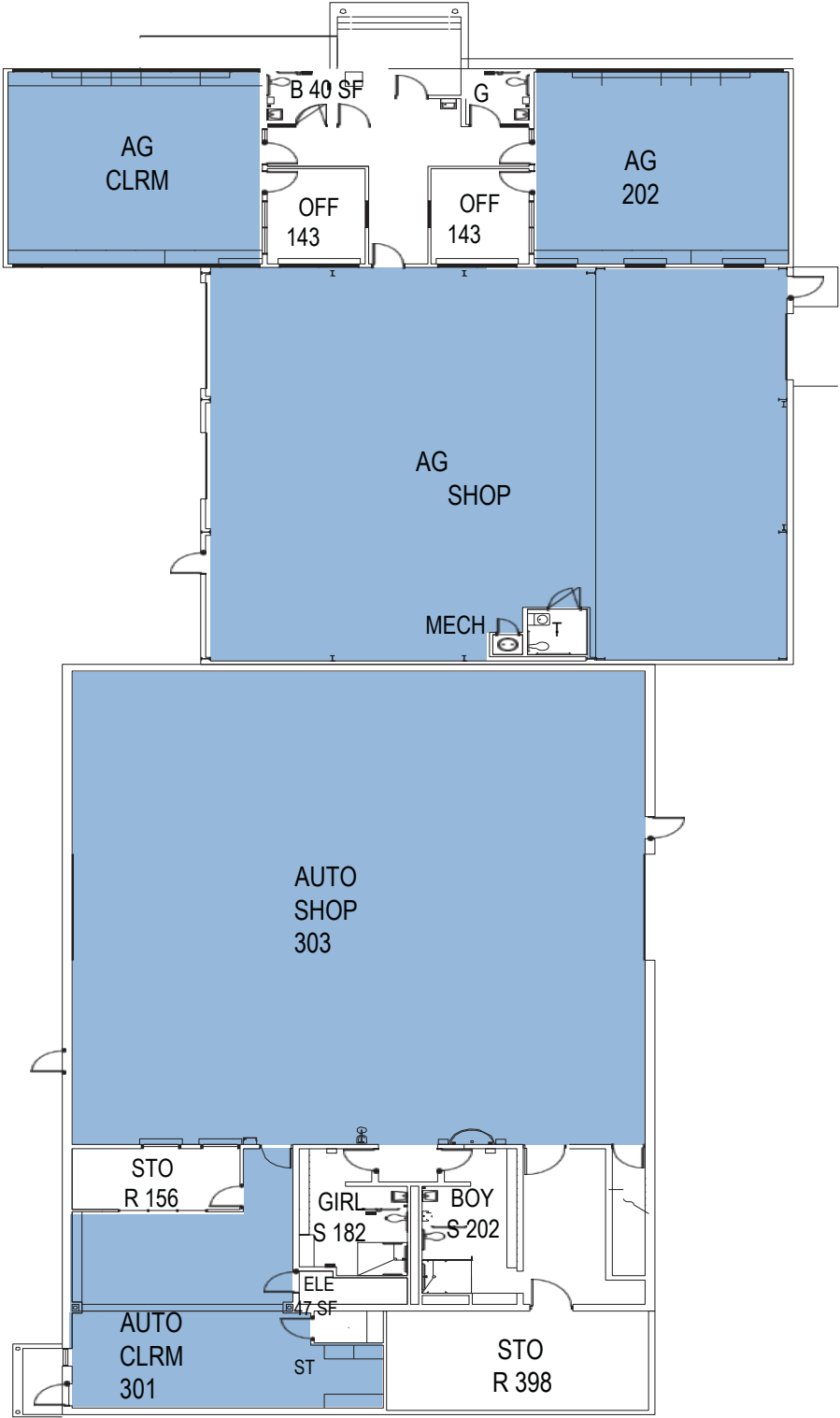
Floor Plan of all Buildings on Campus – Elementary School



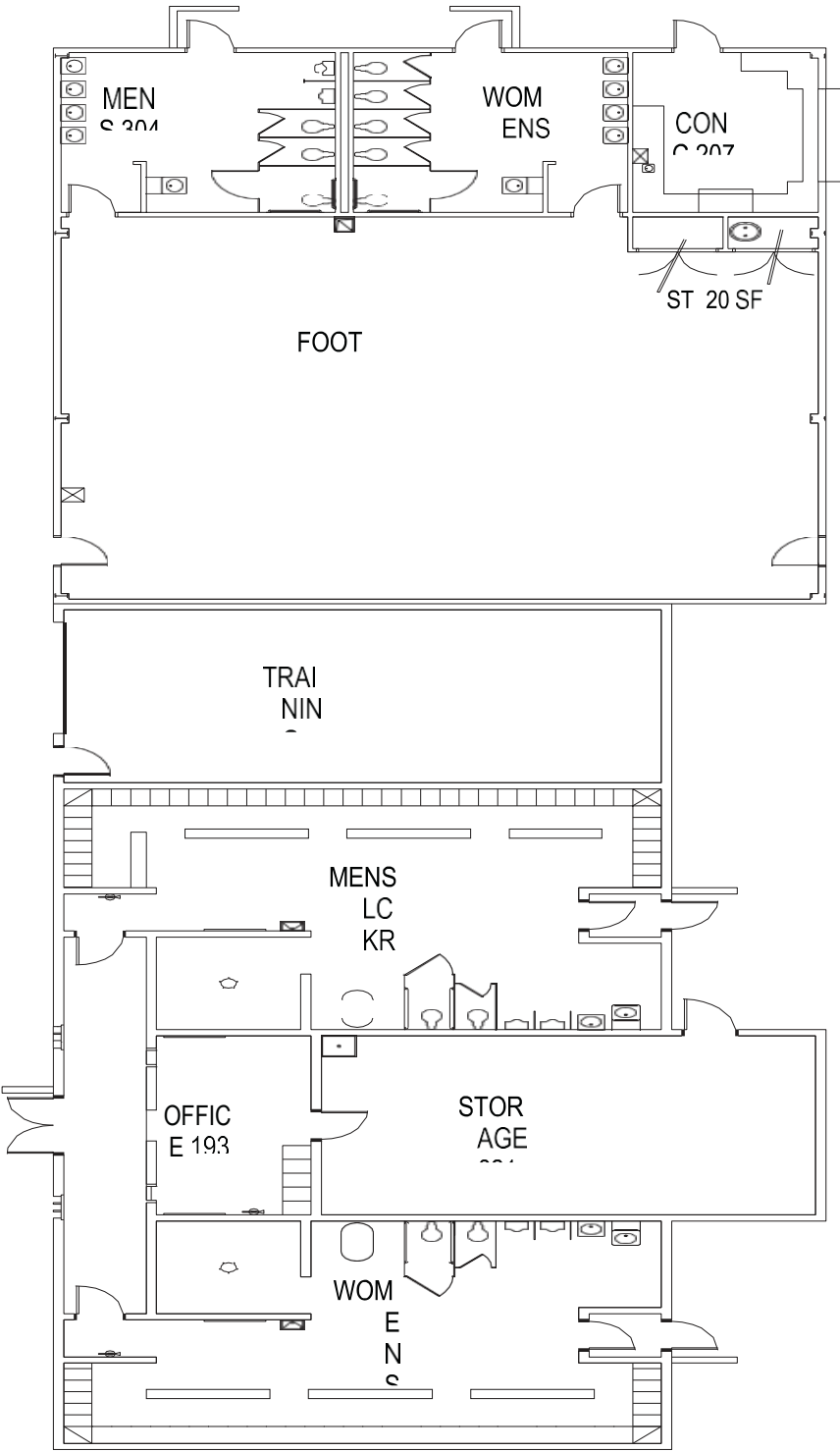
Floor Plan of all Buildings on Campus – Lewis Gym/Cafeteria



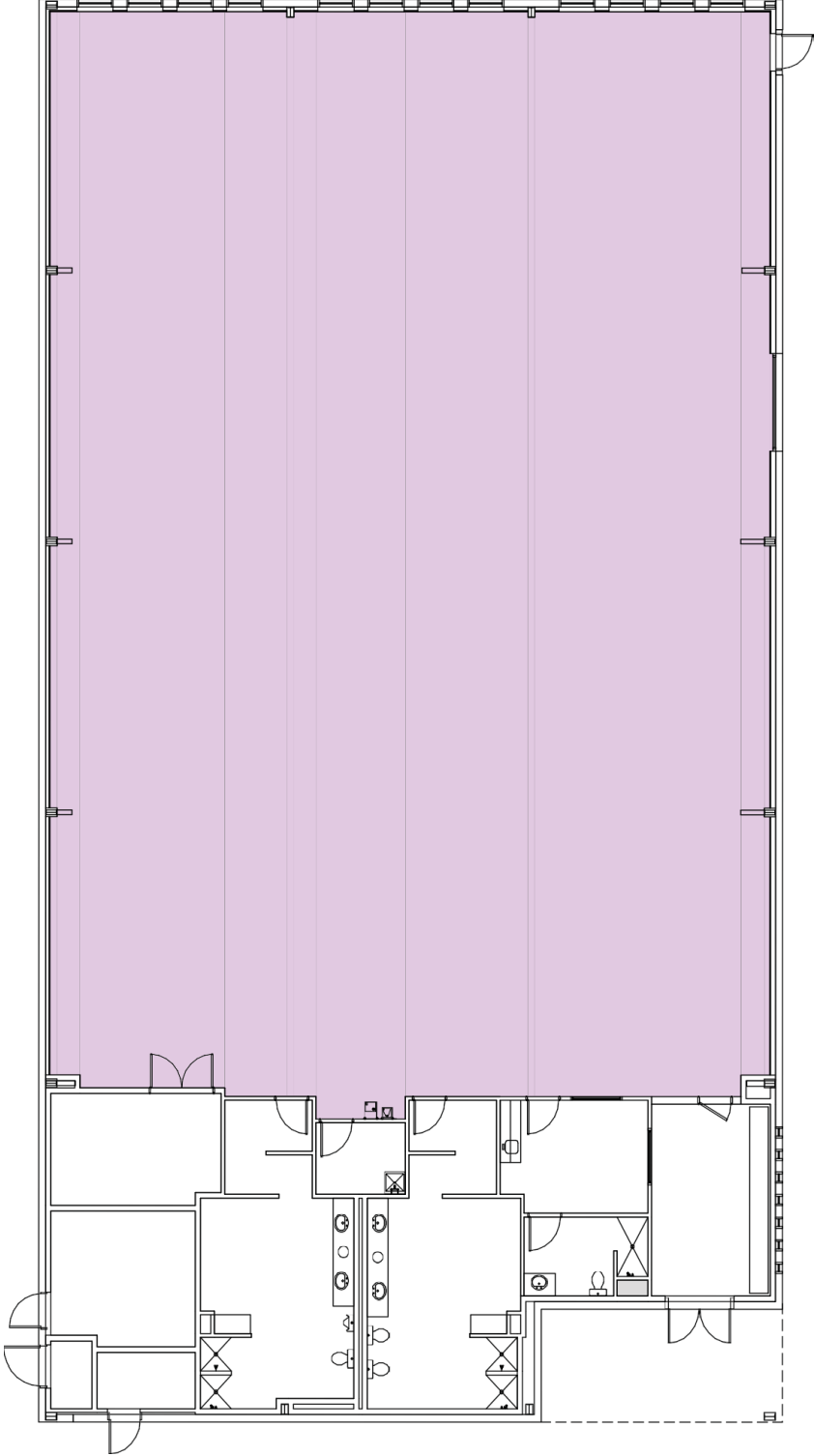
Floor Plan of all Buildings on Campus – Auto/Ag Building



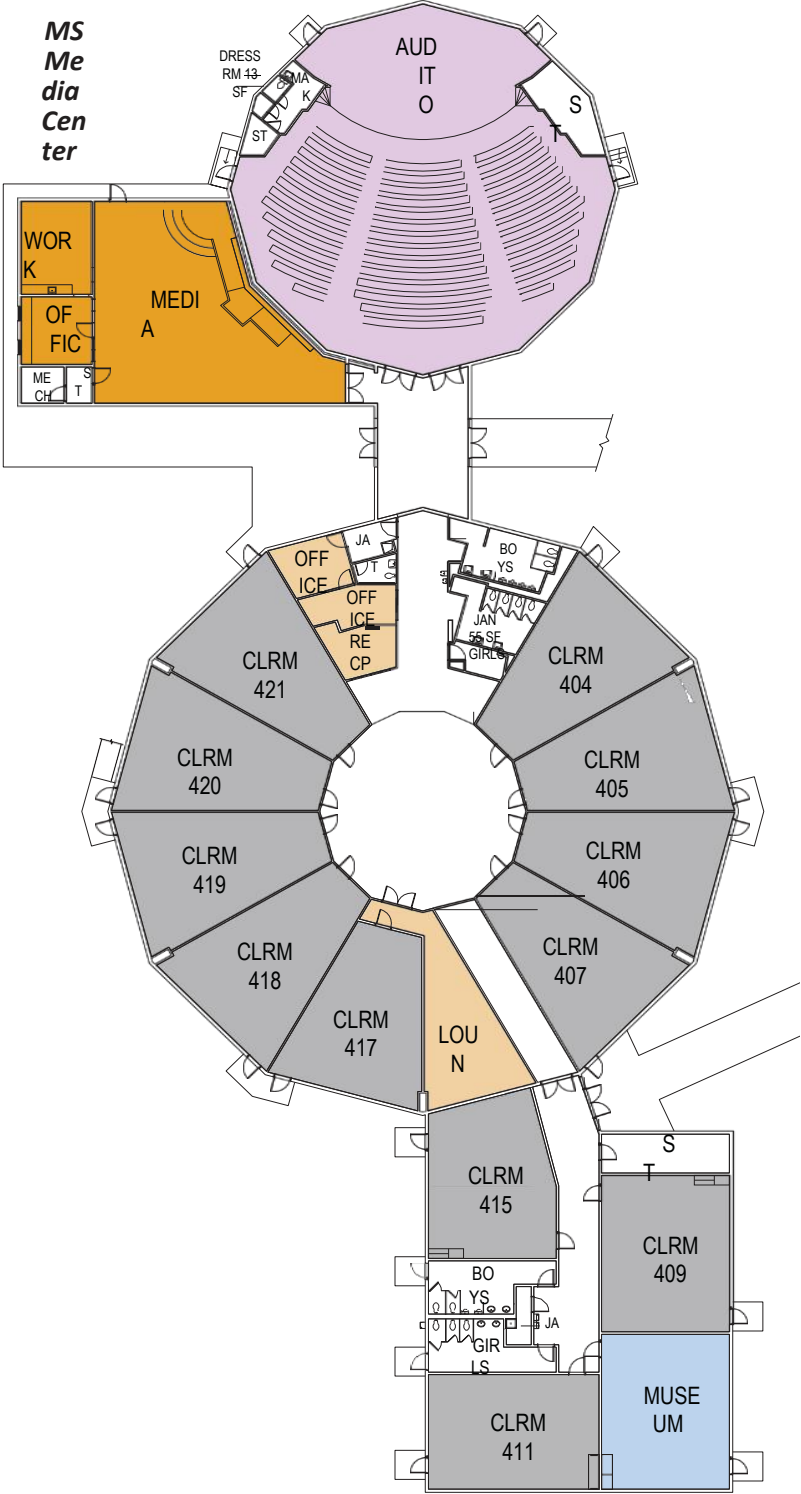
Floor Plan of all Buildings on Campus – Field House



Floor Plan of all Buildings on Campus – Fitness Center



Floor Plan of all Buildings on Campus – Round Building

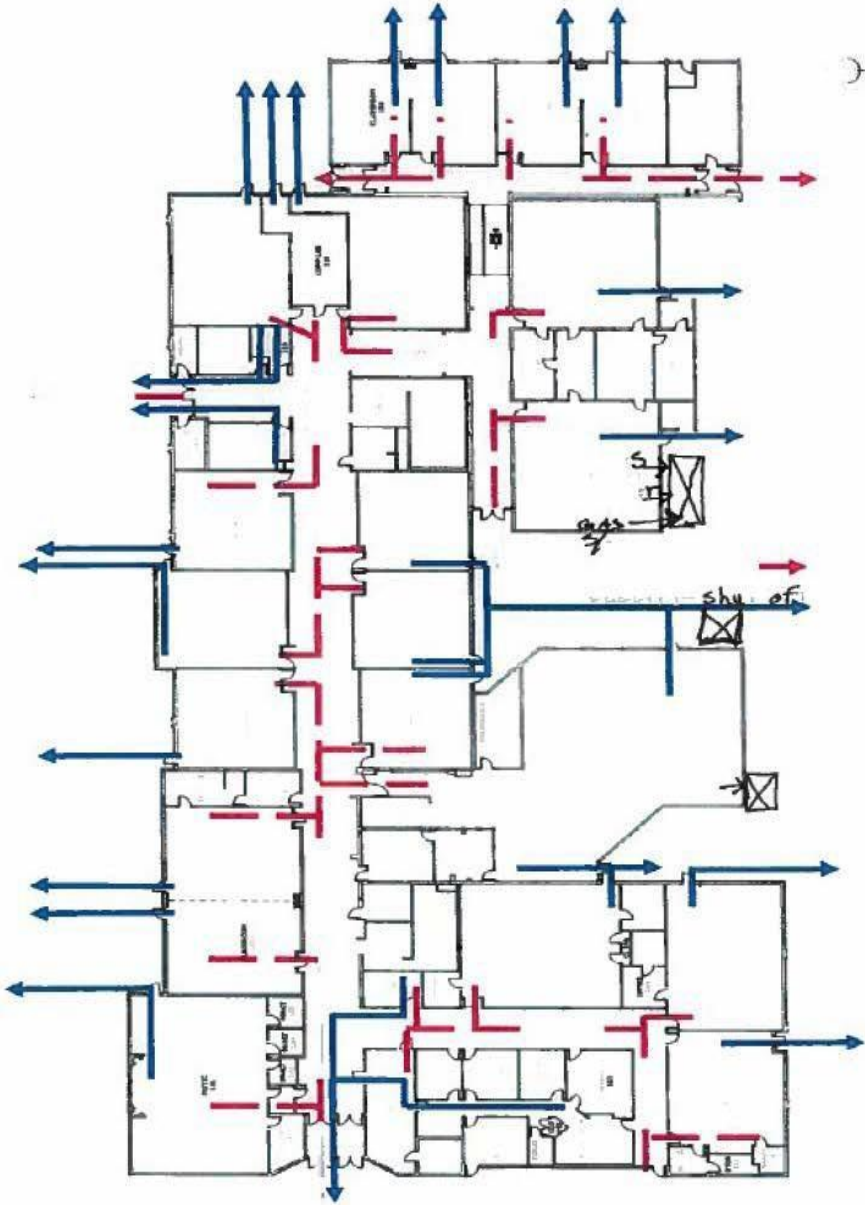


Floor Plan of all Buildings on Campus – Central Office



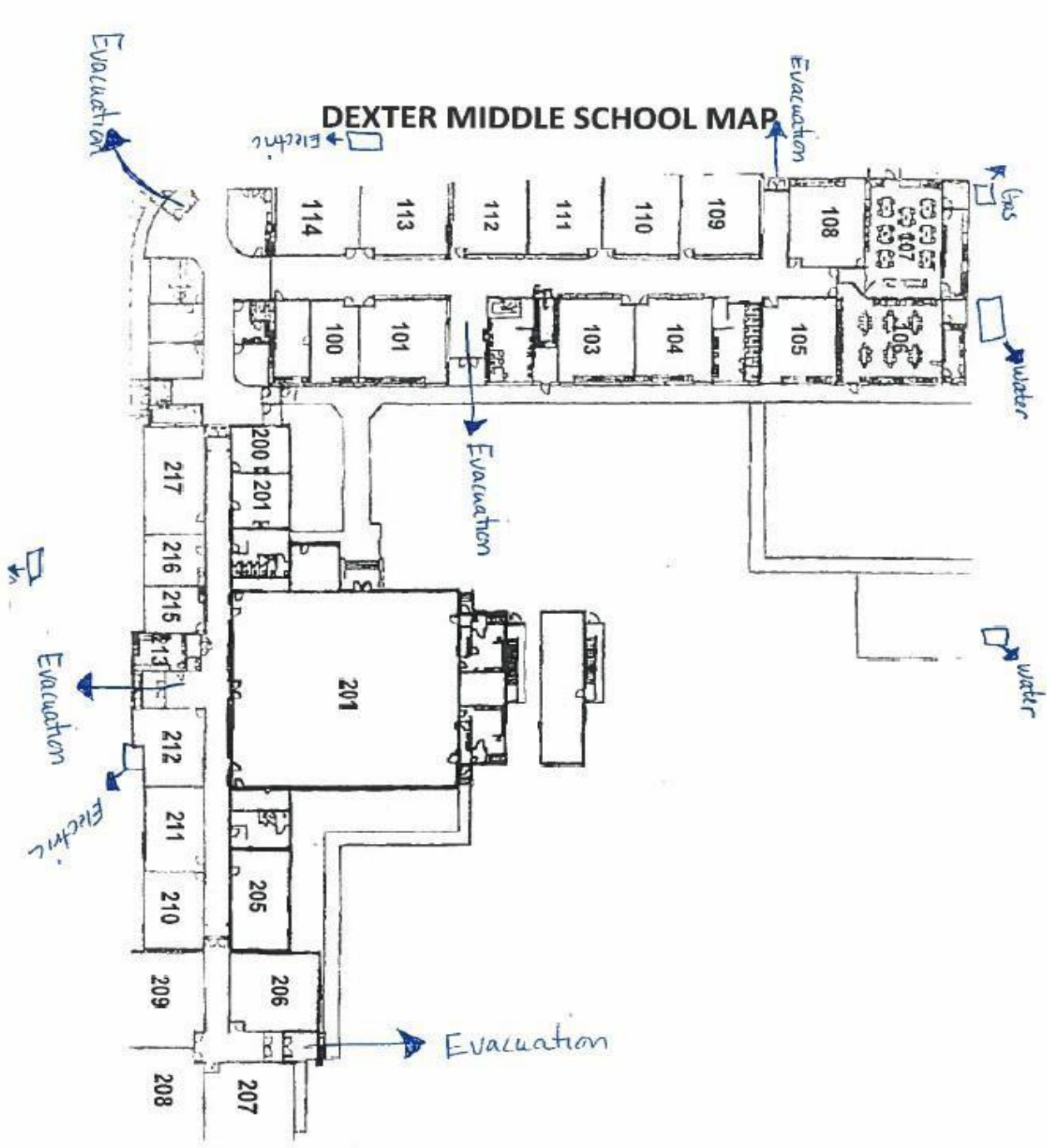
Utility Cut Offs – High School

- Include-Utility Cut-Off Diagram for Water, Gas and Electrical Systems



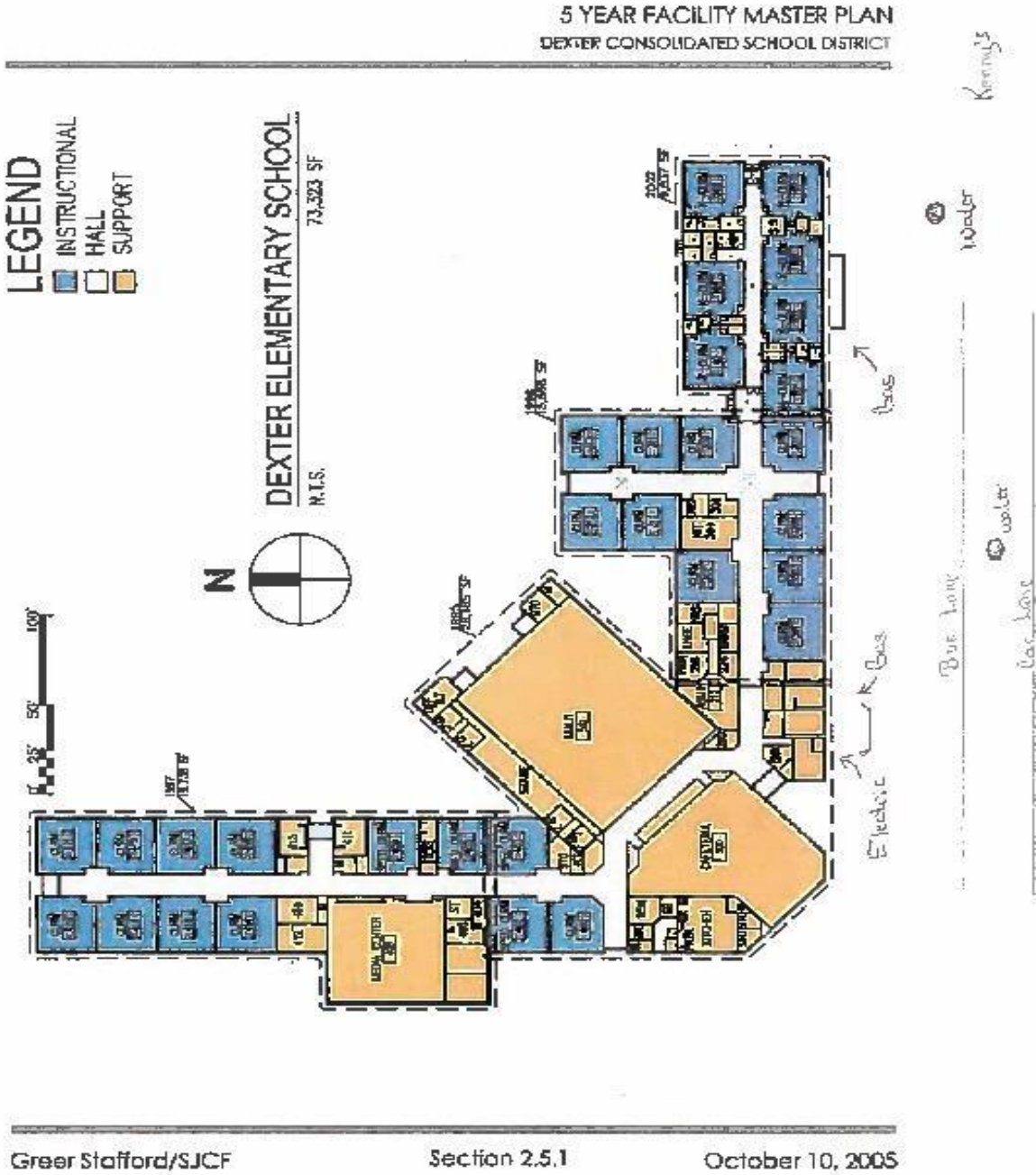
Utility Cut Offs – Middle School

- Include-Utility Cut-Off Diagram for Water, Gas and Electrical Systems



Utility Cut Offs – Elementary School

- Include-Utility Cut-Off Diagram for Water, Gas and Electrical Systems



Assurances

New Mexico Public Education Department (NM PED)

ADA and LEP Assurance to NM

PED for Public and State

Charter Schools

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell – Superintendent	<i>Miles Mitchell</i>

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

- Americans with Disabilities Act
- Limited English Proficiency

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

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

Among other things, SSPs must:

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

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

Information and technical assistance about the ADA are available at:

<http://www.ada.gov>

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

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

Limited English Proficiency (LEP)

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

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

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

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

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

Failure to Provide Assurances to the NM PED

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

New Mexico Public Education Department (NM PED)

Bullying Prevention Assurance to NM

**PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell – Superintendent	<i>Miles Mitchell</i>

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

School/District Bullying Prevention Policy

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

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

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

NM School Bullying Policy Requirements

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

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

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

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

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

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

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

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

Failure to Provide Assurances to the NM PED

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

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

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell - Superintendent	<i>Miles Mitchell</i>

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

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

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

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

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

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

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

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

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

Explanation of Why Assurance Must Be Provided

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

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

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

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

New Mexico Public Education Department (NM PED)

Emergency Drill Assurance to NM

**PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell - Superintendent	<i>Miles Mitchell</i>

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

Requirements

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

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

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

Invitation Date:	Agency	Name	Title
August 20, 2021	Dexter Fire Department	James Salas	Deputy Chief
August 25, 2021	Dexter Fire Department	James Salas	Deputy Chief
August 30, 2021	Dexter Fire Department	James Salas	Deputy Chief
October 14, 2021	Dexter Fire Department	Justin Powell	Fire Chief
December 15, 2021	Dexter Fire Department	Justin Powell	Fire Chief
January 27, 2022	Dexter Fire Department	Justin Powell	Fire Chief
March 29, 2022	Dexter Fire Department	Ruben Ruiz	Fire Marshall
April 27, 2022	Dexter Fire Department	Ruben Ruiz	Fire Marshall

- Use 2019-2020, 2020-2021, Fall 2021-2022 dates to inform chart.
- **PLEASE ADD MORE LINES AS NECESSARY.**
- Any drill conducted for the purpose of active shooter preparation/response should include parent/guardian notification.

Explanation of Why Assurance Must Be Provided

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

Failure to Provided Assurance to the NM PED

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

New Mexico Public Education Department (NM PED)

Identification and Badging Assurance to NM

PED for Public and State Charter Schools

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell - Superintendent	<i>Miles Mitchell</i>

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

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

Explanation of Why Assurance(s) Must Be Provided

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

Failure to Provided Assurance to the NM PED

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

New Mexico Public Education Department (NM PED)

Pest Management Assurance to NM

**PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell - Superintendent	<i>Miles Mitchell</i>

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

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

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

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

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

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

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

Explanation of Why Assurance Must Be Provided

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

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

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

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

Failure to Provided Assurance to the NM PED

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

New Mexico Public Education Department (NM PED)

Review, Revise, Secure and Share Assurance to NM

**PED for Public and State
Charter Schools**

District/Charter Name:	School Name:
Dexter Consolidated Schools	Dexter Consolidated Schools
Print Name of Principal/Administrator:	Principal/Administrator Signature:
Miles Mitchell - Superintendent	<i>Miles Mitchell</i>

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

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

Agency (Required- Fire Dept., Law Enforcement, Emergency Manager)	Name	Title	Date
Dexter Fire Department	James Salas	Deputy Chief	Aug. 1, 2021; April 1, 2022
Dexter Fire/EMT Department	Justin Powell	Fire Chief/EMT Director	Aug. 1, 2021; April 1, 2022
Dexter Police Department	Joe Portio	Chief of Police	Aug. 1, 2021; April 1, 2022

Explanation of Why Assurance Must Be Provided

Review and Revise

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

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

Secure

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

Share

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

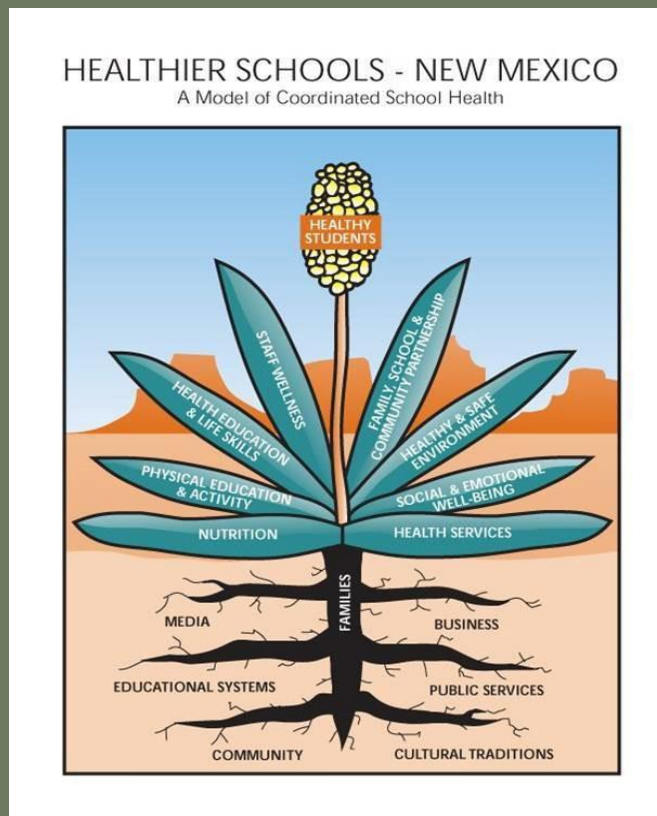
The School Safety Team should maintain a record of the individuals and organizations that receive the SSP.

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

SITE SAFETY PLAN

DEXTER CONSOLIDATED SCHOOLS

Section II: Prevention



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

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Introduction

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

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

Health Services

DEXTER CONSOLIDATED SCHOOLS shall provide health services that include activities addressing the health needs of students to promote student well-being, optimal development, and strong educational outcomes.

DEXTER CONSOLIDATED SCHOOLS provides information to students and/or families about school site School-Based Health Center and/or local Health Centers and community health centers.

Name of School Based/Local Health Centers	Address	Phone #	Services Provided
Dexter Health Dept.	206 Monroe Ave, Dexter, NM 88230	575-734-5582	General Health & vital records
Valley Health Clinic	116 E. Second, Dexter, NM 88230	575-622-1309	Primary clinic for Children, adolescents, and adults
BCA Medical Assoc.	113 S. Lincoln Dexter, NM 88230	575-734-2890	Pediatric Medical Office

Infectious and Communicable Disease Guidance

Dexter Consolidated Schools (District Wide)

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

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

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

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

Communicable Disease Outbreak

Responsibilities for School Nurses, Health Assistants and Other Staff

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

(Check all that apply.)

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

The following are resources provided to Students and Families

(Schools add copies of resources, links, etc.)

<https://www.cdc.gov/>

<https://www.nmhealth.org/>

Help Protect Yourself and Others | COVID-19 |

Stay up to date on COVID-19 vaccinations

Wear a mask indoors
When COVID-19 Community Level is high

Avoid crowds and poorly ventilated spaces

Test to prevent spread to others

Wash your hands often

COVID-19 Antigen Self Test

U.S. DEPARTMENT OF HEALTH & HUMAN SERVICES

cdc

[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

**Public Health Division
Key Facts about Influenza
(Flu)**

Fall 2019-2020



Vaccinate yourself and your family against the flu!

What is Influenza (also called Flu)?

The flu is a contagious respiratory illness caused by influenza viruses that infect the nose, throat, and lungs. It can cause mild to severe illness, and at times can lead to death. The best way to prevent the flu is by getting a flu vaccine each year.

Signs and Symptoms of Flu

- Fever* or feeling feverish/chills
- Sore throat, cough, runny or stuffy nose
- Headaches, muscle or body aches
- Fatigue (very tired)
- Some people may have vomiting and diarrhea, though this is more common in children than adults.



**It's important to note that not everyone with flu will have a fever. People who have the flu can feel some or all of these signs or symptoms.*

How Flu Spreads

Most experts believe that flu viruses spread mainly by droplets made when people with flu cough, sneeze or talk. These droplets can land in the mouths or noses of people who are nearby. Less often, a person might also get flu by touching a surface or object that has flu virus on it and then touching their own mouth, eyes, or nose.

Period of Contagiousness

You may be able to pass on the flu to someone else before you know you are sick, as well as while you are sick.

- People with flu are most contagious in the first 3-4 days after their illness begins.
- Some otherwise healthy adults may be able to infect others beginning 1 day **before** symptoms develop and up to 5 to 7 days **after** becoming sick.
- Some people, especially young children and people with weakened immune systems, might be able to infect others with flu viruses for an even longer time.

Onset of Symptoms & Complications of Flu

The time from when a person is exposed and infected with flu to when symptoms begin is about 2 days but can range from about 1 to 4 days. Complications can include bacterial pneumonia, ear infections, sinus infections, dehydration, and worsening of chronic medical conditions, such as congestive heart failure, asthma, or diabetes.

Preventing Flu

The first and most important step in **preventing flu** is to get a flu vaccination each year. Flu vaccine has been shown to reduce flu related illnesses and the risk of serious flu complications that can result in hospitalization or even death. CDC also recommends everyday preventive actions (like staying away from people who are sick, covering coughs and sneezes and frequent handwashing) to help slow the spread of germs that cause respiratory (nose, throat, and lungs) illnesses, like flu.

Diagnosing/Treating Flu

It is very difficult to distinguish flu from other viral or bacterial respiratory illnesses based on symptoms alone. There are tests available to diagnose flu. There are influenza antiviral drugs that can be used to treat flu illness.

Together let's help keep our communities healthy and free from flu!

For questions about the flu or flu vaccine, please visit the New Mexico Department of Health Immunization Program website at www.immunize.org or contact your local public health office.

Resource: <https://www.cdc.gov/flu/keyfacts.htm>

When You Are Sick

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>

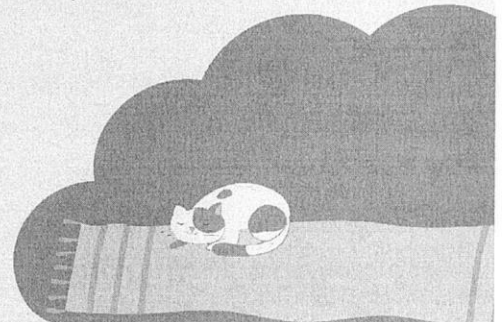
If you are sick follow these steps Stay home except to get medical care

- Wear a mask.
- Stay at least 6 feet apart from others.
- Wash your hands often.
- Cover your coughs and sneezes.
- Clean high-touch surfaces every day.



Stay separate from other people and pets in your home

- Stay in a specific room as much as possible.
- Stay away from other people and pets in your home.
- If possible, you should use a separate bathroom.
- If you need to be around other people or animals in or outside of the home, wear a mask.

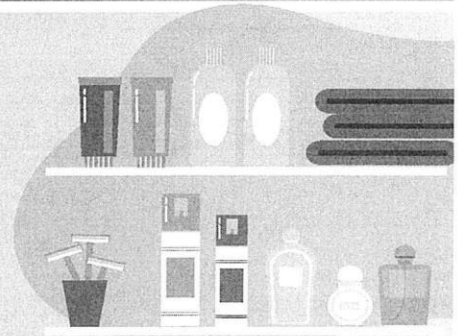


When You Are Sick



Do not share personal household items

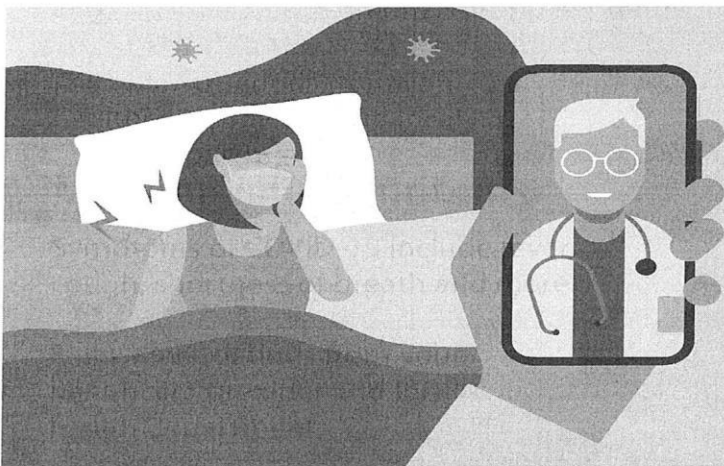
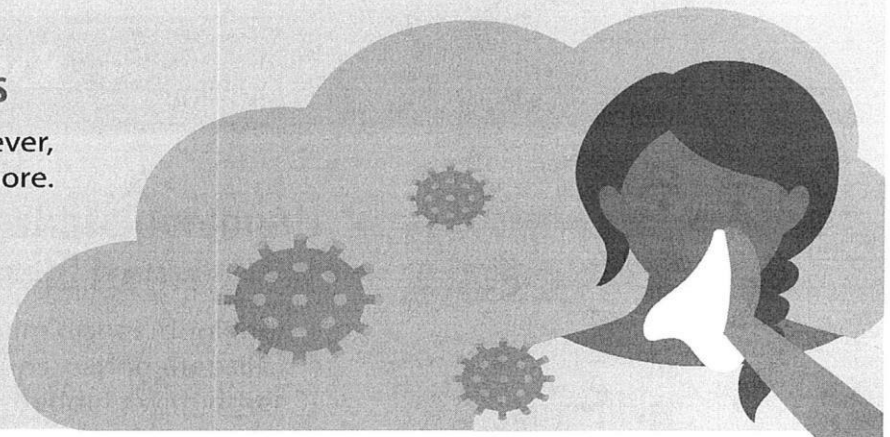
Do not share dishes, drinking glasses, cups, eating utensils, towels, or bedding with other people in your home.



Monitor your symptoms

Symptoms of COVID-19 include fever, cough, shortness of breath and more.

Follow instructions from your healthcare provider and local health department.



When to seek emergency medical attention

If someone is having

- Trouble breathing.
- Persistent pain or pressure in the chest.
- Inability to wake or stay awake.
- Pale, gray, or blue-colored skin, lips, or nail beds depending on skin tone.

Seek emergency medical care immediately. Call 911 or call ahead to your local emergency facility
Notify the operator that you are seeking care for someone who has or may have COVID-19.



COVID-19, cold, allergies and the flu: What are the differences?

COVID-19, the common cold, seasonal allergies and the flu have many similar signs and symptoms. Find out about some of the important differences between these illnesses.

By Mayo Clinic Staff

If you have signs or symptoms of coronavirus disease 2019 (COVID-19), it's important that you contact your doctor or clinic right away for medical advice. But COVID-19, the common cold, seasonal allergies and the flu (influenza) cause many similar symptoms. So how can you tell if you have COVID-19? Understand the differences in symptoms that these illnesses cause, as well as how these illnesses spread, are treated and can be prevented.

COVID-19 is a contagious respiratory disease caused by infection with the virus SARS-CoV-2. It usually spreads between people who are in close contact (within 6 feet, or 2 meters). The virus spreads through respiratory droplets released when someone breathes, coughs, sneezes, talks or sings. These droplets can land in the mouth or nose of someone nearby or be inhaled. The virus can also spread if a person touches a surface or object with the virus on it and then touches his or her mouth, nose or eyes, although this isn't considered to be a main way it spreads.

The most common symptoms of COVID-19 are a fever, cough and tiredness. But there are many other possible signs and symptoms.

Currently, only one antiviral drug, called remdesivir, is approved to treat COVID-19. Some drugs may help reduce the severity of COVID-19. The U.S. Food and Drug Administration has given full authorization to two COVID-19 vaccines and emergency use authorization to a handful of COVID-19 vaccines.

Both COVID-19 and the common cold are caused by viruses. COVID-19 is caused by SARS-CoV-2, while the common cold is most often caused by rhinoviruses. These viruses spread in similar ways and cause many of the same signs and symptoms. However, there are a few differences.

Symptom check: Is it COVID-19 or a cold?

Symptom or sign

COVID-19

Cold

3/18/22, 9:28 AM

COVID-19, cold, allergies and the flu: What are the differences? - Mayo Clinic

Symptom or sign	COVID-19	Cold
Cough	Usually (dry)	Usually
Muscle aches	Usually	Sometimes
Tiredness	Usually	Sometimes
Sneezing	Rarely	Sometimes
Sore throat	Usually	Usually
Runny or stuffy nose	Usually	Usually
Fever	Usually	Sometimes
Diarrhea	Sometimes	Never
Nausea or vomiting	Sometimes	Never
New loss of taste or smell	Usually (early — often without a runny or stuffy nose)	Sometimes (especially with a stuffy nose)

While COVID-19 symptoms generally appear two to 14 days after exposure to SARS-CoV-2, symptoms of a common cold usually appear one to three days after exposure to a cold-causing virus.

There's no cure for the common cold. Treatment may include pain relievers and over-the-counter cold remedies, such as decongestants. Unlike COVID-19, a cold is usually harmless. Most people recover from a common cold in three to 10 days, although some colds may last as long as two or three weeks.

Unlike COVID-19, seasonal allergies aren't caused by a virus. Seasonal allergies are immune system responses triggered by exposure to allergens, such as seasonal tree or grass pollens.

COVID-19 and seasonal allergies cause many of the same signs and symptoms. However, there are some differences.

Symptom check: Is it COVID-19 or seasonal allergies?

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COVID-19, cold, allergies and the flu: What are the differences? - Mayo Clinic

Symptom or sign	COVID-19	Allergy
Cough	Usually (dry)	Sometimes
Fever	Usually	Never
Muscle aches	Usually	Never
Tiredness	Usually	Sometimes
Itchy nose, eyes, mouth or inner ear	Never	Usually
Sneezing	Rarely	Usually
Sore throat	Usually	Rarely
Runny or stuffy nose	Usually	Usually
Pink eye (conjunctivitis)	Sometimes	Sometimes
Nausea or vomiting	Sometimes	Never
Diarrhea	Sometimes	Never
New loss of taste or smell	Usually (early — often without a runny or stuffy nose)	Sometimes

Also, while COVID-19 can cause shortness of breath or difficulty breathing, seasonal allergies don't usually cause these symptoms unless you have a respiratory condition such as asthma that can be triggered by pollen exposure.

Treatment of seasonal allergies may include over-the-counter or prescription antihistamines, nasal steroid sprays and decongestants, and avoidance of exposure to allergens where possible. Seasonal allergies may last several weeks.

COVID-19 and the flu are both contagious respiratory diseases caused by viruses. COVID-19 is caused by the SARS-CoV-2 virus, while the flu is caused by influenza A and B viruses. These viruses spread in similar ways.

COVID-19 and the flu cause similar symptoms. The diseases can also cause no symptoms or mild or severe symptoms. Because of the similarities, it can be hard to diagnose which condition you

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COVID-19, cold, allergies and the flu: What are the differences? - Mayo Clinic

have based on symptoms alone. Testing may be done to see if you have COVID-19 or the flu. You can also have both diseases at the same time. However, there are some differences.

Symptom check: Is it COVID-19 or the flu?

Symptom or sign	COVID-19	Flu
Cough	Usually (dry)	Usually
Muscle aches	Usually	Usually
Tiredness	Usually	Usually
Sore throat	Usually	Usually
Runny or stuffy nose	Usually	Usually
Fever	Usually	Usually — not always
Nausea or vomiting	Sometimes	Sometimes (more common in children)
Diarrhea	Sometimes	Sometimes (more common in children)
Shortness of breath or difficulty breathing	Usually	Usually
New loss of taste or smell	Usually (early — often without a runny or stuffy nose)	Rarely

COVID-19 symptoms generally appear two to 14 days after exposure to SARS-CoV-2. Flu symptoms usually appear about one to four days after exposure to an influenza virus.

COVID-19 can cause more-serious illnesses in some people than the flu. Also, COVID-19 can cause different complications than the flu, such as blood clots and multisystem inflammatory syndrome in children.

While there is only one antiviral treatment for COVID-19, there are several antiviral drugs that can be used to treat the flu. Also, you can get an annual flu vaccine to help reduce your risk of the flu. The flu vaccine can also reduce the severity of the flu and the risk of serious complications. The vaccine can be given as a shot or as a nasal spray.

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Get a COVID-19 vaccine. COVID-19 vaccines reduce the risk of getting and spreading COVID-19.

If you're fully vaccinated, you can more safely return to doing activities you might not have been able to do because of the pandemic. However, if you're in an area with a high number of people with COVID-19 in the hospital and new COVID-19 cases, the CDC recommends wearing a well-fitted mask indoors in public, whether or not you're vaccinated.

You can reduce your risk of infection from the viruses that cause COVID-19, colds and the flu by following several standard precautions. Research suggests that following these measures, such as social distancing and wearing a face mask, might have helped shorten the length of the flu season and lessened the number of people affected in the 2019-2020 flu season.

Standard precautions to reduce your risk of COVID-19, colds and the flu include:

- Avoiding close contact (within 6 feet, or 2 meters) with anyone who is sick or has symptoms
- Keeping distance between yourself and others (within about 6 feet, or 2 meters) when you're in indoor public spaces if you're not fully vaccinated
- Wearing a well-fitted face mask in indoor public spaces if you're in an area with a high number of people with COVID-19 in the hospital and new COVID-19 cases, whether or not you're vaccinated
- Washing your hands often with soap and water for at least 20 seconds, or using an alcohol-based hand sanitizer that contains at least 60% alcohol
- Avoiding crowded indoor spaces
- Covering your mouth and nose with your elbow or a tissue when you cough or sneeze
- Avoiding touching your eyes, nose and mouth
- Cleaning and disinfecting high-touch surfaces, such as doorknobs, light switches, electronics and counters, daily

Also, get an annual flu vaccine.

The best way to prevent seasonal allergies is to avoid your known triggers. If you're allergic to pollen, stay inside with windows and doors closed when pollen is high.

Wearing a face mask also might provide some protection against seasonal allergies. Masks can prevent you from inhaling some larger pollen particles. However, smaller pollen particles will still be able to get through a mask. It's also important to wash your mask after each use since a mask might carry pollen particles.

If you think you might have signs or symptoms of COVID-19, talk to your doctor. Remember, taking preventive measures can help you stay healthy.

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March 03, 2022

Original article: <https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/covid-19-cold-flu-and-allergies-differences/art-20503981>

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If Your Child Is Sick

What can I do if my child gets sick?

Talk to your doctor early if you are worried about your child's illness.

Make sure your child gets plenty of rest and drinks enough fluids.

If your child is 5 years or older and does not have long-term health problems and gets flu symptoms, including a fever and/or cough, consult your doctor as needed.

Children younger than 5 years – especially those younger than 2 years – and children with certain long-term health problems (including asthma, diabetes and disorders of the brain or nervous system), are at higher risk of serious flu complications.

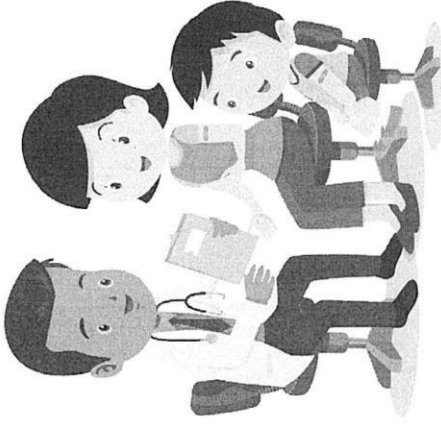
Call your doctor or take your child to the doctor right away if they develop flu symptoms.

What if my child seems very sick?

Even healthy children can get very sick from flu. If your child is experiencing the following emergency warning signs, you should go to the emergency room:

- Fast breathing or trouble breathing
- Bluish lips or face
- Ribs pulling in with each breath
- Chest pain
- Severe muscle pain (child refuses to walk)
- Dehydration (no urine for 8 hours, dry mouth, no tears when crying)
- Not alert or interacting when awake
- Seizures
- Fever above 104°F
- In children less than 12 weeks, any fever
- Fever or cough that improve but then return or worsen

Flu Information



How long can a sick person spread flu to others?

People with flu may be able to infect others from 1 day before getting sick to up to 5 to 7 days after. Severely ill people or young children may be able to spread the flu longer, especially if they still have symptoms.

Can my child go to school, day care, or camp if he or she is sick?

No. Your child should stay home to rest and to avoid spreading flu to other children or caregivers.

When can my child go back to school after having flu?

Keep your child home from school, day care, or camp for at least 24 hours after their fever is gone. (The fever should be gone without the use of a fever-reducing medicine.) A fever is defined as 100°F (37.8°C)* or higher.

*Many authorities use either 100 (37.8 degrees Celsius) or 100.4 F (38.0 degrees Celsius) as a cut-off for fever, but this number can vary depending on factors such as the method of measurement and the age of the person.

For more information, visit www.cdc.gov/flu/protect/children.htm or call 800-CDC-INFO



Flu:

A Guide for Parents

Influenza (flu) is a contagious respiratory illness caused by influenza viruses that infect the nose, throat and lungs. Flu is different from a cold, and usually comes on suddenly. Each year flu viruses cause millions of illnesses, hundreds of thousands of hospital stays and thousands or tens of thousands of deaths in the United States.

Flu can be very dangerous for children. CDC estimates that since 2010, between 6,000 and 26,000 children younger than 5 years have been hospitalized each year in the United States because of influenza. The flu vaccine is safe and helps protect children from flu.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

How serious is flu?

While flu illness can vary from mild to severe, children often need medical care because of flu. Children younger than 5 years and children of any age with certain long-term health problems are at higher risk of flu complications like pneumonia, bronchitis, sinus and ear infections. Some health problems that are known to make children more vulnerable to flu include asthma, diabetes and disorders of the brain or nervous system.

How does flu spread?

Flu viruses are thought to spread mainly by droplets made when someone with flu coughs, sneezes or talks. These droplets can land in the mouths or noses of people nearby. A person also can get flu by touching something that has flu virus on it and then touching their mouth, eyes, or nose.

What are flu symptoms?

Flu symptoms can include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills, feeling tired and sometimes vomiting and diarrhea (more common in children than adults). Some people with the flu will not have a fever.

Protect your child

How can I protect my child from flu?

The first and best way to protect against flu is to get a yearly flu vaccine for yourself and your child.

- Flu vaccination is recommended for everyone 6 months and older every year. Flu shots and nasal spray flu vaccines are both options for vaccination.
- It's especially important that young children and children with certain long-term health problems get vaccinated.
- Caregivers of children at higher risk of flu complications should get a flu vaccine. (Babies younger than 6 months are at higher risk for serious flu complications, but too young to get a flu vaccine.)

- Pregnant people should get a flu vaccine to protect themselves and their baby from flu. Flu vaccination during pregnancy protects babies from flu for several months after birth.

Flu viruses are constantly changing and so flu vaccines are updated often to protect against the flu viruses that research indicates are most likely to cause illness during the upcoming flu season.

Are flu vaccines safe?

Flu vaccines have an excellent safety record. Millions of people have safely received flu vaccines for decades. Flu shots and nasal spray flu vaccines are both options for vaccination. Different types of flu vaccines are licensed for different ages. Each person should get one that is appropriate for their age.

CDC and the American Academy of Pediatrics recommend an annual flu vaccine for all children 6 months and older.

What are the benefits of getting a flu vaccine?

- A flu vaccine can keep you and your child from getting sick. When vaccine viruses and circulating viruses are matched, flu vaccination has been shown to reduce the risk of getting sick with flu by about 40 to 60 percent.
- Flu vaccines can keep your child from being hospitalized from flu. A recent study showed that flu vaccine reduced children's risk of flu-related pediatric intensive care unit admission by 74%.
- Flu vaccine can be life saving in children. A study using data from recent flu seasons found that flu vaccine reduced the risk of flu-associated death by half among children with higher risk medical conditions and by nearly two-thirds among healthy children.

- Flu vaccination also may make your illness milder if you do get sick.

- Getting yourself and your child vaccinated also can protect others who may be more vulnerable to serious flu illness, like babies and young children, older people, and people with certain long-term health problems.

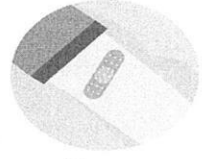
Is there a medicine to treat flu?

Yes. Antiviral drugs are prescription medicines that can be used to treat flu illness. They can shorten your illness and make it milder, and they can prevent serious complications that could result in a hospital stay. Antivirals work best when started during the first 2 days of illness. Antiviral drugs are recommended to treat flu in people who are very sick (for example, people who are in the hospital) or people who are at increased risk of serious flu complications. Antivirals can be given to children and pregnant people.

What are some other ways I can protect my child against flu?

- In addition to getting a flu vaccine, you and your child should take everyday actions to help prevent the spread of germs.
- Stay away from people who are sick; cover your cough and sneezes; wash your hands often with soap and water; do not touch your eyes, nose, and mouth; and clean and disinfect surfaces and objects that may be contaminated with flu viruses.

These everyday actions are a good way to reduce your chances of getting sick and prevent the spread of germs to others if you do get sick. However, a yearly flu vaccine is the best protection against flu illness.



Behavioral and Mental Health

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

DEXTER CONSOLIDATED SCHOOLS provides the following behavioral and mental health resources for students:

Name of School Based/Local Behavioral or Mental Health Centers	Address	Phone #	Services Provided
School Based Social Services	100 N. Lincoln Dexter, NM 88230	575-734-5420	General Clinical Counseling & Student Services related SPED
Dexter Health Dept.	206 Monroe Ave, Dexter, NM 88230	575-734-5582	General Health & vital records
Valley Health Clinic	116 E. Second, Dexter, NM 88230	575-622-1309	Primary clinic for Children, adolescents, and adults
BCA Medical Assoc.	113 S. Lincoln Dexter, NM 88230	575-734-2890	Pediatric Medical Office

SOCIAL EMOTIONAL LEARNING/SCHOOL CLIMATE SUPPORTS

(Including Family and Community Engagement and Prevention)

Dexter Consolidated Schools implements the following to support/promote students' social and emotional well-being: (Check off, delete, or add additional site-specific programs)

ACADEMIC SUCCESS

- AVID
- Families Connected
- Middle School Advisory
- High School Advisory
- Work Force Learning
- NM Reads
- Tutoring (e.g., Oasis, etc.)
- Foster Grandparents
-

BULLYING/VIOLENCE PREVENTION

- Bully Proofing
- Connected and Respected

- X Safe Schools Ambassadors
- X Safe Zone
- X Safe Spot
- X School Wide Positive Behavior Support (SWPBS)
- X Second Step
- X Steps to Respect
- Why Try
- Let's Get Real – Middle School
- Resiliency Builder Program for Children and Adolescents – Elementary and Middle School
- X Owing Up – Empowering adolescents to confront social cruelty, bullying and injustice – MiddleSchool
- Botvin Lifeskills Training High School Program

SCHOOL CLIMATE/CONFLICT RESOLUTION/MEDIATION

- X Mediation in the Schools Program
- Kelso's Choice – Elementary School
- X Restorative Practices
- X Connection Circles
- X Restorative Conversations
- X Restorative Agreement Meetings
- X Problems Solving Circles
- Restorative Mediation
- Community Group Conferences
- X Behavior Redirectors
- PBIS
- AIM
- Mind Up
-

MENTORING

- Big Brothers Big Sisters
- First Nations
-

PEER FACILITATION

- Little Buddies
-

SUBSTANCE ABUSE

- Crossroads Program/Project Success
- X Parent Involvement Program (PIP)
- Protecting You Protecting Me (PY/PM)
- Teens in Prevention (TIP)
- X School Based Awareness & Prevention

SUICIDE PREVENTION

- Jason Foundation – A Promise for Tomorrow
- Question, Persuade, Refer (QPR)
- Trevor Project
- X Peer Helpers (Suicide Awareness and Prevention Grant)
- X School Based Counseling

ATTENDANCE PROMOTION

- X Attendance Social Worker
- X School Attendance Team
-

SCHOOL COUNSELING

- X Individual and Group Counseling Supports
- X Child Protection Unit Lessons
- X Suicide Prevention
- X Bullying Prevention
- X Tolerance and Diversity Lessons
- X Academic Support Lessons
- X Interpersonal Relationship Lessons
- Kelso's Choice
- X SEL Lessons
- X Individual and Group Counseling Supports
-

FAMILY ENGAGEMENT

- School Training for Engagement Planning (STEP) participation
- X Family Representation on Instructional Council, SHAC, Community School Council and/or other schoolcommittee
- X School Title One Family Engagement Policy
- School Family Engagement Compact
- School Family Center and/or Supports for Basic Needs

- X School Events
- X Volunteer Programs
-

OTHERS

-

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

Dexter Consolidated Schools recognizes the NM's Age of Consent for Mental Health Services:

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

Suicide Awareness and Prevention

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

Dexter Consolidated Schools provides suicide prevention in the following ways: List Program(s)

1. Yearly Staff Training for early warning signs:

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

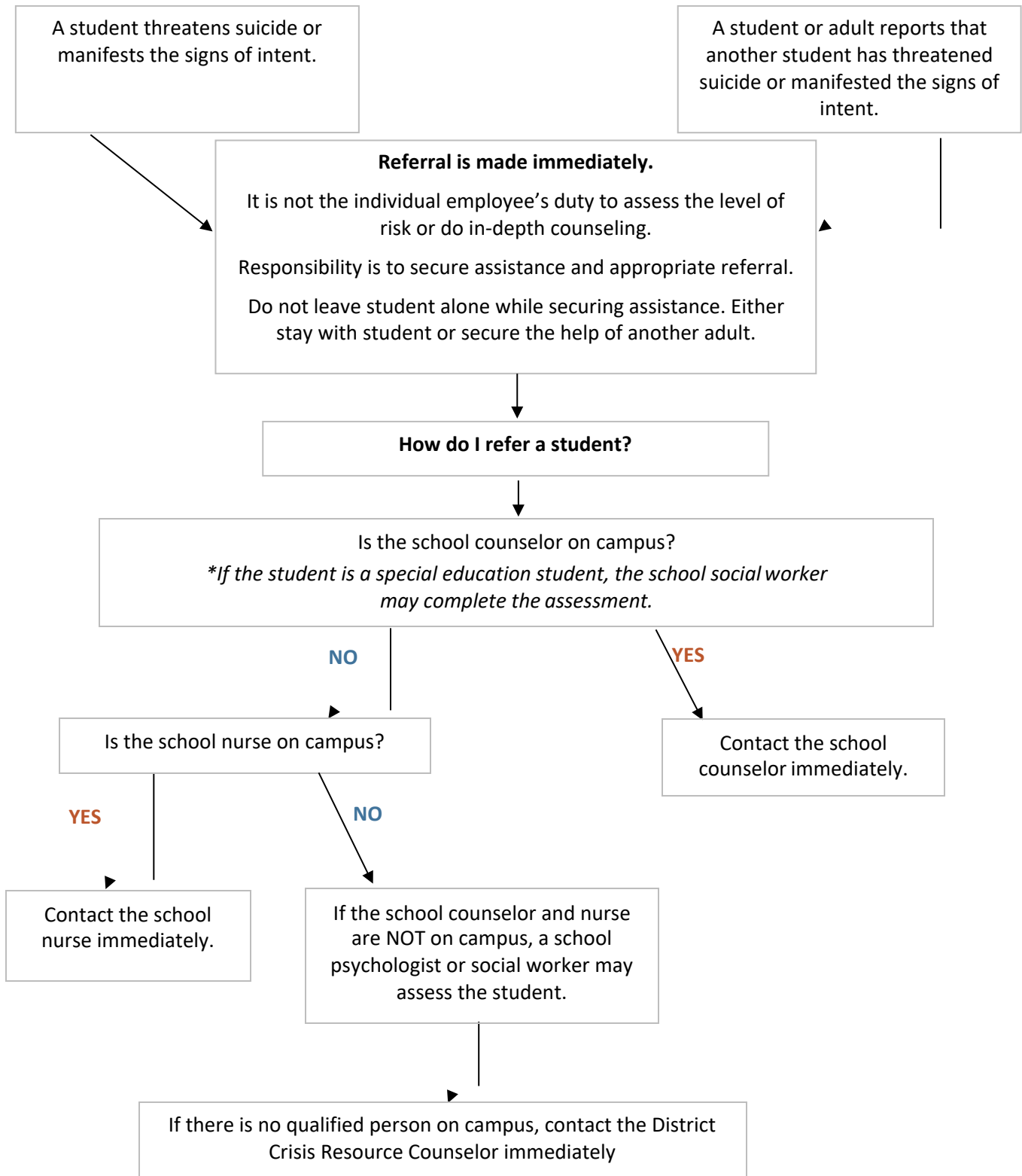
2. Safe Schools Vector Training

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

Intervening With a Potentially Suicidal Student

Procedural Directive

District Wide



DEXTER CONSOLIDATED SCHOOLS REFERRAL NETWORK FOR SUICIDE ASSESSMENT/INTERVENTION

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

The District provides the referral network for Suicide Assessment and Intervention for students:

Name of Mental Health Centers/Resources	Address	Phone #	Services Provided
School Based Social Services	100 N. Lincoln Dexter, NM 88230	575-734-5420	General Clinical Counseling & Student Services related SPED
Dexter Health Dept.	206 Monroe Ave, Dexter, NM 88230	575-734-5582	General Health &vital records
Valley Health Clinic	116 E. Second, Dexter, NM 88230	575-622-1309	Primary clinic for Children, adolescents, and adults
BCA Medical Assoc.	113 S. Lincoln Dexter, NM 88230	575-734-2890	Pediatric Medical Office

Suicide Assessment and Intervention Narrative

CRISIS INTERVENTION TEAM ROSTER

Name	Title/Department/School	Email & Phone Number
Miles Mitchell	Superintendent/District/ District Office	mitchellm@dexterdemons.org 575-914-1066
Heather Garner	Principal/Administrator/ High School	garnerh@dexterdemons.org 325-518-2620
Christina Ferguson	Principal/Administrator/ Middle School	fergusonc@dexterdemons.org 575-910-8429
Bernadette Aragon	Principal/Administrator/ Elementary School	aragonb@dexterdemons.org 575-347-8086
Rosalba Price	SPED Director/Administrator/ District Office	pricer@dexterdemons.org 575-420-0803
Jamila Miller	PreK-12 Programs Director/ Administrator/ District Office	millerja@dexterdemons.org 850-496-3866
Diana Rivera	Technology Director/ Administrator/District Office	riverad@dexterdemons.org 575-626-5660
Jeannie Harris	Business Manager/Finance/ District Office	harrisj@dexterdemons.org 575-420-0943
Christopher Ferguson	Operations Director/ Maintenance/District Office	fergusonch@dexterdemons.org 575-914-3228
Shelley Montgomery	Food Services Director/ Cafeteria/District	montgomerys@dexterdemons.org 575-420-7249
Idania Aguilar	District Nurse/District/ District	aguilari@dexterdemons.org 575-626-6588
Clarissa Otero	Counselor/Social Worker/ Middle/High School	otero@dexterdemons.org 575-910-9542
Iveth Ortiz	Social Worker/ Elementary School	ortizi@dexterdemons.org 575-840-6847
Lorena Castro	Counselor/ Elementary School	castrol@dexterdemons.org 575-910-5835

Crisis Intervention Team Training

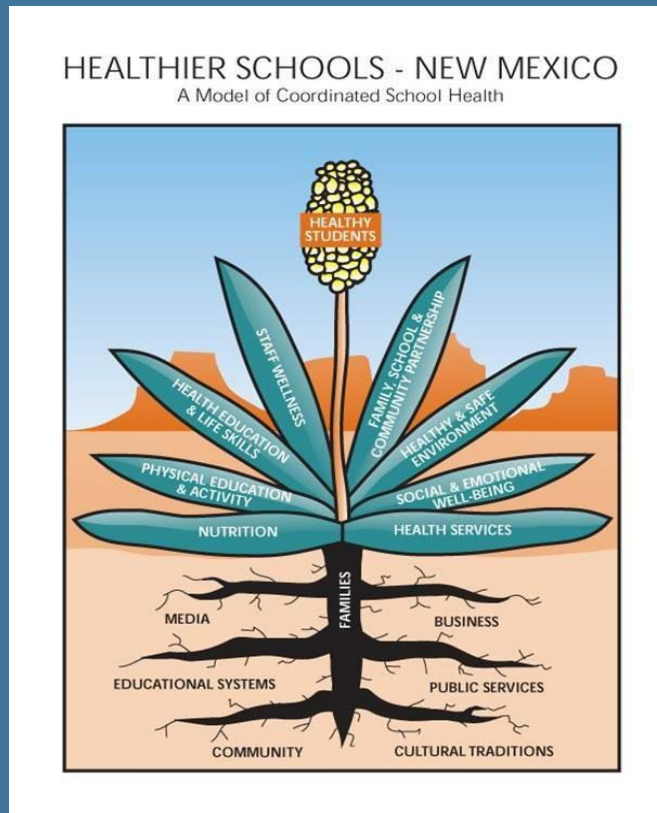
Dexter Consolidated Schools has provided the following Gatekeeper Training to the Crisis Intervention Team:

Name of Gatekeeper Training	Date of Training	Trainer Name/Organization	Frequency of Training
QPR Gatekeeper Training	April 2022	NMDOH	Yearly
QPR Gatekeeper Training	August 2022	NMDOH	Yearly

SITE SAFETY PLAN

DEXTER CONSOLIDATED SCHOOLS

Section III & IV: Protection & Mitigation



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

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Introduction

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

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

Access Control

Dexter Consolidated Schools

School safety throughout the district is a top priority. District Leadership continually analyze needed security measures. Security cameras are located in strategic places all over the entire campus. New updated cameras, will be installed by 2022-23 school year. Buzz-in systems at the entrance of all three schools are required to inter. New Key-Less entry access, will be installed to all high traffic entryways by 2022-23 school year. The Raptor System is utilized to allow visitors to enter have building access. All volunteers will go through a background check prior to gaining access to the building. Knox boxes containing building keys have are located near exterior doors of main buildings in the event law enforcement or fire department need to access the buildings in an emergency. Master access keys are provided to Building Administrators and IT Director. Maps of all facilities are shared with local law enforcement.

Facility Safety Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

OBSERVED STRENGTHS:

1. Small campuses some inclusive easier for emergency communication
2. Security equipment being undated this year
- 3.

AREAS REQUIRING ATTENTION:

1. Fencing District wide
2. All Classroom communication availability
- 3.

OTHER RECOMMENDATIONS:

1. Continue to update facilities according to Facility Master Plans
- 2.
- 3.

Assessment Conducted by: Miles Mitchell

Title/Affiliation: Superintendent

Date: Feb. 2022

Internet Safety

Dexter Consolidated Schools ensures students and families receive internet safety information. Internet Safety information has been disseminated to students and families.

- X Newsletter
- X School Webpage
- X District Webpage
- X Email
- X Classroom with guided discussion with teacher/counselor
- Other: _____

Please include resources/information here: (Examples below)

INTERNET SAFETY TIPS FOR FAMILIES (ELEMENTARY SCHOOL)

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

SAFETY TIPS

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

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

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

Tips for youth to stop cyber-bullying:

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

Tips for parents regarding cyber-bullying:

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

Key Messages

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

Talk to your child about the dangers online.

Your child should know that:

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

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

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

TEACH YOUR CHILDREN THE FOLLOWING RULES:

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

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

INTERNET SAFETY TIPS FOR FAMILIES (MIDDLE SCHOOL)

SAFETY TIPS

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

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

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

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

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

Tips for youth to stop cyber-bullying:

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

Tips for parents regarding cyber-bullying:

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

Key Messages

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

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

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

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

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

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

Is Your Computer Protected?

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

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

INTERNET SAFETY TIPS FOR FAMILIES (HIGH SCHOOL)

Tips for youth to stop cyber-bullying:

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

Tips for parents regarding cyber-bullying:

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

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

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

Sharing too much information about yourself?

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

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

Key Messages

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

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

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

What do you know about intellectual properties?

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

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

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

EXAMPLES OF INTELLECTUAL PROPERTIES

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

INTERNET SAFETY TIPS FOR PARENTS (ALL LEVELS)

SOME ONLINE BEHAVIORS ARE AGAINST THE LAW...

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

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

PROTECTING YOUR COMPUTER

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

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

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

Anti-Virus software can help protect your files.

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

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

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

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

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

Notify law enforcement

OR

File a complaint online at www.missingkids.com

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

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

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

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

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

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

School Security Staff

Dexter Consolidated Schools has the following security staff on campus:

- No Security Staff on Campus
- School Resource Officer (SRO) Armed (#)
- Private Campus Security Unarmed (#)
- School Security Personnel Armed (#)
- Other Police Department across the Street from Main Campus

Superintendent	Miles Mitchell	mitchellm@dexterdemons.org	575-914-1066
High School Principal	Heather Garner	garnerh@dexterdemons.org	325-518-2620
Middle School Principal	Christina Ferguson	fergusonc@dexterdemons.org	575-910-8429
Elementary Principal	Bernadette Aragon	aragonb@dexterdemons.org	575-347-8086
SPED Director	Rosalba Price	pricer@dexterdemons.org	575-420-0803
PreK-12 Programs Director	Jamila Miller	millerja@dexterdemons.org	850-496-3866
Technology Director	Diana Rivera	riverad@dexterdemons.org	575-626-5660
Business Manager	Jeannie Harris	harrisj@dexterdemons.org	575-420-0943
Operations Director	Christopher Ferguson	fergusonch@dexterdemons.org	575-914-3228
Food Services Director	Shelley Montgomery	montgomerys@dexterdemons.org	575-420-7249
District Nurse	Idania Aguilar	aguilari@dexterdemons.org	575-626-6588

School Threats and Hazards Assessment

School: Dexter Consolidated Schools	Date Completed: March 18, 2022
Completed by: Miles Mitchell	

Threat or Hazard (e.g., fire, flood, civil unrest, hazardous materials)	Probability of Occurring	Warning Time	Potential Consequences*
Natural			
Dangerous Animal on/near Campus	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Earthquake	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Flooding	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input checked="" type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Food-borne Illness	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Pandemic	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input checked="" type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Severe Thunderstorm/High Winds	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Snowstorm/Severe Winter Weather	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input checked="" type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Tornado	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input checked="" type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low

Section III & IV – PROTECTION & MITIGATION

Threat or Hazard (e.g., fire, flood, civil unrest, hazardous materials)	Probability of Occurring	Warning Time	Potential Consequences*
Wildfire	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Technological			
Chem/Bio/Rad/Nuc Incident	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input checked="" type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Cyber Attack	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Explosion	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Hazardous Material Incident	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input checked="" type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
IT/Communications Failure	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Loss of Power/Water	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Natural Gas Leak/Loss	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Transportation Emergency	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Human-Caused			
Active Shooter	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low

Section III & IV – PROTECTION & MITIGATION

Threat or Hazard (e.g., fire, flood, civil unrest, hazardous materials)	Probability of Occurring	Warning Time	Potential Consequences*
Bomb Threat	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input checked="" type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Child Abuse/Neglect	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input checked="" type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
Civil Disorder	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Criminal Activity Near Campus	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Criminal Activity on Campus	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Domestic Violence	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Drive-by Shooting	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Fire/Arson on Campus	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Medical Emergency	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Moderate <input type="checkbox"/> Low
Missing Child	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low
Suicide Threat/Attempt	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input checked="" type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> Low

Threat or Hazard (e.g., fire, flood, civil unrest, hazardous materials)	Probability of Occurring	Warning Time	Potential Consequences*
Other			
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low
	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low	<input type="checkbox"/> Minimal or no <input type="checkbox"/> 1 to 4 hours <input type="checkbox"/> More than 4 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Moderate <input type="checkbox"/> Low

*** CONSEQUENCE RATINGS**

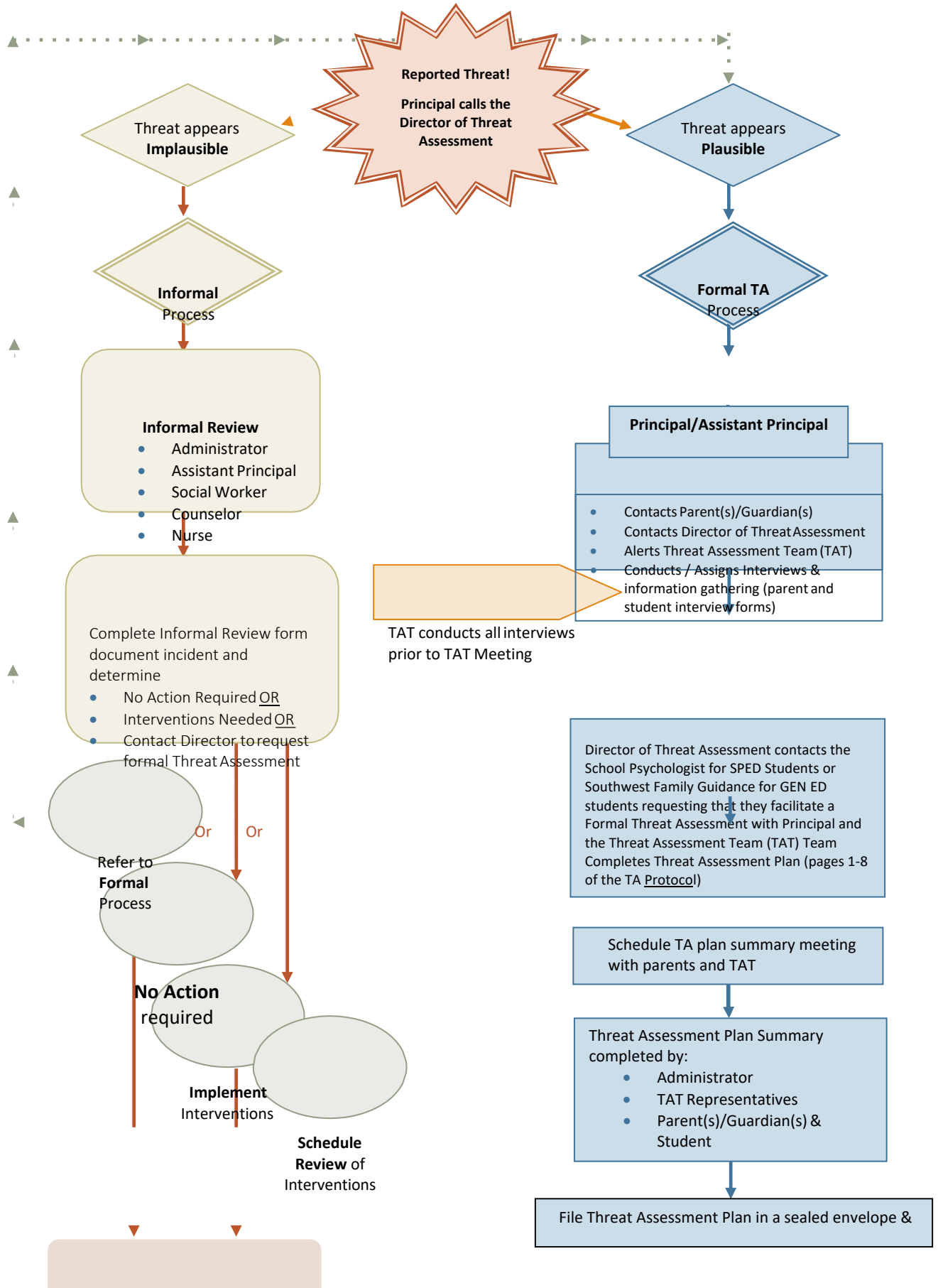
HIGH CONSEQUENCE: Fatalities or injuries to students and/or staff; widespread damage to school property or assets; disruption of school services; loss of community/parental confidence and trust.

MODERATE CONSEQUENCE: Some injuries to students and/or staff; some damage to school property or assets; minimal disruption of school services; community/parental concerns about safety.

LOW CONSEQUENCE: Minor injuries to students and staff; minimal damage to school property or assets; no disruption of school services; little or no community/parental concerns.

Once threats/hazards are identified, and probability of occurring, warning time and potential consequences have been rated, analyze the data to assist you in determining the priorities for your schools.

Behavioral Threat Assessment Process



File Informal Review Form
In secure/confidential student file

place in cumulative folder. Place 2nd copy in
discipline file. Send a copy to

Section III & IV - PROTECTION & MITIGATION

DEXTER CONSOLIDATED SCHOOLS

Behavioral Threat Assessment Team Roster

Identify those individuals who will be involved in the school Behavioral Threat Assessment Team (TAT), which should include district- and school-level personnel (e.g., administration, teachers, SROs, counselors, coaches, etc.) and community stakeholders (e.g., law enforcement, mental health professionals, etc.). As discussed in Chapter 4.1, unlike the other school-based teams created to address school safety and emergency planning, the make-up of your TAT can vary, depending upon the student being assessed. While it is always recommended to include a counselor, SRO and mental health professional on the TAT, if the student being assessed is an athlete, it may be advantageous to include the coach on the TAT. Or if the student being assessed is involved in a school-based club, having that club's administrator on the TAT may be valuable.

INSERT SCHOOL TEAM INFORMATION

Title	Name	Email	Phone #
Superintendent	Miles Mitchell	mitchellm@dexterdemons.org	575-914-1066
High School Principal	Heather Garner	garnerh@dexterdemons.org	325-518-2620
Middle School Principal	Christina Ferguson	fergusonc@dexterdemons.org	575-910-8429
Elementary Principal	Bernadette Aragon	aragonb@dexterdemons.org	575-347-8086
SPED Director	Rosalba Price	pricer@dexterdemons.org	575-420-0803
PreK-12 Programs Director	Jamila Miller	millerja@dexterdemons.org	850-496-3866
Technology Director	Diana Rivera	riverad@dexterdemons.org	575-626-5660
Business Manager	Jeannie Harris	harrisj@dexterdemons.org	575-420-0943
Operations Director	Christopher Ferguson	fergusonch@dexterdemons.org	575-914-3228
Food Services Director	Shelley Montgomery	montgomerys@dexterdemons.org	575-420-7249
District Nurse	Idania Aguilar	aguilari@dexterdemons.org	575-626-6588
Counselor/Social Worker	Clarissa Otero	oteroC@dexterdemons.org	575-910-9542
Social Worker	Iveth Ortiz	ortizi@dexterdemons.org	575-840-6847
Counselor	Lorena Castro	castrol@dexterdemons.org	575-910-5835

Updated on: 03-01-2022

School Climate/Culture Assessment

Climate/Culture Assessment: Evaluates the student and staff connectedness to the school and highlights problem behaviors.

Dexter Consolidated Schools summary of climate/culture assessment conducted:

School climate is a broad, multifaceted concept that involves many aspects of the student’s educational experience. A positive school climate is the product of a school’s attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from Pre-K/Elementary School to completion of High School. All students at Dexter Schools live in a small school environment. Teachers and staff provide one on one relationships with each student regardless of age. Teachers and Staff believe in providing a solid Foundation for all students, while providing a Family atmosphere. DCS staff will work towards providing career options in the Future, for every student.

A positive school climate is critically related to school success. Dexter Schools will work on improving attendance, achievement, and retention and even rates of graduation, according to research. School climate has many aspects. Defining a framework for understanding school climate can help educators identify key areas to focus on to create safe and supportive climates in their schools.

DCS will work and access life ready skills. The district will use supplemental platforms to help us outline and provide clear directed support. The goal will be to identify personal actualization skills of self-awareness, self-management, social-awareness, responsible decision-making, and relationship skills.

DCS will work to provide students with social-emotional skills with the perspective and flexibility necessary to function at a high level even when faced with uncertainty, change, pressure, stress, and other school and life challenges. Implementing SEL in DCS promotes self-awareness, self-management, social awareness, responsible decision making and relationship skills for all students, staff, family and community. Research has shown a decrease in conduct issues, improved attitudes toward school, better attendance and graduation rates and well and improved staff retention.

Capacity Assessment

Dexter Consolidated Schools summary of capacity assessment conducted

School Staff Skills Inventory (For Emergency Operations Planning)

The following is a percentage of staff that returned the surveys (we had a total 65 respond)

I. Emergency Response:

45 % First aid	5% Search & Rescue	25% Counseling/mental
50% CPR	6% Hazardous materials	3% Firefighting
5% Emergency medical	5% Media relations	3% Incident debriefing

II. Special Considerations:

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

- 36 % Multilingual, list language(s)
- 18% Experience with disabled persons
- 3% Ham radio or CB radio experience
- 26% Knowledge of community resources
- 14% Organizational safety planning
- 10% Emergency operations management

School Staff Skills Inventory

(For Emergency Operations Planning)

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

NAME: _____ ROOM: _____

III. Emergency Response:

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

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

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

IV. Special Considerations:

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

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

School Site Emergency Drill Requirements

SCHOOL SAFETY DRILL REQUIREMENTS:

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

Of these:

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

In locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance for the purpose of giving instruction and constructive criticism.

Emergency Drills Requirement Checklist

FIRST FOUR WEEK REQUIREMENTS							
Drill #	Type of Emergency Drill	Date	Week 1	Week 2	Week 3	Week 4	DATE Invited Fire Department
1.	Fire Drill	/ /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ /
2.	Fire Drill	/ /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ /
3.	Shelter-in-Place	/ /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ /
4.	Evacuation	/ /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	/ /
REMAINDER OF SCHOOL YEAR REQUIREMENTS							
Drill #	Type of Emergency Drill	Date	DATE Invited Fire Department				
5.	Fire Drill	/ /	/ /				
6.	Fire Drill	/ /	/ /				
7.	Emergency Drill (your choice):	/ /	/ /				
8.	Emergency Drill (your choice):	/ /	/ /				
ADDITIONAL EMERGENCY DRILLS – NOT REQUIRED							
9.	Emergency Drill (your choice):	/ /	/ /				
10.	Emergency Drill (your choice):	/ /	/ /				
11.	Emergency Drill (your choice):	/ /	/ /				
12.	Emergency Drill (your choice):	/ /	/ /				

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

Dexter Consolidated Schools will include considerations for AFN and LEP students, staff and parents/guardians in drill and exercise plans.

**Provided site-specific plan on considerations for Access Functional Needs (AFN) and Limited English Proficiency (LEP) students, including staff and parents/guardians in developing the plan for safety drills to meet students' needs.*

All school sites model a similar protocol for the recommended Emergency drills. Leadership has recommended monthly fire drills for each building site during SY 2021-22. They have had a tremendous turnover of staffing and students who have completed a normal year since 2019. We have a good number of substitutes at any given day, that have not worked through Emergency drill protocols. Our theory for this year is to practice drills regularly to get comfortable with protocols once again. We will return to the minimum recommendation for next year.

Buildings are required to notify Central Office of any drill being performed and a follow up, once drills are complete. Small communities are extremely sensitive to shelter-in place and evacuation drills. All first responders are notified prior to drills to prepare for unidentified emergency calls. Parents are notified by "all calls" in English and Spanish for our Spanish speaking only families.

DCS is dedicated to effectively communicate with our ELL student body in each of our building sites.

The numbers below represent the percentage of students in each of our building sites who are identified as ELLs

ES (K-5) = 26%

MS (6-8) = 28.5%

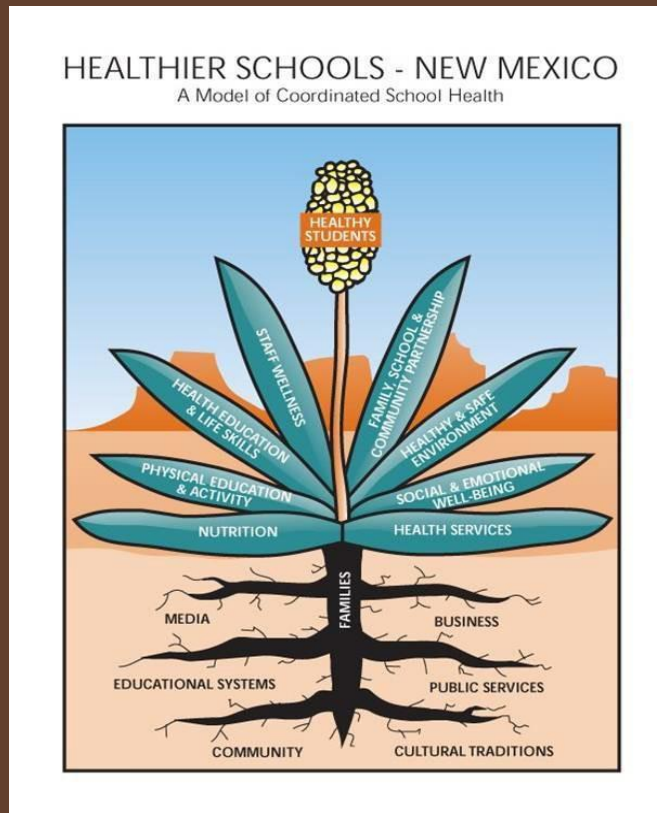
HS (9-12) = 14%

Developing plans is always a work in progress and evaluated each year. This includes but is not limited to School Leadership Teams, School Advisory Groups, Local Fire Department, and an utilizing local active shooter trainers to help evaluate emergency response.

SITE SAFETY PLAN

DEXTER CONSOLIDATED SCHOOLS

Section V: Response



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

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Introduction - Response

The **Dexter Consolidated Schools Site Safety Plan – RESPONSE** section is designed to assist the school staff in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment.

The goal of the RESPONSE section is to provide direction for school staff in planning, preparing, and training for potentially harmful situations.

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

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

Incident Command System (ICS) FEMA Training:

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

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

Incident Command System

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

Introduction to the Incident Command System (ICS)

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

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

Division of Labor

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

In simple terms:

Command /Management: Is in charge,

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

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

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

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

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

District/Charter Incident Command Assignment Roster

School District/Charter: Dexter Consolidated Schools

District/Charter Address/Phone #: 100 N Lincoln/PO Box 159 Dexter, NM 88230/575-734-5420

Superintendent Name: Miles Mitchell

ICS Assignment	Primary	Secondary	Training Date(s) Title(s)
Incident Commander	Name: <u>Miles Mitchell</u> Cell #: <u>575-914-1066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Christopher Ferguson</u> Cell #: <u>575-914-3228</u> E-mail: <u>fergusonch@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Public Information Office	Name: <u>Miles Mitchell</u> Cell #: <u>575-914-1066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Jeannie Harris</u> Cell #: <u>575-420-0943</u> E-mail: <u>harrisj@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Safety Officer	Name: <u>Miles Mitchell</u> Cell #: <u>575-914-1066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Idania Aguilar</u> Cell #: <u>575-626-6588</u> E-mail: <u>aguilari@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Liaison Officer	Name: <u>Jamila Miller</u> Cell #: <u>850-496-3866</u> E-mail: <u>millerja@dexterdemons.org</u>	Name: <u>Rosalba Price</u> Cell #: <u>575-420-0803</u> E-mail: <u>pricer@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Operations Chief	Name: <u>Christopher Ferguson</u> Cell #: <u>575-914-3228</u> E-mail: <u>fergusonch@dexterdemons.org</u>	Name: <u>Jeannie Harris</u> Cell #: <u>575-420-0943</u> E-mail: <u>harrisj@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Planning Chief	Name: <u>Miles Mitchell</u> Cell #: <u>575-914-1066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Jeannie Harris</u> Cell #: <u>575-420-0943</u> E-mail: <u>harrisj@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Logistics Chief	Name: <u>Miles Mitchell</u> Cell #: <u>575-914-1066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Christopher Ferguson</u> Cell #: <u>575-914-3228</u> E-mail: <u>fergusonch@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management
Finance Chief	Name: <u>Jeannie Harris</u> Cell #: <u>575-420-0943</u> E-mail: <u>harrisj@dexterdemons.org</u>	Name: <u>Miles Mitchell</u> Cell #: <u>575-914-1066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	4/25/2022 E0101: Foundations of Emergency Management

Updated on: 4/13/2022

School Incident Command Assignment Roster

School Name: Dexter Elementary

School District: Dexter Consolidated Schools

School 100 N. Lincoln, Dexter, nm
88230

Address: _____

Principal Name: Bernadette Argon

ICS Assignment	Primary	Secondary	Training Date(s)
Incident Commander	Name: <u>Bernadette Aragon</u> Cell #: <u>575 347 8086</u> E-mail: <u>aragonb@dexterdemons.org</u>	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations
Public Information Office	Name: <u>Diana Riveria</u> Cell #: <u>5756265660</u> E-mail: <u>riverad@dexterdemons.org</u>	Name: <u>Jamila Miller</u> Cell #: <u>8504963866</u> E-mail: <u>millerj@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations
Safety Officer	Name: <u>Chris Ferguson</u> Cell #: <u>5759143228</u> E-mail: <u>fergusonch@dexterdemons.org</u>	Name: <u>Idania Aguilar</u> Cell #: <u>5756266588</u> E-mail: <u>aguilari@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations
Liaison Officer	Name: <u>Lorena Castro</u> Cell #: <u>5753478086</u> E-mail: <u>castrol@dexterdemons.org</u>	Name: <u>Jamila Miller</u> Cell #: <u>8504963866</u> E-mail: <u>millerj@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations
Operations Chief	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Chris Ferguson</u> Cell #: <u>5759143228</u> E-mail: <u>fergusonch@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations
Planning Chief	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	Name: <u>Bernadette Aragon</u> Cell #: <u>575 347 8086</u> E-mail: <u>aragonb@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations
Logistics Chief	Name: <u>Jesse Morales</u> Cell #: <u>575 637 1627</u> E-mail: <u>moralesj@dexterdemons.org</u>	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: <u>mitchelm@dexterdemon.org</u>	4/25/2022 E0101 Emgency Foundations
Finance Chief	Name: <u>Jeannie Harris</u> Cell #: <u>575 420 0943</u> E-mail: <u>harrisj@dexterdemons.org</u>	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: <u>mitchellm@dexterdemons.org</u>	4/25/2022 E0101 Emgency Foundations

School Incident Command Assignment Roster

School Name: Dexter Middle School

School District: Dexter Consolidated Schools

School 100 N. Lincoln, Dexter, nm
88230

Address: _____

Principal Name: Christina Ferguson

ICS Assignment	Primary	Secondary	Training Date(s)
Incident Commander	Name: <u>Christina Ferguson</u> Cell #: <u>5759108429</u> E-mail: fergusonc@dexterdemons.org	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Public Information Office	Name: <u>Diana Riveria</u> Cell #: <u>5756265660</u> E-mail: riverad@dexterdemons.org	Name: <u>Jamila Miller</u> Cell #: <u>8504963866</u> E-mail: millerj@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Safety Officer	Name: <u>Chris Ferguson</u> Cell #: <u>5759143228</u> E-mail: fergusonch@dexterdemons.org	Name: <u>Idania Aguilar</u> Cell #: <u>5756266588</u> E-mail: aguilari@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Liaison Officer	Name: <u>Lorena Castro</u> Cell #: <u>5753478086</u> E-mail: castrol@dexterdemons.org	Name: <u>Jamila Miller</u> Cell #: <u>8504963866</u> E-mail: millerj@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Operations Chief	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	Name: <u>Chris Ferguson</u> Cell #: <u>5759143228</u> E-mail: fergusonch@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Planning Chief	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	Name: <u>Christina Ferguson</u> Cell #: <u>575 9108429</u> E-mail: fergusonc@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Logistics Chief	Name: <u>Jesse Morales</u> Cell #: <u>575 637 1627</u> E-mail: moralesj@dexterdemons.org	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Finance Chief	Name: <u>Jeannie Harris</u> Cell #: <u>575 420 0943</u> E-mail: harrisj@dexterdemons.org	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	4/25/2022 E0101 Emgency Foundations

School Incident Command Assignment Roster

School Name: Dexter High School

School District: Dexter Consolidated Schools

School 100 N. Lincoln, Dexter, nm
88230

Address: _____

Principal Name: Heather Garner

ICS Assignment	Primary	Secondary	Training Date(s)
Incident Commander	Name: <u>Heather Garner</u> Cell #: <u>3255182620</u> E-mail: garnerh@dexterdemons.org	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Public Information Office	Name: <u>Diana Riveria</u> Cell #: <u>5756265660</u> E-mail: riverad@dexterdemons.org	Name: <u>Jamila Miller</u> Cell #: <u>8504963866</u> E-mail: millerj@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Safety Officer	Name: <u>Chris Ferguson</u> Cell #: <u>5759143228</u> E-mail: fergusonch@dexterdemons.org	Name: <u>Idania Aguilar</u> Cell #: <u>5756266588</u> E-mail: aguilari@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Liaison Officer	Name: <u>Lorena Castro</u> Cell #: <u>5753478086</u> E-mail: castrol@dexterdemons.org	Name: <u>Jamila Miller</u> Cell #: <u>8504963866</u> E-mail: millerj@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Operations Chief	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	Name: <u>Chris Ferguson</u> Cell #: <u>5759143228</u> E-mail: fergusonch@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Planning Chief	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	Name: <u>Heather Garner</u> Cell #: <u>3255182620</u> E-mail: garnerh@dexterdemons.org	4/25/2022 E0101 Emgency Foundations
Logistics Chief	Name: <u>Jesse Morales</u> Cell #: <u>575 637 1627</u> E-mail: moralesj@dexterdemons.org	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchelm@dexterdemon.org	4/25/2022 E0101 Emgency Foundations
Finance Chief	Name: <u>Jeannie Harris</u> Cell #: <u>575 420 0943</u> E-mail: harrisj@dexterdemons.org	Name: <u>Miles Mitchell</u> Cell #: <u>5759141066</u> E-mail: mitchellm@dexterdemons.org	4/25/2022 E0101 Emgency Foundations

Updated on: 4/14/22

Site Incident Response Kit – Recommended

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

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

CHECKLIST FOR CLASSROOM EMERGENCY KIT ITEMS

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

Food and Water

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

Light and Communication

- Flashlight– with AM/FM Radio, Siren (crank/ no batteries)
- Whistle with lanyard – 5-inch, survival whistle
- Light Sticks – 12-hour, emergency bright stick (2)

Tools

- Duct Tape – (1) – 10 ft. roll
- Hygiene & Sanitation & Comfort
- Bucket – 5 gal. with toilet seat lid
- Toilet paper – 1 roll
- Towelettes -100 hygiene wet naps
- Hand Sanitizer – 4 oz. bottle
- Toilet liner bags with deodorizer/solidifier (2)
- Tissue – (3) – individual packets
- Blankets (3) – made of Mylar
- Dust Masks (30)
- Feminine Supplies (6 pads; individually wrapped)

First Aid

- Gloves – latex-free; 10 pairs
- First aid kit – portable; 42 pieces

Universal Staff Roles/Responsibilities for Protective Actions

District Personnel or Safety Official

Universal District Response:

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

Public Information Official (PIO), Executive Director of Communications

Universal District Response:

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

Log Scribe, Communications Personnel

Universal District Response:

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

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

Universal District Response:

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

Student Transportation Services, Executive Director of Transportation

Universal District Response:

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

Facilities Planning and Operations, Director of Maintenance and Operations

Universal District Response:

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

Logistics, Associate Superintendent/Designee

Universal District Response:

Responsible for organizing resources and personnel

Administration and Finance, Chief Financial Officer

Universal District Response:

Tracks incident accounting, costs, reimbursements

Universal School Site Responses

Teachers

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

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

Counselors, Social Workers, Psychologists

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

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

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

School Nurses

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

Custodians

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

School Secretary

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

Food Service/Cafeteria Workers

1. Assist as directed by the principal/designee.

Transportation Drivers

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

General Procedures

- **Only the district PIO is authorized to release information. All other personnel should cordially refer the media to the district PIO.**
- **Each school should annually identify individuals who respond on the crisis team, with specific duties assigned to each member.**
- When the crisis is over, evaluate your plans and make any necessary modifications.

Parent/Guardian Notification of Emergency Protocols

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

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

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

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

It is critical that schools have updated contact information.

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

(SCHOOL NAME)

Parent Letter on Emergency Procedures – Before an Incident Occurs was sent out via
on Date: _____

Include letter with letterhead or document and include how information was sent out to families (newsletter, website, etc.).

SAMPLE Parent Letter on Emergency Procedures - Before an Incident Occurs

(Insert Letterhead)

(Insert date)

Dear Parent(s)/Guardian(s):

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the school has prepared to respond effectively. In fact, public schools in New Mexico are built to meet stringent construction standards and may even be safer than many homes in the event of a disaster.

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

Parent/guardian cooperation is imperative during an emergency. Please adhere to the following instructions in case of emergency:

1. Please do not telephone the school. Telephone lines may be needed for emergency communication. See #3 below for alternatives for communications.
2. In the event of a serious emergency, students will be kept at school until they are picked up by a responsible adult who has been pre-identified on the school emergency contact card, which is required to be filled out by parents/guardians at the beginning of every school year. Please instruct your child to remain at school until you or a designee arrives. It is recommended that you consider the following criteria when you authorize another person to pick up your child at school:
 - He/she is 18 years of age or older.
 - He/she is usually home during the day.
 - He/she could walk to school, if necessary.
 - He/she is known to your child.
 - He/she is both aware of and able to assume this responsibility.

For emergency announcements, go to the school website, local media channels, and social media and the apps. In addition, information regarding day-to-day school operations will be available by calling the District Office at _____.

If you opted into our mass notification system, you will also be notified via **phone, and/or e-mail** as soon as possible during an emergency.

It is important that we have your correct phone number and e-mail address so that you will receive these messages. Please do not call the school or your child's cell phone during an emergency, as phone lines will need to remain clear for emergency services.

Impress upon your children the need for them to follow the directions of any school personnel during an emergency.

During some emergencies, students may be taken to an off-campus relocation site. If this occurs, the school's relocation and family reunification plan will be activated, which means that students will be released from the relocation site only to custodial parents/guardians or persons identified on the school emergency card. It is recommended that parents/guardians familiarize themselves with the school's relocation and reunification plan, so that you have a better understanding of the protocols that may be utilized in this circumstance.

The decision to keep students at school will be based upon, among other factors, whether streets in the area are open and/or safe for travel. If an early release occurs, radio stations will be notified and the school/district website will post relevant information. If a natural disaster takes place during the time that students are being transported, students will be kept on the bus and the driver will ask for assistance through radio contact with the school and district personnel. Any child who is home waiting for the bus will not be picked up (if roads are impassable) and remains the responsibility of the parent/guardian. In the event a natural disaster occurs in the afternoon, the driver will make every attempt to continue delivering the students to their homes. Should road or weather conditions prevent the driver from delivering students to their homes or to school in the morning, the students will be delivered to the nearest school site, and that school will communicate with the home school to inform them of the student's whereabouts. Parents will then be notified accordingly with instructions on how and where to pick up your student.

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

Please discuss these matters with your children and immediate family members. Planning will help alleviate concern and confusion during emergencies.

Sincerely,

School Principal

School Name

Evacuation/Relocation

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

When announcement is made or alarm sounded:

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Be clear of evacuation routes and sites.	1. Clearly communicate and instruct staff to evacuate by a pre-designated signal (PA, verbal, written, etc.).
2. Take classroom roster for student accounting.	
3. Evacuate building in orderly and timely manner.	2. Evacuate all students and staff to pre-designated areas.
4. Assist those needing special assistance.	3. PRINCIPAL AND CUSTODIAL STAFF ensure that all restrooms and non-classrooms are evacuated.
5. Do not stop for student/staff belongings.	
6. Close all doors and windows behind you after everyone has been accounted for; DO NOT LOCK DOORS.	4. Implement procedures for students with special needs.
7. All persons will leave the facilities by moving along assigned routes to the designated safe areas.	5. Call emergency number Police/911 to activate ICS. Advise them of the reason for the evacuation and present the alternative plans.
8. Evacuate to the primary safe area unless directed to relocate to a secondary location or another area by principal, designee, or public safety authorities.	
9. Remain calm and keep the students as calm as possible.	6. Establish Command Post in safe area.
	7. If the situation warrants relocation and vehicle/bus use, School Police will notify Transportation.
10. Check for injuries.	8. Establish Parent-Student Reunification Center and implement sign-out procedures.
11. Take attendance; report according to Student Accounting and Release procedures.	
12. Wait for further instructions.	9. Notify parents of the evacuation and give them the central site for picking up students.

SCHOOL POLICE:

- If no officer assigned to campus, other security will be dispatched to location to assist.
- Lockdown the sites so there is no reentry until clear to do so.
- Sweep entire campus to take students/staff to safety area.
- Notify Transportation if buses are needed for relocation.
- Escort students and staff safely to relocation site.
- Traffic control (ensure students/staff cross intersections safely).
- Make sure bus transports all individuals to relocation site.
- If needed, assist with reunification with families and transport if necessary.

Shelter-in-Place

Shelter-In-Place is like a lockdown, except that the students and staff are allowed to move around inside their classroom. They are allowed to have organized and supervised restroom breaks, medical attention, food, and water if necessary. No one is allowed in or out of the building.

Students are allowed to continue their studies in a supervised classroom that is locked and secure. All students are physically supervised during a Shelter-In-Place.

When announcement is made:

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Make sure all students are cleared from the halls immediately and to report to nearest available classroom or other designated location.	1. Use clear verbal communication and instruct staff to Shelter-In-Place. All persons outside are required to go indoors.
2. Assist those needing special assistance.	2. Call emergency number- 911 to activate ICS.
3. If the air within the shelter appears to be contaminated, inform the office of the problem.	3. Make sure persons with special needs are given assistance in getting to shelter.
4. Take attendance; report according to Student Accounting and Release procedures.	4. Ensure that maintenance shuts all exterior doors.
5. Stay away from doors and windows.	5. Maintain communication with emergency response personnel to determine any change in the situation. Get periodic updates.
6. Continue to listen for and follow the directions given by the Principal's Office or Command Post.	6. Maintain communication with emergency response personnel to determine any change in the situation. Get periodic updates.
7. Do not allow anyone to leave the shelter until the "all clear" signal is given.	

SCHOOL POLICE:

- Perimeter security outside the school.
- Communicate with other law enforcement agencies and emergency responders.
- Monitor activity related to the shelter-in-place.
- Communicate with school administrators on when to lift the shelter-in-place.
- Communicate with staff inside the school for any needs.
- Monitor security cameras for the school.

UNIVERSAL EMERGENCY RESPONSE PROCEDURE

Lockdown Procedures

For Site-Specific Information, Call	
Police, Fire and EMS Emergency	911/RAVE Panic Button
Other	

Situation Description

For emergency conditions which dictate securing the building to protect occupants from potential dangers within or outside the building—physical and workplace threats.

Procedures

Required lockdown procedures—If an emergency requires immediate action to protect the safety of students and staff, activate a Universal Emergency Response using the Public Address (PA) system, RAVE Panic Button or other means of communication outlined

here:

- Using the intercom, make a general announcement informing all students and staff members that the building will be under Lockdown Status until further notice.
- Security Officers, MPD, SROs, and administrators should check hallways, restrooms, locker rooms, storage areas, and other areas that may be occupied to ensure that everyone is evacuating to the closest classroom where a teacher is present.
- Students in the main office, guidance office, health suite, cafeteria, and/or multipurpose rooms for lunch, assemblies, or large group activities will remain at these locations under the direction of the staff present at the time.
- Aid individuals needing special assistance.
- Close and secure windows and doors of classroom, pull down blinds, and turn off the lights.
- Students are to sit on the floor away from any windows and doors.
- Shut off light and do not leave room for any reason.
- Stay quiet and await further instructions.
- Security will be responsible for locking front lobby doors and office doors. Building services workers will check and verify that all exterior doors are securely closed and locked.
- An administrative staff member will contact 911 to alert emergency responders that the building is under Lockdown and provide as much information as possible concerning the nature of the emergency.

Required post-lockdown procedures—On conclusion of the emergency and it is confirmed the safety of students and staff are no longer threatened, personnel will implement the following procedures:

- Administer first aid (if necessary).
- Teacher report to the front office and inform administration that all staff is accounted for or there are students unaccounted for.
- Designated administrative staff members will determine that all staff members and visitors are accounted for and report findings to District Office.

Follow-up notifications—Follow-up notifications should be made using the specific Emergency Incident Protocols based on the nature of the emergency to staff, students, families, school community and other designees as appropriate.

Active Shooter

School staff will follow **Retired Local Law Enforcement Officer (works for RISD, hired him to do school site trainings)** in an Active Shooter situation.

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

ALICE Training:

Alert

- ❑ **Information is the key to good decisions**
- ❑ **Information should flow in all direction**
- ❑ **Use any and all available means: texts, PA, etc**
- ❑ **Provide as much initial information as possible**

Lockdown

- ❑ **Excellent Starting Point**
- ❑ **Provide a time barrier**
- ❑ **Police need to be policed and teacher need to be observed**
- ❑ **Secure doors**
- ❑ **Barricade**
- ❑ **Spread out**
- ❑ **Prepare**
- ❑ **Communicate**
- ❑ **No one allowed in a secure room!**

Inform

- ❑ **Provide information when needed**

Counter

- ❑ **Distract**
- ❑ **Control**

Evacuate

- ❑ **If the intruder is inside, get outside.**
- ❑ **Reunification points established**
- ❑ **Remove as many potential targets as possible**

Recommended Follow-Up

INTERACTING WITH FIRST RESPONDERS

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

WHEN LAW ENFORCEMENT ARRIVES:

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

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

Active Shooter Training

Dexter Consolidated Schools completed the Active Shooter Training

DATE	Trainer Name	Title	Training Title	Frequency
12/22/2021		RISD Safe School Liaison	ALICE	Annually

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

Closing of School/Early Dismissal

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

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

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

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

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

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

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

Informing Students, Staff, Families and School Community

How Families are Notified

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

Where Parents/Guardians can Find Emergency Alert Information

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

- ☐ KOAT
- ☐ Local Radio Stations
- ☐ Community Newspaper

Weather-Related Delays and Closures

Announcement Timeline

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

Additional Information

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

Principal or Designee

- ☐ The crossing guard or designated staff will go on duty in front of the school immediately.
- ☐ Support staff will assist the traffic in front of the building. Teachers remain with their classes.
- ☐ Support staff will assist in the office answering the phones, delivering messages, and monitoring bus arrivals.
- ☐ Principal will access district communication system to send uniform information to parents on pickup process.
- ☐ Each teacher remains with his/her students until all students are picked up.
- ☐ Students remain in the classroom or designated area until notified of their bus arrival or that their parent is there to pick them up.
- ☐ All remaining students who cannot be picked up or sent home will be transported home safely by School Police. The principal or designee will be responsible for all students until all students have been picked up or transported home.

Chief Operations Officer or District Designee

- ☐ Notify the district transportation department to initiate the pick-up of students,
- ☐ Post on the district website that an early dismissal will be occurring.

Act of Violence

Protective Action:

Additional Steps/Protocol:

Active shooter situations are defined as those in which an individual is “actively engaged in killing or attempting to kill people in a confined and populated area.” Training and drills for both students and staff will take place throughout the school year. Trainings and drills may include first responders or may be done in-house. Trainings will focus on RUN, HIDE, and FIGHT.

RUN!—If it is safe to do so, the first course of action that should be taken is to run out of the building and far away until you are in a safe location.

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

HIDE!—If running is not a safe option, hide in as safe a place as possible

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

FIGHT!—If neither running nor hiding is a safe option, as a last resort when confronted by the shooter, adults in immediate danger should consider trying to disrupt or incapacitate the shooter by using aggressive force and items in the environment. (Note: the choice to fight is a personal decision.)

- Use aggressive force*
- Use objects in the environment (scissors, fire extinguishers, chairs, etc.)*
- Act as a group to overwhelm the shooter*
- Commit to the action*

When law enforcement arrives:

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

Interacting with first responders:

- *Understand and expect that a law enforcement officer's first priority must be to locate and stop the person(s) believed to be the shooter(s); all other actions are secondary*
- ❑ *Initiate national command protocol that calls for establishment of a command staff, made up of the primary agencies involved in the response*
- ❑ *Local and federal resources are available to respond, depending on the severity and scope of the event*
- ❑ *Once the scene is secured, first responders will work with school officials to transport the injured, interview witnesses, and initiate the investigation*

Animal on Campus

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

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

OUTSIDE BUILDING

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Follow SHELTER-IN-PLACE procedures.	1. Clearly instruct staff to SHELTER-IN-PLACE .
2. Keep all students inside the building	2. Follow shelter-in-place procedures.
3. Check students for injuries.	3. Contact Animal Control at 575-624-6722.
4. Account for all students	4. Be prepared to respond to injuries.
	5. Establish an emergency command post.

Bomb Threats/Bomb Emergencies

A **bomb threat** exists when a suspected bomb or explosive device has been reported, but not located.

A **bomb emergency** exists if a bomb has been located, or an explosion has occurred.

Schools will notify staff to **EVACUATE**:

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

School Police (If Applicable):

- Officers will be dispatched immediately.
- An officer will contact school officials on site to begin immediate investigation. The Police will dispatch fire/rescue equipment, if necessary.
- The officer will determine how a search is made. The officer will instruct personnel familiar with the areas in search method. The officer will notify school staff when the search will be discontinued.

Bomb Threat Information and Procedures

YOU'VE RECEIVED A BOMB THREAT

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

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

By Telephone

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

By Written Message

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

NEXT STEPS

The principal or designee will **EVACUATE** all students and staff.

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

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

BOMB THREAT CALL PROCEDURES

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

DO NOT:

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

WHO TO CONTACT (select one)

Follow your local guidelines: _____

1-877-4-FPS-4111 (1-877-437-7411)

911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice Background Sounds: Threat Language:

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent | <input type="checkbox"/> Animal Noises | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Angry | <input type="checkbox"/> House Noises | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Kitchen Noises | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises | <input type="checkbox"/> Irrational |
| <input type="checkbox"/> Coughing | <input type="checkbox"/> Booth | <input type="checkbox"/> Profane |
| <input type="checkbox"/> Cracking voice | <input type="checkbox"/> PA system | <input type="checkbox"/> Well-spoken |
| <input type="checkbox"/> Crying | <input type="checkbox"/> Conversation | |
| <input type="checkbox"/> Deep | <input type="checkbox"/> Music | |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Motor | |
| <input type="checkbox"/> Disguised | <input type="checkbox"/> Clear | |
| <input type="checkbox"/> Distinct | <input type="checkbox"/> Static | |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Office machinery | |
| <input type="checkbox"/> Female | <input type="checkbox"/> Factory machinery | |
| <input type="checkbox"/> Laughter | <input type="checkbox"/> Local | |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Long distance | |
| <input type="checkbox"/> Loud | | |
| <input type="checkbox"/> Male | | |
| <input type="checkbox"/> Nasal | | |
| <input type="checkbox"/> Normal | | |
| <input type="checkbox"/> Ragged | | |
| <input type="checkbox"/> Rapid | | |
| <input type="checkbox"/> Slow | | |
| <input type="checkbox"/> Slurred | | |
| <input type="checkbox"/> Soft | | |

Other Information:

Homeland Security

Stutter

Civil Disturbance

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

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

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

ADDITION STEPS/PROTOCOL:

- The Principal or designee will announce an emergency situation. This will be done with the fire alarm or over the intercom or by passing the word from class to class. This may differ depending on the type of emergency situation.
- The Principal or designee will declare an emergency situation whenever threat to the safety and well being of the school community.
- Principals will provide an Emergency Procedures Handbook for each classroom. The classroom teacher will be responsible for:
 - Ensuring doors and windows are shut and locked
 - Students are out of view of doors and windows
 - Students remain quiet and still
 - Teacher stays between door and students
 - Teacher has scissors ready to use as a weapon if needed

After the situation is deemed safe, the Principal or designee will release students and staff from locked classrooms. Students and teachers will not exit based on an intercom announcement or fire alarm.

Cyber Security Breach

Compromised Network Remediation

District Technology Department	Incident Commander/Principal/Assigned Staff
1. Technology will open a ticket.	1. Notify District Technology Department.
2. Depending on the severity of the incident, Technology will disable network traffic to and from the school site.	
3. Depending on the attack vector, IT field technicians may also be dispatched for imaging and remediation on school devices.	
4. After device and/or network remediation, the IT Security Director will review and re-enable access for the school site.	

Explosion

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

INSIDE BUILDING

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

OUTSIDE BUILDING

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

Fallen Aircraft (Including Hot Air Balloons)

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

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

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

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

Fire

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

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

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

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

EVACUATION – INTERNAL FIRE

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

SHELTER-IN-PLACE – EXTERNAL FIRE

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

HAZARDOUS MATERIAL RELEASE

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

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

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

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

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

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

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

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

- Render First-Aid. Use the shower or eyewash, as needed, for 15 minutes to clean contaminated persons.
- Contain or neutralize the spill. Spills occur most often in science, art, and vocational shops. Certain chemicals, such as paint, can be cleaned up and put in a container.

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

School Police:

Notifies M&O and Risk Management

Loss of Power or Water

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

- Loss of power or water should be phoned to District Maintenance and Operations at **575-914-3228**.
 - Maintenance and Operations will assess the situation and advise the Superintendent or Chief Operations Officer and the site administrator with the estimate of when the utilities will be restored.
 - The decision to close school or change hours of the school day is the responsibility of the Superintendent or designee. School principal will determine if a **SHELTER-IN-PLACE** is necessary.
- If the situation occurs after hours, the Maintenance and Operations Emergency Work Order Line should be phoned at **575-914-3228**.

Medical Emergency

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

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

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

*** Call EMS if the child:**

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

Emergency Phone Numbers

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

EMERGENCY PHONE NUMBER(S): 575-734-5404 **** or 911

Name of Emergency Medical Service: Dexter Fire/EMT Services

Average emergency response time to your building/facility: 5 minutes

Cross streets for your building/facility: 1st Street/Lincoln St

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

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

Other Important Phone Numbers:

School Nurse 575-626-6588

Responsible Administrator 575-914-1066

Poison Control 1-800-222-1222

Emergency/Disease Reporting 505-827-0006

Fire Department **911** or 575-734-5413

Police **911** or 575-734-5404

Hospital or Closest Medical Facility 575-622-8170 or 575-627-7000

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

Local Health Agency 575-734-5582

Child Abuse Hotline 1-855-333-7233

Rape Crisis Hotline 1-800-656-4673

Domestic Violence Hotline 1-800-799-7233

Other _____

Other _____

Missing Student: Amber Alert™

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

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

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

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

Natural Hazards

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

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

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

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

Earthquake

INSIDE BUILDING

Teacher/School Staff	Incident Commander/Principal/Assigned Staff
1. Immediately turn away from glass areas and take cover under tables and desks and hold on.	1. Plan EVACUATION and clearly signal staff for evacuation with any means possible.
2. EVACUATE classroom if the classroom is under immediate danger or instructed clear-out.	2. Follow evacuation protocol.
3. If structural damage, window breakage, etc. has been sustained, follow evacuation drill procedures following termination of the quake.	3. Keep a cellular phone in hand.
4. Extinguish all science classroom gas burners. Stay clear of chemicals.	4. Be prepared to respond to major injuries, hazardous materials, and fires.
5. Check students for injuries	5. Establish an emergency command post immediately after the quake.
6. If you evacuate be prepared for falling debris and other dangers.	
7. Account for all students.	

OUTSIDE BUILDING

1. Move to an open area away from trees, portable backstop, power lines, buildings, etc.	1. Keep a cellular phone in hand.
2. Remain in a cleared area.	2. Be prepared to respond to major injuries, hazardous materials, and fires.
3. Adults and students DO NOT attempt to return to the building.	3. Establish an emergency command post immediately after the quake.

Flood/Snowfall

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

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

High Wind Events (Tornados, Windstorms)

Tornadoes/strong winds travel in an erratic path 5 to 50 miles in length at 25 to 40 miles per hour. Since the danger is present outside, follow the procedure for **SHELTER-IN-PLACE**. Dangers are from wind, flying debris, and collapse of buildings, trees, etc.

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

Special Events

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

On Campus Events:

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

Off Campus Events:

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

Athletic Events:

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

Transportation Emergencies

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

Procedures for dealing with school bus emergencies:

1. Vehicle trouble requiring evacuation:

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

2. Vehicle trouble not requiring evacuation:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., police, medical, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

3. Passenger trouble requiring transportation personnel intervention:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., Police, medical, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

4. Passenger trouble requiring police intervention:

- Driver contacts dispatch.
- Contractor/dispatch contacts required assistance (e.g., Police, school).
- Contractor/dispatch notifies Student Transportation Services (STS).
- STS contacts required departments (e.g., Risk Management, Police); and
- STS responds to scene to gather information to document incident.

5. Passenger trouble requiring medical intervention:

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

6. Principal of the receiving school:

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

Additional Information:

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

For further information on all transportation, regulations please see NMAC 6.41.4 Standards for Providing Transportation for Eligible Students.

Media Relations

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

District level PIO: Miles Mitchell

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

Important tips for schools when dealing with the media:

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

SITE SAFETY PLAN

DEXTER CONSOLIDATED SCHOOLS

Section VI: Recovery

HEALTHIER SCHOOLS - NEW MEXICO A Model of Coordinated School Health

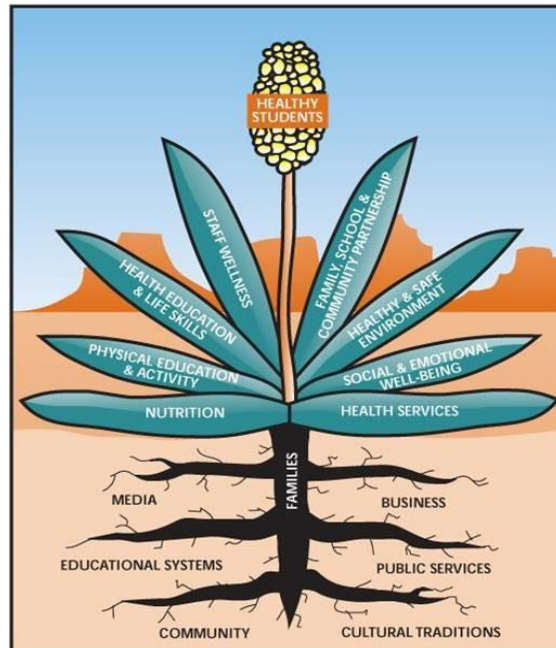


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Introduction - Recovery

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

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

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

Recovery Team

Identify those individuals who will be involved in the school Recovery Team, which should include district- and school-level personnel and other community stakeholders who have an expertise in or desire to help with recovery operations, such as mental health recovery for staff and students; physical recovery, such as site safety and security; and operational recovery, such as electronic systems, payroll, and staffing. The make-up of your Recovery Team will be dependent upon the capacity and characteristics of your school, district, and surrounding community.

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

Name	Title/Department/School	Email and Phone Number
Miles Mitchell	Superintendent/District/ District Office	mitchellm@dexterdemons.org 575-914-1066
Heather Garner	Principal/Administrator/ High School	garnerh@dexterdemons.org 325-518-2620
Christina Ferguson	Principal/Administrator/ Middle School	fergusonc@dexterdemons.org 575-910-8429
Bernadette Aragon	Principal/Administrator/ Elementary School	aragonb@dexterdemons.org 575-347-8086
Rosalba Price	SPED Director/Administrator/ District Office	pricer@dexterdemons.org 575-420-0803
Jamila Miller	PreK-12 Programs Director/ Administrator/ District Office	millerja@dexterdemons.org 850-496-3866
Diana Rivera	Technology Director/ Administrator/ District Office	riverad@dexterdemons.org 575-626-5660
Jeannie Harris	Business Manager/Finance/ District Office	harrisj@dexterdemons.org 575-420-0943
Christopher Ferguson	Operations Director/ Maintenance/District Office	fergusonch@dexterdemons.org 575-914-3228
Shelley Montgomery	Food Services Director/ Cafeteria/District	montgomerys@dexterdemons.org 575-420-7249
Idania Aguilar	District Nurse/District/ District	aguilari@dexterdemons.org 575-626-6588
Clarissa Otero	Counselor/Social Worker/ Middle/High School	otero@dexterdemons.org 575-910-9542
Iveth Ortiz	Social Worker/ Elementary School	ortizi@dexterdemons.org 575-840-6847
Lorena Castro	Counselor/ Elementary School	castrol@dexterdemons.org 575-910-5835

Updated on: 03-01-2022

Relocation/Reunification Plan

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

When to Initiate the Relocation/Reunification Plan

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

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

Initiating the Relocation/Reunification Plan

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

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

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

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

OTHER PROTOCOL: _____

Relocation

In the event of an emergency in which students must be evacuated, the following relocation sites will be used:

High School and Middle School campus

- Primary relocation – Lewis Gym or football field
- Secondary relocation – Elementary gym
- Tertiary relocation – Dexter Fire Station (within walking distance) or Hagerman Schools (requires bus transportation)

Elementary School campus

- Primary relocation – Elementary playground area
- Secondary relocation – Lewis Gym/Main campus
- Tertiary relocation – Presbyterian church (within walking distance) or Hagerman Schools (requires bus transportation)

All schools will conduct safety drills throughout the school year both in-house and along with local law enforcement. Staff will be informed by building Principals where relocation will take place in the event of an actual emergency.

Notification—In the event of an emergency in which students have been evacuated, building Principals or the Superintendent will be responsible for notifying parents. Notification will take place through the School Messenger system based on most current parent contact information on file. Pertinent information in the message will include when and where students may be reunified with parents and the procedures to be followed (i.e., parent identification required, formal process to match students with parents, number of students to be released at a time, etc.)

Accountability-- Prior to departing to the relocation site, teachers must have a copy of their class rosters. In the event, it is not feasible for teachers to get to their rosters, class rosters will be printed at an off-site school and delivered to the relocation area. Upon arrival at the relocation site, staff will take attendance and determine if all students are accounted for. Names of missing students will be reported to the building Principal.

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

Agency	Name	Title	Date
Dexter Fire Department	James Salas	Fire Chief	Sept 29, 2021
Dexter Police Department	Joe Portio	Chief of Police	Jan. 27, 2022

Name of School and/or Outside Mental Health Professionals to Include in Planning/Training

T

DCS Clinical Counselors: Mental Health Trainings are provided By Safe Schools and assessments completed by Oct. 1 2021 and on site PD Nov. 17, 2021. On Site PD is provided by internal Counselors Lorena Castro and Clarissa Otero

Outside resources: La Casa Behavior services, Roswell, NM

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

Principal Name:	Heather Garner
Date:	08/01/2021
Principal Name:	Christina Ferguson
Date:	08/01/2021
Principal Name:	Bernadette Aragon
Date:	08/01/2021

Reunification Team

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

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

Elementary School

Name	Title/Department/School	Reunification Role	Phone Number & Email
Bernadette Aragon	Principal/Administrator/ Elementary School	Incident Commander/ Liaison Officer/Scribe	575-347-8086 aragonb@dexterdemons.org
Miles Mitchell	Superintendent/District/ District Office	Public Information Officer	575-914-1066 mitchellm@dexterdemons.org
Jeannie Harris	Finance Director/District/ District Office	Social Media Coordinator/ Finance	575-420-0943 harrisj@dexterdemons.org
Idania Aguilar	District Nurse/District/ Elementary School	Safety Officer	575-626-6588 aguilari@dexterdemons.org
Marina Perez	Secretary/Front Office/ Elementary School	Greeter/Logistics	575-734-5420 x412 perezm@dexterdemons.org
Anna Chavez	Secretary/Front Office/ Elementary School	Runner/Logistics	575-734-5420 x413 chavezam@dexterdemons.org
Maribel Coronado	Custodian/Custodial/ Elementary School	Checker	575-734-5420 coronadoma@dexterdemons.org
Iveth Ortiz	Social Worker/Social Work/ Elementary School	Crisis Counselor	575-840-6847 ortizi@dexterdemons.org
Lorena Castro	Counselor/Counselor/ Elementary School	Crisis Counselor	575-734-5420 x414 castrol@dexterdemons.org
Mario Sanchez	Custodian/Custodial/ Elementary School	Kidherds	575-734-5420 sanchezm@dexterdemons.org
Jennifer Burch	Librarian/Library/ Elementary School	Entertainment Coordinator	575-734-5420 x417 burchje@dexterdemons.org
Building Teachers	Teachers/Classroom/ Elementary School	Gatherers	575-734-5420 n/a

Updated on: 03-01-2022

Middle School

Name	Title/Department/School	Reunification Role	Phone Number & Email
Christina Ferguson	Principal/Administrator/ Middle School	Incident Commander/ Liaison Officer/Scribe	575-910-8429 fergusonc@dexterdemons.org
Miles Mitchell	Superintendent/District/ District Office	Public Information Officer	575-914-1066 mitchellm@dexterdemons.org
Jeannie Harris	Finance Director/District/ District Office	Social Media Coordinator/ Finance	575-420-0943 harrisj@dexterdemons.org
Idania Aguilar	District Nurse/District/ Middle School	Safety Officer	575-626-6588 aguilari@dexterdemons.org
Norma Munoz	Secretary/Front Office/ Middle School	Greeter/Runner/Logistics	575-734-5420 x512 munozn@dexterdemons.org
Christina Leon	Custodian/Custodial/ Middle School	Checker	575-734-5420 leonch@dexterdemons.org
Clarissa Otero	Social Worker/Counselor Middle School	Crisis Counselor	575-910-9542 oteroC@dexterdemons.org
Frank Fuentez	Custodian/Custodial/ Middle School	Kidherds	575-734-5420 fuentezf@dexterdemons.org
Veronica Epler	Librarian/Library/ Middle School	Entertainment Coordinator	575-734-5420 x517 burchje@dexterdemons.org
Building Teachers	Teachers/Classroom/ Elementary School	Gatherers	575-734-5420 n/a

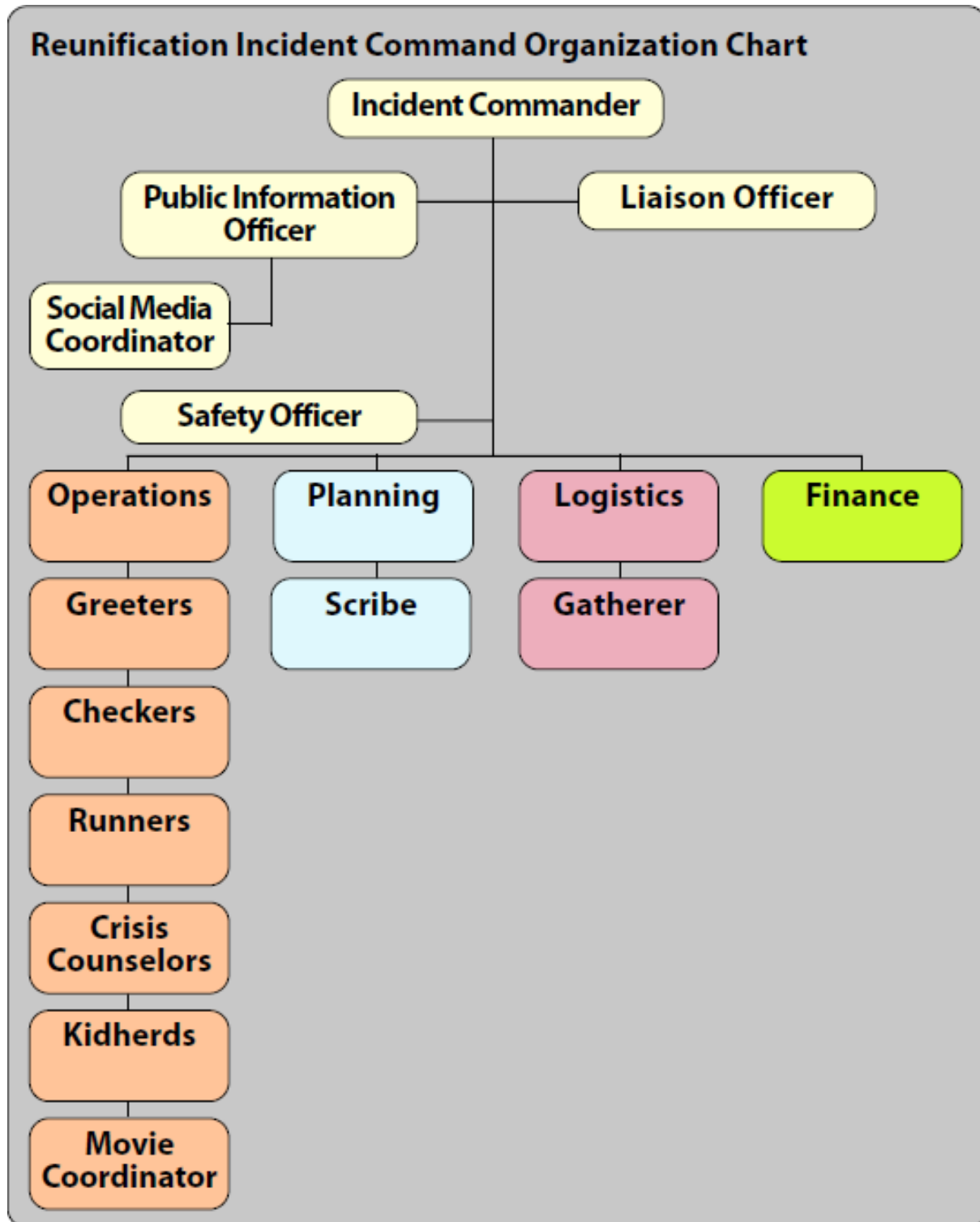
Updated on: 03-01-2022

High School

Name	Title/Department/School	Reunification Role	Phone Number & Email
Heather Garner	Principal/Administrator/ High School	Incident Commander/ Liaison Officer/Scribe	325-518-2620 garnerh@dexterdemons.org
Miles Mitchell	Superintendent/District/ District Office	Public Information Officer	575-914-1066 mitchellm@dexterdemons.org
Jeannie Harris	Finance Director/District/ District Office	Social Media Coordinator/ Finance	575-420-0943 harrisj@dexterdemons.org
Idania Aguilar	District Nurse/District/ High School	Safety Officer	575-626-6588 aguilari@dexterdemons.org
Rebecca Levario	Secretary/Front Office/ High School	Greeter/Runner/Logistics	575-734-5420 x712 levarior@dexterdemons.org
Virginia Cereceres	Custodian/Custodial/ High School	Checker	575-734-5420 cereceresv@dexterdemons.org
Clarissa Otero	Social Worker/Counselor High School	Crisis Counselor	575-910-9542 oteroC@dexterdemons.org
Mary Lou Acosta	Custodian/Custodial/ High School	Kidherds	575-734-5420 acostaml@dexterdemons.org
Erin Loveland	Librarian/Library/ High School	Entertainment Coordinator	575-734-5420 x717 burchje@dexterdemons.org
Building Teachers	Teachers/Classroom/ High School	Gatherers	575-734-5420 n/a

Updated on: 03-01-2022

Once students have arrived at the reunification site, all students will be sent to a staging area to wait for release to parents. A checking area for parents will be established away from the staging area. If possible, parents will complete the reunification card. Parents will be required to have proof of identification before their child will be released to them. Identification will be matched with student rosters by secretaries and/or staff monitoring the check in area. Once parents have been authorized to pick up their student, staff serving as runners will go to the staging room and retrieve students individually or in small groups and escort them to the reunification area that is located away from the staging area and the check in area. Counselors and social workers will monitor an area for parents to wait for information who have students not at the relocation area. Parents whose students are not at the relocation area will be updated of their student's status by appropriate school staff or first responders.





Reunification Information (PLEASE PRINT CLEARLY)

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

Student Name

Student Grade Student Cell Phone Number

Name of person picking up student

Signature

Phone number of person picking up student

Relationship to student being picked up

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

Parent completes:

Print Student Name Again

Student Grade

Student Birthday

School personnel completes upon release of student

TIME INITIALS OTHER

Signature

Print Your Name

Date

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

Reunification

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

Instructions

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

Continuity of Operations Planning (COOP)

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

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

District/School COOP Planning/Procedures/Resources

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

Dexter Schools continuity objectives will include:

1. Ensuring that essential functions can be performed, if applicable, under all conditions.
2. Reducing the loss of life and minimizing property damage and loss.
3. Executing a planned order of succession with accompanying authorities in the event that a disruption renders the school/district's leadership unable, unavailable or incapable of assuming and performing their authorities and responsibilities of office.

4. Reducing or mitigating disruptions to operations.
5. Ensuring that the school has facilities where it can continue to perform its essential functions, as appropriate, during a continuity event.
6. Protecting essential facilities, equipment, records and other assets in the event of a disruption.
7. Achieving the timely and orderly recovery and reconstitution from an emergency.
8. Ensuring and validating continuity readiness through a training program and exercise schedule.

Additional administrative considerations include:

There will be a number of school/community administrative issues that will almost certainly need to be addressed following a major incident at a school, especially if there are multiple deaths. Some issues that schools should anticipate may include the following:

- **Safety:** There may be parental and community demands for metal detectors and/or other physical, tangible signs of “security” and pressures for a “guarantee” that another incident will not occur in the future. Anticipate special interest and political agendas to surface.
- **EOP:** Expect community demands for a thorough review of school security and emergency preparedness practices, procedures and plans.
- **Lessons Learned:** Conduct a timely debriefing with school and safety officials to identify “lessons learned” on what was successful and areas for improvement for future school emergency planning.
- **Documentation:** Document, as best as possible, the time and action taken in all aspects of responding to and managing the incident itself, as well as the recovery process.
- **Finances:** Establish a financial tracking mechanism for all costs involved in the school’s response and recovery efforts.
- **Legal Action:** Anticipate the possibility of potential legal action against the school (and individuals within the school).

Psychological and Emotional Recovery Procedures

HOW TO NOTIFY

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

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

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

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

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

Guidelines for student notification include:

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

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

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

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

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

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

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

Recovery Team Summary Sheet

Complete After All Recovery Interventions Conclude

School _____ Loc# _____

Incident Date _____ Team Lead(s) _____

Type of Incident _____

How was the information verified? _____

Date/Time of RECOVERY Team Planning Meeting _____

RECOVERY Staffing Level Employed *(mark only one)*

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

RECOVERY Team Activities *(mark all completed)*

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

Approx #: _____ Classroom visits

- Student Contacts
- Staff Contacts
- Parent/Guardian Contacts

Additional Notes: _____

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

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

Sample Letter to Send Home

Date _____

Dear **(School Name)** Community:

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

Choose one:

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

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

Your student may exhibit any of the following normal responses:

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

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

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

Respectfully,

Principal

Tips for Letters Home:

Need translations? Call _____

DO NOT use names

Sample Scripts for Teachers to Read to Students in the Classroom

(These scripts have been approved)

K-2 EXAMPLE

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

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

3-5 EXAMPLE

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

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

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

Middle School EXAMPLE

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

The student who died yesterday was in 7th grade. His/Her name was XXX. Each of you will have different reactions to this, and that’s OK. If you are upset today and need to talk to someone, please ask your teacher for a pass to come to room xxxx. We will be sending a letter home with you afternoon; please be sure to share it with your family. We will have extra people here on our campus today and tomorrow to support all of us. Please take good care of yourself and reach out to any of your friends who may be struggling. If anyone needs help, or is worried about a friend, please let the counseling office know.”

High School EXAMPLE

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

Sample Script for Staff Answering Front Office Phones

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

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

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

Tips for Scripts:

Developmentally appropriate language

Accurate information

Follow HIPPA and FERPA

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

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

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

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

Principal (or designee)

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

Recovery Team member (usually a counselor)

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

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

Rest (5-10 minutes)

- Water and healthy snacks, whenever possible.

Information: Principal (5-10 minutes)

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

Transition: Recovery Team (10-15 minutes)

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



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

Free and
confidential

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

Crisis Line
professional counselors

Warmline
peer supports

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

www.nmcrisisline.com

1 (855) 662-7474

1 (855) 466-7100

TTY Access - 1 (855) 227-5485



Razones para llamar...

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

Alguien
siempre está
aquí para
escucharlo
24/7/365

Gratis y
confidencial

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

Línea de Crisis
Consejeros profesionales

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Identifying Students Who are At-Risk

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

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

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

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

At-risk behaviors associated with grief may include:

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

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

Things TO DO When Talking to Students About Death

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

Things NOT TO DO When Talking to Students About Death

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

Teacher Guidelines for Discussion

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

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

Suggestions for Classroom Activities After a Loss

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

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