



NOTICE AND AGENDA
REGULAR MEETING OF THE GOVERNING COUNCIL OF
SOUTHWEST AERONAUTICS, MATHEMATICS & SCIENCE ACADEMY
(See Special Procedures Below)

January 20, 2023

2:00 p.m.

SAMS (new) Board Room and Internet/Call-in

SAMS MISSION

The mission of the Southwest Aeronautics, Mathematics and Science Academy is to prepare students, with attention to high-risk students, in grades 7-12 in an integrative STEM 21st century educational environment which offers a unique option in aeronautics. Students will be competent in the reading, writing, mathematics, science, technology, and problem-solving skills necessary for success in post-secondary education, high-tech, or aviation related careers.

- I. Call to Order
 - A. Roll Call
 - B. Adoption of the Agenda*
 - C. Review/Approval of Minutes from December 9, 2022 Special Meeting*
- II. Public Comment (comments will be limited to two minutes) – see attached Special Procedures for more information
- III. Ongoing Business Matters
 - A. Aviation Program Update
 - B. Facility Update
 - C. SAMS Wellness Committee Update
- IV. Administrative Update
 - A. Student Achievement Update
- V. New Business Matters
 - A. Bode Aviation Contract (discussion/action) *
 - B. PSFA Project Closeout (discussion/action) *
 - C. School Safety Plan (discussion/action) *
 - D. Inventory Disposal List (discussion/action) *
 - E. Lease Purchase Agreement First Amendment Update
- VI. Governing Council Development
 - A. Discussion with Kelly Callahan
 - B. SAMS Academy Governing Council Bylaws and Board Policy Discussion
 - C. Strategic Planning Discussion
 - 1. New Facility Construction
 - 2. Mission Statement Revision



Above. And beyond.

3. Aerospace Curriculum Implementation to Align with New Mission Statement
4. Planning and Preparation for Charter Renewal

VII. Finance Report

- A. Business Office Operations Update
- B. Voucher Approvals (discussion/action) *
- C. Bank Reconciliation (discussion/action) *
- D. Budget Adjustment Requests (discussion/action) *
 - BAR 2223-24346-0014-T
 - BAR 2223-11000-0015-I
 - BAR 2223-11000-0016-IB
 - BAR 2323-23000-0017-I
 - BAR 2223-26113-0018-I

VIII. Announcements

- A. Date for next Regular SAMS Academy Governing Council Meeting

IX. Adjournment*

Note: * Indicates Action Item

If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in the hearing or meeting, please contact Amanda Catanzaro at acatanzaro@samsacademy.com least one week prior to the meeting or as soon as possible. Public documents, including the agenda and minutes, can be provided in various accessible formats. Please contact Ms. Catanzaro at the email address above if a summary or other type of accessible format is needed.



Above. And beyond.

Special Procedures for January 20, 2023 SAMS Governing Council Regular Meeting

The SAMS Governing Council Regular Meeting on January 20, 2023 at 2:00 pm will be held at SAMS Academy and will provide for those not wishing to attend in person access to view and/or participate via Zoom. This will be available to the public, Governing Council members and SAMS staff.

The procedures for accessing the meeting are as follows:

From a computer, tablet or smartphone, enter the following URL:

<https://us04web.zoom.us/j/5383341131?pwd=UWpFVWNQejFoRDRYMct3OXlEdkxhUT09>

OR

Call one of the following numbers:

1-669-900-6833

1-301-715-8592

1-253-215-8782

(Because of the increase of Zoom for meeting use, the phone numbers may appear to be busy at first. Keep trying until you get through.)

Meeting ID: 538 334 1131

Access Code: 4100

You will also be asked to enter your (optional) participant ID. Just follow the spoken directions (press #) to skip this step, as it is not needed for this meeting.

Public comment will be allowed during the meeting either via Zoom or in person. To speak during public comment, please email your request to speak with your name to acatanzaro@samsacademy.com up to twenty-four hours prior to the meeting. Requests to speak made after twenty-four hours prior to the meeting will not be honored. Speakers will be un-muted to address the Governing Council. Public comments will be limited to two minutes. The public may email comments to Amanda Catanzaro acatanzaro@samsacademy.com. Email comments will be kept with the records of the meeting.

Audio and video recording of the open meeting will be available upon request.

Should anyone wishing to join the meeting via the internet have issues accessing the meeting you may contact Amanda Catanzaro at 505-715-3420.

These procedures are subject to revision given changing circumstances. Please check the SAMS website for any updates to these procedures.



GOVERNING COUNCIL

Regular Meeting of the SAMS Academy Governing Council on Friday, December 9, 2022

In Person and via Zoom.us

BOARD MEMBERS PRESENT

Larry Kennedy, Farrah Nickerson, Laura Kohr, Roland Dewing, Mike Romo (late @2:26 pm), and
Mike Deveraux

BOARD MEMBERS ABSENT

Brandy Bond, and Alex Carothers

ALSO IN ATTENDANCE

Bridget Barrett, Amanda Catanzaro, Lauren Chavez, and Ed Smith (Emeritus Member)

PUBLIC

none

These minutes were approved on _____

By a vote of ____ yes ____ no ____ absent ____ abstained

_____ President

_____ Secretary

I. Call to Order

Larry Kennedy called to order the Regular Meeting of the Governing Council for the Southwest Aeronautics, Mathematics, and Science Academy on December 9, 2022 at 2:02 p.m. on Zoom.us and in person at SAMS Academy.

A. Roll Call

Larry Kennedy asked Amanda Catanzaro to call roll. Amanda Catanzaro called Roland Dewing, Laura Kohr, Farrah Nickerson, Mike Deveraux, and Larry Kennedy.

B. Adoption of the Agenda*

Larry Kennedy asked for a motion to approve the agenda. Farrah Nickerson made a motion to approve the agenda. Mike Deveraux seconded the motion. Larry Kennedy called for a roll call vote to approve the agenda. Amanda Catanzaro called Roland Dewing, Laura Kohr, Farrah Nickerson, Mike Deveraux, and Larry Kennedy; all voted yes. The motion carried unanimously.

C. Review/Approval of Minutes from November 18, 2022 Regular Meeting*

Larry Kennedy asked for a motion to approve the minutes from the November 18, 2022 Regular Meeting. Farrah Nickerson made a motion to approve the minutes from the November 18, 2022 Regular Meeting. Laura Kohr seconded the motion. Larry Kennedy called for a roll call vote to approve the agenda. Amanda Catanzaro called Roland Dewing, Laura Kohr, Farrah Nickerson, Mike Deveraux, and Larry Kennedy; all voted yes. The motion carried unanimously.

II. Public Comment

Larry Kennedy asked Bridget Barrett and Amanda Catanzaro if there was any public comment. There were no public comments.

III. Ongoing Business Matters

A. Aviation Program Update

Dr. Lauren Chavez presented that they have flown about 38.5 hours since the last month update. Three students finished their night flights. An oil change is now needed on the plane. Classroom instruction is complete for this semester so that students could focus on completing their Edgenuity courses. KRQE News 13 did an interview and there is a follow-up live interview on the morning show on 12/12/2022 with students at KRQE around 8:00 am - 9:00 am. Dr. Chavez has been holding students more accountable on staying on track with their Edgenuity courses and it is working well to get students back on track. Planning on keeping

high expectations into next year so that students stay on track in order to be able to fly.

B. Facility Update

Farrah Nickerson and Amanda Catanzaro presented that the building is coming along and almost complete. On track for possession before next semester.

Parking lot has been paved, but some will be pulled back up and redone.

Discussion regarding internet service to the new building.

C. SAMS Wellness Committee Update

Laura Kohr presented and shared the survey results for students and families.

Board is encouraged to look through all of this data and bring questions to the next meeting. Many of these survey results are issues that Ms. Barrett will need to address. Governing Council will dive deeper at the next meeting.

IV. Administrative Update

A. Student Achievement Update

Bridget Barrett presented the Academics update and student progress numbers.

Last day on campus for students is 12/14 and the last day for students to complete classes is 12/21.

Finals week is virtually this year to help with the move from 12/14-12/21. There is a testing room that is open on Friday morning's for students to test with an EA.

SAMS will have a Winter party Luncheon on 12/16 at M'Tucci's. Cognia has approved the extension on the accreditation until next year so we will work on this hand and hand with the charter renewal. Mr. Begit led a team of students to the STEM Challenge at NMSU this past weekend and they won! There is an archery tournament coming up this weekend.

Current enrollment information includes 281 student enrolled and 4 students have submitted applications. We have had many families call about the school since the planes were put on the front of the new building.

COVID cases are still happening, but very few at this time (1-2 per week). Cleaning and COVID safe practices are still taking place.

Our mission minute was about our EA/Registrar, April Oldham who took up a collection for one family from the school. She provided an entire cooked Thanksgiving meal to the family. When Mr. Begit found out, he went and delivered a full cart of groceries to their home as well. The kindness and generosity of our staff is fantastic! They are always willing to help anyone in need.

V. New Business Matters

A. SAMS Academy Governing Council Bylaws and Board Policy Revision*

None

VI. Governing Council Development

No discussion this meeting

VII. Finance Report

A. Business Office Operations Update

Amanda Catanzaro presented that the Finance Committee met prior to this meeting on 12/7/2022. Sean could not attend this meeting due to PCSNM Conference. Updates will be presented in January.

B. Voucher Approvals*

Voucher Approvals will be presented in January

C. Budget Adjustment Requests*

Amanda Catanzaro presented BAR 2223-0005-IB, an initial budget IDEA in the amount of \$12,289. BAR 2223-0006M, a maintenance bar in operation to move the benefits of the registrar position addition. BAR 2223-0007-I, an increase bar for operational because there was more carryover funds than budgeted in the amount of \$193,416. BAR 2223-0008-I, an increase bar for non-instructional support, supplies and materials because there was more carryover funds than budgeted in the amount of \$5,553. BAR 2223-0010-IB, an initial budget for the LANL Foundation for the STEM Challenge participants to travel to the competition in the amount of \$1000. BAR 2223-0011-I, an increase bar for HB-33 because carryover was higher than budgeted in the amount of \$6,295. BAR 2223-0012-I, an increase bar for SB-9 Local because carryover was higher than budgeted in the amount of \$4,240. BAR 2223-0013-IB, an initial budget for SB-9 Match because carryover was higher than budgeted in the amount of \$21,950.

Larry Kennedy asked for a motion to approve the described BARs. Farrah Nickerson made a motion to approve the BARs. Mike Deveraux seconded the motion. Larry Kennedy called for a roll call vote to approve the agenda. Amanda Catanzaro called Roland Dewing, Laura Kohr, Farrah Nickerson, Mike Deveraux, Mike Romo, and Larry Kennedy; all voted yes. The motion carried unanimously.

VIII. Announcements

The next meeting of the governing council will be a regular meeting scheduled for January 20, 2023 at 2:00 p.m. in the new building.

Larry Kennedy shared that he was able to attend Ed Smith's book signing and it was a great event. SAMS Academy is lucky to have a published author with Mr. Smith's knowledge and experience associated with the school.

IX. Adjournment*

Larry Kennedy called for a motion to adjourn. Farrah Nickerson made a motion to adjourn. Laura Kohr seconded the motion. Larry Kennedy called for a roll call vote. Amanda Catanzaro called Roland Dewing, Laura Kohr, Farrah Nickerson, Mike Deveraux, Mike Romo, and Larry Kennedy; all voted yes. The motion carried unanimously.

The regular meeting of the Governing Council for the Southwest Aeronautics, Mathematics and Science Academy adjourned on December 9, 2022 on zoom.us and in person at 3:01 p.m.



Monthly Report - January 20, 2023

All figures and outcomes are based on the date of this report - January 10, 2023.

FLIGHT TRAINING:

- **Flights** - We flew 16.4 hrs since the last board report. We have three checkrides scheduled - 1st February 6, and two in March. We've had three 10th graders take and pass their FAA knowledge exam.
- **Aircraft Status** - 100 hr complete. Airplane flying great. Brief tachometer false reading. A&P inspected with no abnormality found. No further occurrences but A&P in discussion with avionics specialist for more complete troubleshooting.
- **Sims** - Sim was moved but Redbird were unable to fully test it due to lack of proper electricity at the new building.
- **Drone** - One student got his Drone Pilot Certificate over break!

GROUND CLASSES STATUS:

- In-person option @ Bode (no charge for the meeting room) and ZOOM option. First classes went GREAT.

ADDITIONAL:

- **EAA** - Young Eagles 2023 flight schedule just released - 1st event scheduled March 4.
- **CAP** - Nothing new, but hopefully some movement once we're settled into new building.

EXPENSES:

- **Fuel:** Please see the finance report (World Fuel). I estimated \$884, based on hours flown and average fuel cost.
- **Maintenance:** \$542 for 50 hr oil change/inspection.
- **Hangar Rental:** \$357 per month (up from \$325)
- **Insurance:** Annual Premium \$ 5,511.00 (I just submitted renewal paperwork, and expect the price to increase by 25-50%, as previously mentioned.)

JANUARY 2023

ADMINISTRATIVE UPDATE



ACADEMICS

75% of Edgenuity Classes finished 100% progress
19% of Edgenuity Classes did not pass
6% of Edgenuity Classes received a D
15% of Edgenuity Classes received a C
31% of Edgenuity Classes received a B
29% of Edgenuity Classes received an A

Unpacking, settling in
Waiting for Certificate of Occupancy, may have to wait until 1/25 for students
Remote Learning/Online Proctoring may continue
Possible MOU with Air Force ROTC

WHAT'S HAPPENING?



ENROLLMENT

286 enrolled students
4 students submitted applications
115 students in the middle school
171 students in the high school
Still registering and accepting new students!

Staff PD:
Meeting the Moment: Recognizing
Racism through Recognition and
Response

EQUITY COUNCIL



No cases have been reported
while we have been remote.



COVID

Legislators have been interested
in our grand opening/ribbon
cutting, reaching out through
lobbyists. Lots of interest in our
new campus!



MISSION MINUTE



BDCP Required Documentation

Category 2, 2021-2022

Reimbursement Amount \$1,235.73

- ☒ **1. Application Letter** - Signed Document requesting funding from the BDCP
- ☒ **2. Procurement Process Statement of Compliance** – Signed Document certifying NM State procurement compliance.
- ☒ **3. Signed Agreement** – Copy of signed agreement between District and Vendor(s)
- ☐ **4. PSCOC Award Letter** – Signed Award Letter – Notification of the allocation of the requested funds from the BDCP
- ☒ **5. FCC FCDL** – Copy of Receipt from USAC - Funding Commitment Decisions Letters
- ☐ **6. Memorandum of Understanding (MOU)** – Official Signed Document – MOU defines the scope of specific projects and delivery methodology for completing a public school capital outlay project as defined in the School District Master Joint Powers Agreement.
- ☐ **7. PO** – Copy of Submission - Purchase Order submitted to Vendors(s)
- ☐ **8. Invoices** – Copy of Submission - Invoices received from Vendor(s)
- ☒ **9. Proof of Payment** – Copy of canceled check payment to vendor or reports from the district financial system.
- ☒ ~~**10. FCC Form 500** – Copy of Submission, if used~~
- ☐ **11. Closeout Form** - Signed Document closing out project

State of New Mexico
Public School Capital Outlay Council

PSCOC Chair

Joe Guillen, *NMBSA*

PSCOC Vice Chair

Raül Burciaga, *LCS*

PSCOC Members

David Abbey, *LFC*

David L. Robbins, *PEC*

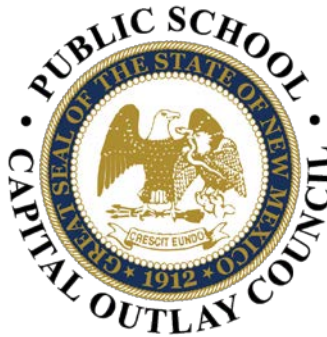
Antonio Ortiz, *PED*

Ashley Leach, *DFA*

Clay Bailey, *CID*

Mariana Padilla, *Governor's Office*

Dr. Vanessa Hawker, *LESC*



Public School Facilities Authority

Martica Casias | Executive Director

Ryan Parks | Deputy Director

1312 Basehart SE, Suite 200
Albuquerque, NM 87106

(505) 843-6272

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

July 22, 2022

Bridget Barrett, Head Administrator
Southwest Aeronautics, Mathematics and Science
4100 Aerospace Pkwy NW
Albuquerque, NM 87120

Dear Head Administrator Barrett,

We are pleased to inform you that the Public School Capital Outlay Council (PSCOC) has approved a “not to exceed” state award of \$1235.73 from the 2021-2022 Broadband Deficiencies Correction Program (BDCP) Awards to the Southwest Aeronautics, Mathematics and Science for the following project:

School:

Southwest Aeronautics, Mathematics and Science

Award Language:

Broadband Deficiencies Correction Program (BDCP) awards for Category 2 (equipment) projects to the districts/schools set out in the award spreadsheet, up to the amounts specified.

Please note that the award can be used *only* for the project(s) and purpose(s) specified and is subject to non-discounted FCC approved amount and final approval by the PSCOC, based upon project specifics.

Please submit by e-mail to Chris Martinez, cmartinez@nmpsfa.org this letter accepting the award by signature of both the Board of Education and the Superintendent. **Deadline for the acceptance of this grant is 30 days from the date of the letter.**

Prior to the expenditure or draw down of any state awarded funds, you must contact your PSFA BDCP Project Manager who will assist you through the procurement and selection processes to complete the work and must remain involved throughout the project. All projects shall utilize standard PSFA contracts, procedures, and reporting requirements. The details of the project must be agreed to mutually in writing between the District and the PSFA through MOUs, which shall be executed following acceptance of the award by the District. **The signed MOU shall be returned to your PSFA BDCP Project Manager within 30 days of receipt.**

All districts are advised to expend these awarded funds, as well as past award balances, in a timely manner. If you have questions concerning the award, please contact Mr. Chris Martinez at 505-468-0266 or at cmartinez@nmopsfa.org

Once more, we would like to extend our congratulations. We look forward to working with you in our common purpose of providing better school facilities for the children of New Mexico.

Sincerely,



Joe Guillen, Chair
Public School Capital Outlay Council

cc: Martica Casias, Director, PSFA
Chris Martinez, PSFA BDCP Project Manager

DECLARATION OF AWARD ACCEPTANCE

The undersigned below hereby certifies that the 2021-2022 Broadband Deficiencies Correction Program (BDCP) Award to the Southwest Aeronautics, Mathematics and Science for the stated category 2 equipment upgrade project is: *(check one)*

☐ Accepted

☐ Rejected

by the district and all project specific contingencies that were adopted by the PSCOC at the meeting on **July 18, 2022** are understood and accepted. The awarded funds will be expended only for the stated uses and all contingencies will be met.

ACCEPTED BY:

School Board President
Southwest Aeronautics, Mathematics and Science

DATE: _____

Bridget Barrett, Head Administrator
Southwest Aeronautics, Mathematics and Science

DATE: _____



MEMORANUM OF UNDERSTANDING
BETWEEN
THE PUBLIC SCHOOL CAPITAL OUTLAY COUNCIL
THE PUBLIC SCHOOL FACILITIES AUTHORITY

AND

Southwest Aeronautics, Mathematics and Science

2021-2022 BROADBAND DEFICIENCIES CORRECTION PROGRAM AWARD

BE22-063 SOUTHWEST AERONAUTICS, MATHEMATICS AND SCIENCE (SAMS)

This Memorandum of Understanding (MOU or Agreement) is made, as amended herein and entered into by the Public School Facilities Authority, herein referred to as the “PSFA”, and the District of Southwest Aeronautics, Mathematics and Science, hereinafter referred to as the “DISTRICT”.

This MOU shall not be effective until approved by the parties and the Public School Capital Outlay Council, hereinafter referred to as the “PSCOC”.

The purpose of this MOU is to define the scope of specific projects and delivery methodology for completing a public school capital outlay project as defined in the School District Master Joint Powers Agreement entered into between the PSCOC, PSFA and the District. (hereinafter referred to as the “Master JPA”).

The project and all work associated with this project are defined within this MOU prepared on Enter Date, by the PSFA’s assigned BDCP Project Manager, and agreed upon by the District’s Representative, Bridget Barrett, Head Administrator. This is a PSFA Indirect Oversight project, and therefore the **District will provide** all direct project management and oversight for the Work contained in this MOU.

SECTION 1: PROJECT:

The PSFA and the District hereby agree to complete the following capital outlay project, and related Amendment(s), as approved by the PSCOC at its 07.18.2022 meeting.

Project: Access Point, Cabling, Installation, Activation, & Initial Configuration, Fees, Taxes, etc.

SECTION 2: UNDERSTANDING

This Project Agreement and the Master JPA represent the full and complete understanding between the PSCOC, PSFA, and the District for the work described within this agreement. This Project Agreement is contingent on approval and funding by the PSCOC and shall therefore not become valid until signed by both the Chair of the PSCOC and the Director of the PSFA.

The undersigned acknowledge their concurrence with this, and that:

1. The PSCOC-PSFA funding participation towards the project described herein shall not exceed the Adjusted State Match;
2. Each allocation is intended to fully complete the project, phase, or specified purpose. All PSCOC awards must be fully reconciled and reallocated no later than three years after date of award;
3. All procurement must meet the State of New Mexico Procurement Code;
4. The district will return to the PSFA a signed Memorandum of Understanding (MOU).
5. The District shall identify herein, those specific portions of the project that are not E-rate eligible that will require the District to commit to fund these portions at the sole cost of the District;
6. Any change orders must accompany a Form 500 to USAC and a copy sent to vendor and PSFA for acknowledgment of change. The district shall submit to PSFA, a copy of any letter of determination made by USAC. Change orders which will result in the contract amount exceeding the award amount will not be considered for PSCOC funding.
7. District certifies it has in current funds amounts sufficient to meet the above-specified District share as of or on July 1 of the current funding year. **All district match requirements must be in place prior to initiation of any installation.**
8. School districts will be reimbursed by PSFA from the approved PSCOC funding for their project, contingent upon documentation of E-rate funding and proof of payment by the District.
9. District shall promptly notify and cooperate with the PSFA concerning all claims, demands, damages, suits, or causes of action resulting from work performed, including subrogation of any rights thereto.
10. The district will submit to PSFA the documents on the "Required Document List". Upon presentation and verification of undisputed invoices to the PSFA that the approved work, or a portion thereof is complete, the District will be reimbursed directly by the PSFA for the State portion.

SECTION 3: BUDGET INFORMATION

The project budget (Exhibit A) includes Federal, State, and Local matching funds for E-rate eligible expenses and additional local sources for E-rate ineligible expenses. The District shall unconditionally be responsible for costs in excess of the amounts set forth in Exhibit A. The PSCOC's funding participation will be based on the Capital Outlay State/District split. Any re-allocation of PSCOC-PSFA approved funding must be approved by the PSCOC.

SECTION 4: PROJECT SCHEDULE

The Scope of Work will be completed within twelve months of receipt of the FCDL. The District shall notify PSFA if special circumstances will require the extension of this time frame

IN WITNESS THEREOF, the Parties have set their signatures hereto:

Bridget Barrett, Head Administrator
Southwest Aeronautics, Mathematics and Science

Date

BDCP Project Manager
Public School Facilities Authority

Date

Martica Casias, Interim Director
Public School Facilities Authority

Date

Joe Guillen, Chair
Public School Capital Outlay Council

Date

Attachments:

Project Summary – Exhibit A

E-rate Discount %	60%
State Match %	36%
District Match %	64%

State Match %	36%
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District Match %	64%
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Created on: 18 July 2022

[illegible]



School Safety Plan

Southwest Aeronautics, Mathematics, and Science Academy



Approved for the 2022-23 School Year

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Section I

Introduction



Southwest Aeronautics, Mathematics, and Science Academy
6441 Ventana Road NW
Albuquerque, NM 87114
(505) 338-8601
<http://www.samsacademy.com>

SAMS Academy is a State Chartered-Charter School located within the physical boundary of the Albuquerque Public School District at 6441 Ventana Road NW, Albuquerque, New Mexico 87114. The school currently has approximately 23 faculty and staff members and approximately 278 students in grades 6 through 12. SAMS Academy is approximately 10 years old and resides in a new facility constructed in 2022.

The campus has welded steel perimeter fencing on four sides and a CMU block wall on the remaining side. It is bordered by one major road, Irving Boulevard, one minor street, Ventana Road, and residential housing on one side. The area to the west of the campus bordered by the CMU wall can be accessed by pedestrian intruders by jumping residential walls. The school building contains an enclosed entry that remains locked during school hours, is always manned and accessible by key card or through a buzz in lock release. Signage is used to help direct visitors to the front entrance where they must check in and out of the campus. The campus is monitored by cameras 24 hours a day and constantly patrolled by the school administration. Administrators are in constant contact with staff throughout the day.

Irving Boulevard is a moderately heavy travelled road and is the primarily frontage for the school. It accommodates car, truck, and heavy truck traffic. There is one access gate to the campus on Irving Blvd. and one on Ventana Road. The Irving Blvd entrance is primarily used by students and staff and is secured once school begins. The Ventana Road entrance is used throughout the day for student pickup and drop off at the beginning and end of school day and for all other traffic during school hours. Both entrances have remotely operated gate closure mechanisms. The school building is located off of the roadway but the parking area could be affected by a vehicle leaving the roadway and blocking access to the school itself.

1.10 School-Level Safety Committee Roster

The school-level safety roster is made-up of administrators, faculty, and first responders.

NAME	TITLE/SCHOOL/DEPARTMENT	PHONE AND EMAIL
Amanda Catanzaro	Director of Operations – SAMS Academy	505-715-3420 acatanzaro@samsacademy.com
Bridget Barrett	Head Administrator – SAMS Academy	505-440-8511 bbarrett@samsacademy.com
Gregory Leonard	Special Ed Co-Director – SAMS Academy	505-298-2746 gleonard@samsacademy.com
Paula Gonzales	Business Office Assistant	505-459-5688 pgonzales@samsacademy.com
Jolene Herring	Social Worker	505-270-1878 jherring@samsacademy.com
Carla Gonzales	Registrar/Office Manager	505-659-6290 cgonzales@samsacademy.com
Pete Gelabert	NW Crime Prevention Specialist Albuquerque Police Department	505-768-4850 pgelabert@cabq.gov
Tim Pope	Fire Inspector Albuquerque Fire and Rescue	505-764-6300 tpope@cabq.com
Richard Clark	Director Bernalillo County Emergency Management	505-468-1301 rclark@bernco.gov

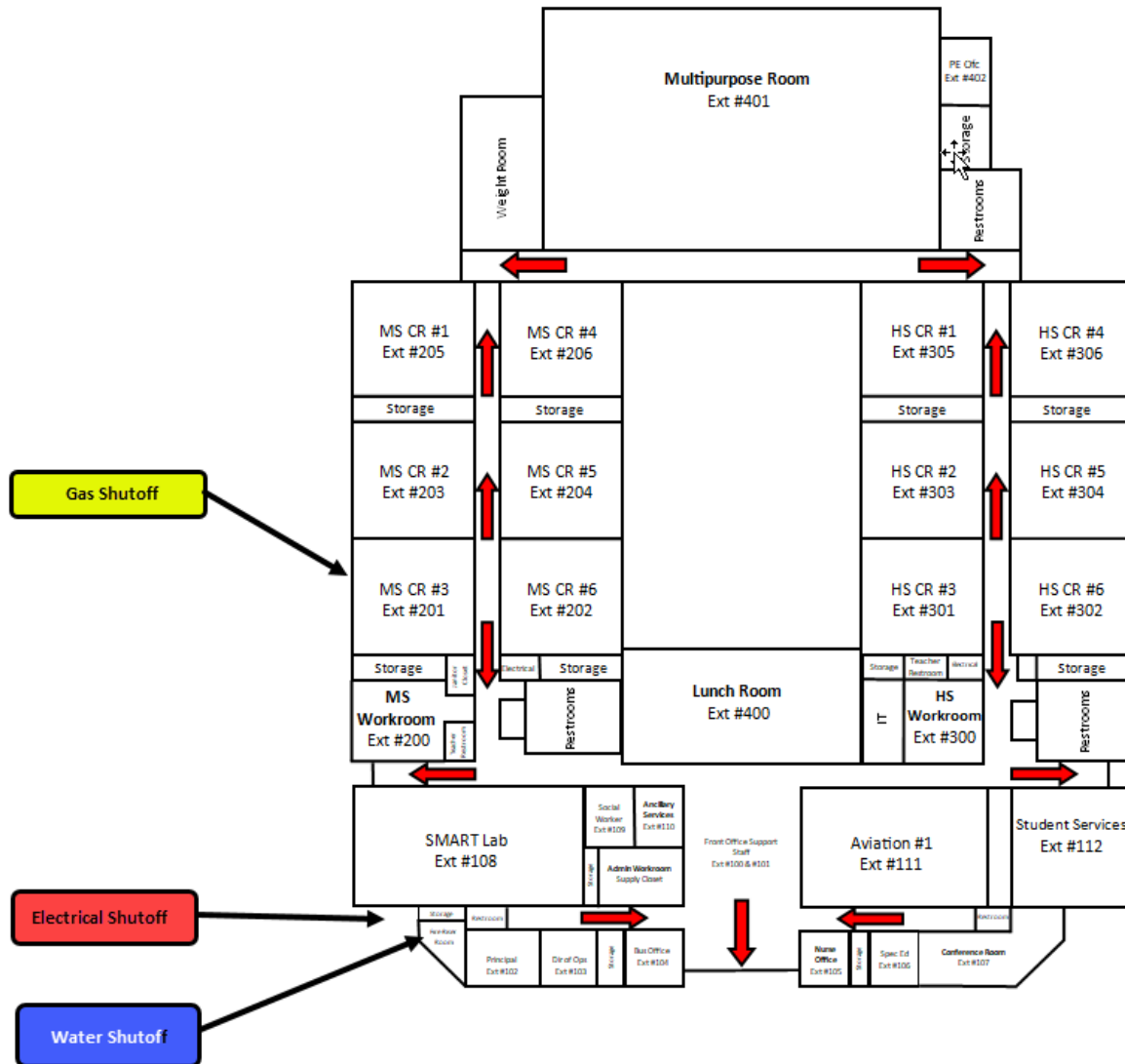
Maps

1.11 Maps of SAMS Academy

Aerial View – Campus Map with Utility Shutoff Locations



SAMS Academy School Floor Plan with Utility Shutoff Location



1.12 Assurances

These have been submitted through the SHSB secure on-line platform

Section II Prevention

2.1 Health Services

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

Health Services are part of the required SAMS Academy Wellness Policy and provides a coordinated school health program that is based on collaboration between school staff and community members representing various stakeholders. Important team members include Governance Council Members, school administration, health and ancillary service providers, food services staff and community emergency and health providers.

During times of crisis, the school relies heavily on the assistance of local community responders and agencies. SAMS Academy has developed strong working relationships with local emergency management coordinators, health officials and other community stakeholders to create an all-hazards plan to ensure a comprehensive and effective response to decrease fear, anxiety, confusion and to improve the school's response during a crisis.

The New Mexico Department of Health (DOH) New Mexico [School Health Manual](#) is an excellent resource on New Mexico health requirements. The SAMS Academy has adopted the manual and, to the extent possible, has aligned its health service protocols to those recommended in the manual. The school office has electronic access to the NM School Health Manual.

Unfortunately, SAMS Academy does not have the resources to have a full-time nurse, but does have a qualified health assistant on staff. SAMS Academy contracts with a nurse to review vaccination records, health records, and to provide guidance to the health assistant regarding medications and medical issues. Students are referred to the health assistant and those students with more extensive needs are referred to other community health providers; including First Choice Community Healthcare – Alameda Medical Center, UNM Family Health, Westside Clinic, or other private health providers located in Albuquerque.

The school office maintains the Emergency Medical Authorizations forms for all the students at SAMS Academy. This form is updated by the parent/guardian **at least once each school year** or as often as the emergency contact information changes. This form also provides school medical personnel essential health history information relating to the child which can be of vital importance in an emergency.

The school office is responsible for ensuring that all students, currently enrolled or to be enrolled at the school, have current immunizations as required by law, or have the proper waiver from the NMDOH. Verification is cross-referenced with NMDOH through the NMSIS system.

The school office is responsible for the proper secure storage of any prescription or non-prescription medications that are to be administered through the office. The SAMS health assistant with the guidance of the contracted nurse dispenses medication, as needed.

The school office provides parents/guardians with the following information of community health centers and health resources available to families annually at registration and as needed throughout the school year.

School Based or Community Health Partner Information

Jolene Herring – SAMS Academy Social Worker
6441 Ventana Rd NW
Albuquerque, NM 87114
505-270-1878

First Choice Community Healthcare – Alameda Medical Center
7704 2nd Street NW
Albuquerque, NM 87107
505-890-1458

UNM Family Health, Westside Clinic
4808 McMahon Blvd NW
Albuquerque, NM 87114
505-272-2900

2.2 Infectious and Communicable Disease

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

SAMS Academy utilizes the following primary strategies for preventing contagious illnesses:

- Students are to stay at home when experiencing symptoms.
- Cover nose and mouth when coughing or sneezing.
- Wash hands with soap and water or use alcohol-based hand sanitizers frequently.
- Try to maintain physical separation of at least three feet from others, if possible.
- Hand sanitizer stations are placed in every classroom with signage posted directing usage upon entry and exit of each room.
- An isolation room is available.

Infectious and Communicable Diseases Response Plan for SAMS Academy.

SAMS Academy provides annual instruction to students in proper hygiene related to the spread of disease and germs to all students. SAMS Academy is prepared if a student is referred to the office and is exhibiting symptoms of a possible infectious or communicable disease. The following steps will be followed:

- Isolation of the student from other students and staff.
 - A student may be required to put on a face mask.
 - No other students or non-nursing staff will be allowed to have contact with the student.
- The Nurse or health assistant assigned to the SAMS Academy will be notified as well as the school Head Administrator and the Council President. In the event the Nurse or health assistant is not available the school Head Administrator will be notified.
- Parents will be notified and the student will be referred to the local health office, personal physician, or hospital for medical evaluation.

Level 1 - Daily operations at SAMS Academy include the following preventative measures:

Those Responsible	Actions To Be Taken
School Staff	<ul style="list-style-type: none"> ● Conducts follow-up with routine vomiting and diarrhea illness reports to ensure appropriate persons are notified to include the Head Administrator and custodial staff so that clean-up procedures are followed. ● Notifies parent/guardian and sends home any student with nausea, vomiting, and/or diarrhea. ● Conducts hand washing training for all students.
The Custodial Staff	<ul style="list-style-type: none"> ● Switch to an EPA Certified Norovirus Disinfectant or Chlorine bleach upon notification of an issue. ● Routine cleaning of all kitchen and bathroom surfaces. ● Employ diarrhea and vomiting clean-up protocol for all reported instances. ● If carpeting or upholstery was contaminated, use absorbent to isolate the bodily fluid and then employ the cleanup protocol to sanitize the area.
School Administration	<ul style="list-style-type: none"> ● Assure Custodial Staff follows clean-up protocol. ● Assure that any food handlers that may exhibit any signs of illness are sent home and do not return for 48 to 78 hours after symptoms are gone.

Level 2 - In the event of a suspected GI Cluster/Concern, a group of students exhibiting signs of nausea, vomiting, and/or diarrhea, the following protocol will be followed:

Those Responsible	Actions To Be Taken
School Staff	<ul style="list-style-type: none"> • Notify the Social Worker and school administration. • Send home any student or staff with nausea, vomiting, and/or diarrhea.
The Nurse, if available, if not, the Head Administrator	<ul style="list-style-type: none"> • Complete daily documentation and ensure that it is properly forwarded to both the Environmental Health Department and the NM Dept. of Health. • Contact the Head Administrator or the Governing Council President and inform them of the issue.
The Custodial Staff	<ul style="list-style-type: none"> • Switch to an EPA Certified Norovirus Disinfectant or Chlorine bleach upon notification of an issue. • Routine cleaning of all kitchen and bathroom surfaces. • Employ diarrhea and vomiting clean-up protocol for all reported instances. • 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 cleaning of all contact areas to include door handles, light switches, and such.
School Administration	<ul style="list-style-type: none"> • Assure Custodial Staff follows clean-up protocol. • Assure that any food handlers that may exhibit any signs of illness are sent home and do not return for 48 to 78 hours after symptoms are gone. • Notify all school staff to encourage diligence in cleaning and taking precautionary measures. • Inform the Governance Council of the issue and let them know that the New Mexico Health Department and the Public Education Department have been notified and that this is not considered an outbreak.

Level 3: In the case of an outbreak the following protocol will be followed:

Those Responsible	Actions To Be Taken
School Staff	<ul style="list-style-type: none"> • Notify the Nurse and school administration. • Send home any student or staff with nausea, vomiting, and/or diarrhea.
Nurse/Head Administrator	<ul style="list-style-type: none"> • Complete daily documentation and ensure that it is properly forwarded to both the Environmental Health Department and the NM Dept. of Health. • Contact the Council President and let them know of the issue.
The Custodial Staff	<ul style="list-style-type: none"> • Switch to an EPA Certified Norovirus Disinfectant or Chlorine bleach upon notification of an issue. • Routine cleaning of all kitchen and bathroom surfaces. • Employ diarrhea and vomiting clean-up protocol for all reported instances. • 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 cleaning of all contact areas to include door handles, light switches, etc. • Clean and sanitize the kitchen area and restrict access.
School Administration	<ul style="list-style-type: none"> • Notify the school community of the outbreak and cancel all non-essential after-school events. • Sent letter home to parents/guardians of all students that outlines precautionary measures that families can take as well as providing a list of resources for more information concerning such illnesses. • Provide additional information to staff either via a staff meeting or email. • Assure Custodial Staff follows the clean-up protocol. • Assure that any food handlers that may exhibit any signs of illness are sent home and do not return for 48 to 78 hours after symptoms are gone. • Notification to all school staff to encourage diligence in cleaning and taking precautionary measures. • Inform the Governance Council of the issue and let them know that the State Health Department and the Public Education Department have been notified and that this is now considered an outbreak.

Maintaining cleanliness to prevent the transmission of communicable diseases in the classroom.

Guidelines:

- Adequate handwashing facilities should be available to students and staff. This includes a sink, hot and cold running water, liquid soap, and disposable paper towels. Separate storage areas for clean clothing and linens apart from soiled clothing and linens should be provided.
- All soiled disposable items should be held in waste receptacles lined with plastic bags which should be discarded by staff twice daily. These plastic bags should never be reused. Contaminated items, including disposable diapers, discarded in an uncovered waste receptacle should be placed in a separate small plastic bag before being discarded.
- Approved bactericidal solutions should be used to clean toys, tables, chairs, and other environmental surfaces.

Pandemic Flu/Other Viruses

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

Pandemic Symptoms:

- If people are ill, they should stay at home and limit contact with others, except to seek medical care. Healthy residents living in these areas should take the everyday preventive actions listed below.
- People who live in these areas who develop an illness with fever and respiratory symptoms, such as a cough and runny nose, and possibly other symptoms, such as body aches, nausea, vomiting or diarrhea, should contact their health care provider. Their health care provider will determine whether testing is needed.

A comprehensive Pandemic Planning Checklist for schools includes components that:

- Address pandemic preparedness as part of the school's safe school plan, with the involvement of all relevant stakeholders in the school (e.g., lead emergency response agency, administrators, local public health representatives, school health and mental health professionals, teachers, food services directors, and parent representatives).
- Advise staff, students, and families where to find up-to-date and reliable pandemic information from federal, state, and local public health sources.
- Follow guidelines from the school for students leaving and returning to school in the event of pandemic situation

Assumptions:

- Everyone will be affected to some extent by the pandemic.
- There will be a shortage of hospital and medical facility space, medical supplies, medical equipment, and healthcare staff.
- Assistance from health care facilities outside the area will not be available.
- Information, communication, direction will come from Federal and State governmental agencies.
- A single pandemic will likely consist of multiple waves or periods of reemergence of the virus into the community.

- The first wave of multiple pandemic waves may last from 1-3 months, while the entire pandemic may last 2-3 years.
- Liability protection for vaccine manufacturers and persons who administer vaccines will likely be made available through congressional legislation.
- Antiviral agents available for both treatment and prophylaxis during the pandemic will likely be available only for a limited distribution. It will take six to eight months after the novel virus is identified before the vaccine is available for distribution unless a DNA vaccine is developed and deemed safe and necessary.
- A second dose of vaccine (two to four weeks after the first) may be required to develop immunity to the novel virus.

Role of the Health Department during a pandemic:

Legal Authority of the Health Department:

- The local health department has the authority to respond to a communicable disease outbreak, including a pandemic viral outbreak; and to perform the necessary functions to protect the public. Questions related to the legality of any functions of the Department of Health authority to protect the public during a public health emergency should be referred to appropriate local officials.
- Declare a Public Health Emergency is occurring in that a novel virus has been identified.
- Open Emergency Operating Center (EOC) with Emergency Management.
- Opening and operation of a mass vaccination/prophylaxis clinics or Points of Dispensing (PODS) when, and if, treatments are available.
- Work with agencies to offer vaccines to prioritized groups and individuals such as Health Care, Fire and EMS personnel.
- Risk Communications-coordination with the EOC to provide simple and effective messages to the public. In some instances, the state and hospital PIOs will be the spokespersons and oversee the coordination to release accurate information.
- Quarantine and isolation of persons not at the hospitals.

Community Partner Meetings:

SAMS Academy has conducted meetings to coordinate with community partners about pandemic plans and required actions. These partners included:

- Bernalillo County Health Department
- Local Emergency Management
- Local Law Enforcement
- School Officials
- Government leaders
- Local Medical Providers, Hospital(s)

Pandemic Prevention Strategies:

- Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too. Teach children not to share personal items like drinks, food, or unwashed utensils.
- Stay home from work, school, and errands when you are sick.
- Keep sick children at home until symptoms are gone (at least 24 hours after they no longer have a fever or do not have signs of a fever without using fever-reducing drugs). Keeping children with a fever at home will reduce the number of people being infected.
- Cover your mouth and nose.

- Cover your mouth and nose with a tissue when coughing or sneezing. Throw the tissue in the trash after you use it. Cough or sneeze into your elbow or upper sleeve if there is no tissue.
- Wash your hands often.
- Washing your hands and the hands of your children often will help protect you from germs. Wash your hands with soap and warm water for at least 20 seconds, especially after you cough and sneeze. Alcohol-based hands cleaners are also effective.
- Avoid touching your eyes, nose, or mouth.
- Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
- Practice other good health habits.
- Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids and eat nutritious food.

These resources and tips are distributed to Parents and Students using flyers placed in registration packets. Also, posters are placed throughout the school beginning in the fall.

2.3 Behavioral and Mental Health (B/MH)

Behavioral Health

SAMS Academy is committed to providing an environment where all students can feel they can approach any staff member or counselor about any need or question regarding academics or health-related issues. School staff, to include administrators, teachers, counselors, social workers, and nursing staff have all received training as part of their licensure to be able to recognize indicators that a student is potentially dangerous to himself or herself or signs of mental health-related issues.

At SAMS Academy, teachers, administrators, or parents may request a Student Assistance Team (SAT) meeting to discuss concerns with a student's academic performance, behavior or other area such as mental health and discuss ways to assist the student. The SAT team consists of the classroom teacher, school administrator, parent, student, and other appropriate members, such as a school counselor or social worker. Through the SAT process a **Multi-Layered System of Support (MLSS)** protocol will be developed to assist the student with behavioral or mental health concerns. MLSS is a holistic intervention framework that guides educators, those closest to the student, to intervene quickly when students need additional support. The MLSS framework reflects the support the classroom teacher, school, family, and health and wellness staff offer toward readying students to experience academic, and behavioral success in school. This approach will empower teachers to use their professional judgment, and make data-informed decisions regarding the students in their classrooms

Based on the level of intervention determined by the team, the student may be referred to mental health professionals for intervention, consultation or other assistance or a positive behavioral health plan developed. The SAT will identify the prescribed procedures to implement for appropriate intervention based on the needs of the school or the family.

The SARS-COV-2 pandemic has brought to the surface the fragility of students and the realization that fear, anxiety, and feelings of doom are very real and require intervention. To support the various teams that are formed to assist students, SAMS Academy has developed schoolwide and classroom social emotional activities that are being implemented as part of daily activities at the school. Staff is encouraged to greet each student daily with a visual signal, e.g., a smile, heart hands, thumbs up etc. During the first or last period of the day, students will be encouraged to make journal entries. These will be free flowing and will allow the students to reflect on their day and the good and bad things that



happened. Teachers are expected to hold discussions on managing emotions and students will be provided a safe location to decompress if needed. The school will focus more on celebrating diversity and will encourage kindness. Teachers will also work to incorporate social emotional activities into their lessons to ensure students always feel supported.

SAMS Academy staff and counselors maintain an open-door policy for all students. SAMS Academy also maintains a staff of contracted psychologists and other mental health professionals to whom students can be referred. The school has

an active poster campaign directed at mental health issues. These posters are designed to reduce the stigma attached to mental health issues, and they provide information as to where students can get assistance within the school. The SAMS Academy health class curriculum provides students with a basic understanding of mental health issues and that there is nothing out of the ordinary to seek help.

The staff of SAMS Academy works to reduce mental health stigma through compassion and working with the children to educate them to seek out help if they are having feelings they cannot understand. At SAMS Academy, there is a culture of acceptance and kindness. Character training is a vital component of SAMS's daily program. Our character training revolves around individual student accountability focusing on recognizing and respecting individual differences and encouraging a growth mindset. This has a direct impact on establishing a school climate where there is genuine empathy, concern, and care given to those individuals experiencing behavioral and mental health issues.

Students are held accountable to always be kind and treat everyone with respect. Students are taught that each person is unique and special. Character traits and actions are incorporated into weekly school gatherings, daily classroom meetings and instructional curriculum. Based on this tradition, students experiencing a behavioral or mental health issue are not treated by adults as problem children but are supported. Adults model acceptance toward all students and the school engages in lesson guided activities that introduce this information to the student. As a part of the education process, parents are also provided additional information by staff when a student is referred for mental health services.

All school employees have received training to help them recognize the signs and symptoms of possible behavioral health issues to include depression and suicidal behaviors. When a staff member suspects that a student may need assistance, the student is referred to the school counselor or Head Administrator, (See Section 2.5 of this plan for procedures.) If there appears to be a credible issue, a referral will be made to a local mental health provider. In cases that require reporting to CYFD, they will be notified immediately. In cases where the student has been committing self-harm or has had suicidal ideations, the school will request that the parent/guardian provide documentation that a mental health professional has determined the student does not present a threat to themselves or others.

Age of Consent for Mental Health Services

SAMS Academy recognizes that under New Mexico Statute 32A-6A-15 NMSA 1978, a child fourteen years of age or older is presumed to have the 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.

Conflict Resolution/Mediation

Mediation programs provide a means of nonviolent conflict resolution for students and staff to be used for disputes that arise in the school setting. Students are trained as mediators who act as third party neutrals to help disputants reach agreements that are mutually satisfactory. Mediation is a voluntary process; the mediator does not find fault or punish or decide out-comes, but helps parties reach agreements that will allow them to continue their relationship. SAMS Academy provides these services through the school Social Worker, and Head Administrator. Student conflict resolution/mediation is reported to parents who are notified of the outcome.

Peer Facilitation

SAMS Academy uses a peer facilitation strategy that pairs National Honor Society students with students who need help academically or socially. These students may provide tutoring or serve as a study buddy. Peer facilitation also takes place in a group setting.

Mentoring

The SAMS Academy Mentoring Program is an extension of Peer Facilitation where National Honor Society students mentor other students. A community-based mentoring program is not in place at this time as community resources are limited. This is something that would benefit our community and students. Efforts are underway to determine local interest in participating.

Referral Network

In the case of suspected mental illnesses, the student can be referred to the family’s physician or to one of the mental health providers listed below.

Provider	Telephone	Address
Jolene Herring – SAMS Academy Social Worker	505-270-1878	SAMS Academy 6441 Ventana Rd NW Albuquerque, NM 87114
First Choice Community Healthcare – Alameda Medical Center	505-890-1458	7704 2 nd Street NW Albuquerque, NM 87107
UNM Family Health, Westside Clinic	505-272-2900	4808 McMahon Blvd NW Albuquerque, NM 87114
UNM Psychiatric Center	(505) 272-2800	2600 Marble Ave Albuquerque, NM 87106
Presbyterian Behavioral Health	(505) 462-6400	8800 Montgomery Blvd. NE Albuquerque, NM 87111

2.4 Bullying

These have been submitted through the SHSB secure on-line platform.

Bullying Policy

SAMS Academy has adopted and abides by its Board Policy of having a zero-tolerance policy on bullying and cyberbullying. SAMS Academy, through in-service training, provides training to all employees on how to recognize that one may be the victim of bullying or cyberbullying.

All reports of any misconduct related to any form of bullying will be investigated by the Council President. All investigations must be completed within ten days with the results reported to the Council.

The SAMS Academy Health Education curriculum includes programs that address bullying and bullying-related issues to include recognizing when one is being bullied, and where one can go to report bullying if they are a victim or are a witness to bullying.

Bullying Prevention Resources

- Stopbullying.gov: <https://www.stopbullying.gov/prevention/index.html>.
- Parent Advocacy Coalition for Educational Rights (PACER): <https://www.pacer.org/bullying/>
- <http://www.cartoonnetwork.com/stop-bullying/>.

2.5 Suicide Awareness and Prevention

Suicide Prevention

SAMS Academy recognizes the need to be aware of any indicators relating to the mental health of all students. In addition to anonymous bully reporting, physical education classes provide additional instruction to students related to self-esteem, mental health, and other related issues. Current staff, to include the Head Administrator, nurse, and social worker have all received training as part of their licensure, or through other professional development opportunities provided by SAMS Academy, to be able to recognize indicators that a student is potentially dangerous to himself or herself. They will exercise reasonable care to protect students from foreseeable harm.

A yearly Suicide Prevention Program, the Signs of Suicide (S.O.S.) is facilitated by the school counselor for every student in their seminar classes. This program is updated as needed and facilitated by the school Social Worker.

SAMS Academy is currently providing training opportunities to all staff to attend Mental Health First Aid training either internally to the school or with external sources. The focus of this training is to introduce staff to risk factors and warning signs of mental illnesses and how to offer help in a mental health crisis and connect persons to the appropriate professional, peer, social and self-help care. This training is designed to prepare the participants to interact with a person in crisis and connect the person with help.

SAMS Academy has a staff that includes administrators, staff members trained as counselors, a social worker, and a health assistant to whom students can be referred, to be connected to local resources.

Threat Assessment

Any school employee who observes or has reason to believe that a student may be depressed and/or suicidal must immediately report said observation and/or beliefs to the Head Administrator/designee.

The Head Administrator/designee and/or school counselor will immediately contact the student, and an assessment will be initiated.

The SAMS Academy Threat Assessment Team will conduct an immediate threat assessment.

If the SAMS Academy Threat Assessment Team believes that the student needs further intervention, they will notify the parent/guardian and make a referral to an appropriate mental health agency for further assessment. In the event the parent or guardian are not available, the appropriate law enforcement agency and social services departments will be notified.

If the SAMS Academy Threat Assessment Team is uncertain of the student's potential risk for suicide, then the following actions may be taken:

- The parent/guardian will be immediately apprised of the assessment results. The school will also provide the parent/guardian with an address and telephone directory of mental health agencies, mental health hospitals, mental health professionals, psychologists, psychiatrists, and the Suicide and Crisis Lifeline (Dial 988).
- The counselor will meet with the student the following morning to conduct a follow-up assessment and to ask the student to sign a written "No Suicide Contract" to ensure that the student:
 - Promises to not hurt himself/herself.
 - Will spend time with a relative and/or friend.
 - Will call the school counselor, psychologist, mental health professional, a member of the crisis intervention team, or the Suicide and Crisis Lifeline (Dial 988) if he/she/they need to speak to someone.

If after counseling with students at risk for suicide, there is no significant improvement in the presenting behavior, the parents and Head Administrator will be notified by the school counselor and the student will be referred to an appropriate mental health agency for further assessment and treatment. The school counselor, psychologist, or mental health professional involved will remain in contact with the parent/guardian to determine if the student has been referred to a mental health agency, hospital, psychologist, psychiatrist, or mental health professional.

If a student receives services from an outside agency, the school counselor will maintain contact with that agency to ensure appropriate follow-up. If there is a suicide attempt at school the following protocol will be implemented:

Suicide Attempt at School:

- Verify accuracy of information.
- Call 911.
- Calm the suicidal person.
- Notify the Crisis Response Team.
- IC notifies the Head Administrator/designee and parent/guardian if the suicidal person is a student. The IC may schedule a meeting with parents and school psychologist/counselor to determine a course of action.
- Isolate suicidal person from other students.
- Stay with the person until the Crisis Response Team arrives. **Do not leave the suicidal person alone.**
- Determine the method of notifying staff, students, and parents.
- Hold daily staff debriefings before and after normal operating hours as needed.
- Activate the school Crisis Response Team to implement the post-crisis intervention plan and determine the level of intervention

Should the student commit suicide, the crisis intervention team will immediately implement prevention procedures to assist the school's personnel, student body and families affected by the crisis.

If there is a completed suicide at school the following protocol will be implemented:

Suicidal Death or Serious Injury:

- Verify accuracy of information.
- Activate the school Crisis Response Team.
- The IC notifies the Governing Board President.
- Notify staff in advance of the next school day, following suicide or attempted suicide.
- Determine the method of notifying students and parents.
- Protect the privacy of the suicidal person's family.
- Implement the post-crisis intervention plan.

Post-Crisis Intervention:

- Meet with school counseling staff and/or other mental health workers to determine the level of intervention for staff and students.
- Designate rooms as private counseling areas.
- Arrange for siblings, close friends and other "highly stressed" students to meet with counselors.
- Assess stress levels of staff. Recommend counseling to overly stressed staff.
- Refer media to the PIO. **Do not allow the media to question students or staff.**
- Follow-up with students and staff who received counseling and resume normal routines as soon as possible.

Suicide Prevention Resources

SAMS Academy takes the threat of suicide very seriously and encourages all staff to be on the lookout for telltale signs of students in distress and to be proactive in reaching out to these students to address issues and seek help before issues exacerbate. Recognizing the importance of peer-to-peer interaction, the school provides information to all students and families regarding information sources where students and families can seek help. This information is distributed in registration packets, in posters displayed throughout the school and offices and made available to all staff. This information includes:

- 988 Suicide and Crisis Lifeline
- Action in Community Through Service 703-368-4141
- Alternative House 1-800-SAY-TEEN
- National Suicide Prevention Lifeline: 1-800-273-TALK (8255) Press 2 for Spanish
- Substance Abuse and Mental Health Services Administration-National Helpline 1-800-622-HELP or 1-800-799-4889
- Treatment Advocacy Center 1-800-SUICIDE

Websites

American Foundation for Suicide Prevention: <https://afsp.org/about-suicide/>

National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/>

Crisis Intervention Team Roster

Organization	Name & Title	Phone Number & E-mail
SAMS Academy	Amanda Catanzaro, Director of Operations	505-715-3420 acatanzaro@samsacademy.com
SAMS Academy	Bridget Barrett, Head Administrator	505-440-8511 bbarrett@samsacademy.com
SAMS Academy	Gregory Leonard, Special Ed Co-Director	505-298-2746 gleonard@samsacademy.com
SAMS Academy	Jolene Herring, Social Worker	505-270-1878 jherring@samsacademy.com
SAMS Academy	Carla Gonzales, Registrar/Office Manager	505-659-6290 cgonzales@samsacademy.com
Albuquerque Police Department	Pete Gelabert, NW Crime Prevention Specialist	505-768-4850 pgelabert@cabq.gov
Albuquerque Fire and Rescue	Tim Pope, Fire Inspector	505-764-6300 tpope@cabq.gov
Bernalillo County Emergency Management	Richard Clark, Director	505-468-1301 rclark@bernco.gov

Updated on: 11/04/2022

QPR Training for Train the Trainer is scheduled for March 8, 2023, through the New Mexico Department of Health Training Program. Staff attending the DOH training will provide training for the rest of the team by the end of March 2023. Train the trainer staff will attend refresher training in the spring of 2026 and will provide annual training during first week of school for new members of the team.

Referral Network

In the case of suspected mental illnesses, the student can be referred to the family's physician or a number of mental health providers listed below:

Provider	Telephone	Address
Jolene Herring – SAMS Academy Social Worker	505-270-1878	SAMS Academy 6441 Ventana Rd NW Albuquerque, NM 87114
First Choice Community Healthcare – Alameda Medical Center	505-890-1458	7704 2 nd Street NW Albuquerque, NM 87107
UNM Family Health, Westside Clinic	505-272-2900	4808 McMahon Blvd NW Albuquerque, NM 87114
UNM Psychiatric Center	(505) 272-2800	2600 Marble Ave Albuquerque, NM 87106
Presbyterian Behavioral Health	(505) 462-6400	8800 Montgomery Blvd. NE Albuquerque, NM 87111

The SAMS Academy Crisis Intervention Team includes the Director of Operations, the Head Administrator, the school Special Education Co-Director, Social Worker, critical school staff, and community first responders. The team members consisting of the school counselors will take the lead due to their training and experience in crisis intervention.

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

Student Counseling

Student counseling is critical in creating an emotionally and psychologically safe environment. Addressing emotional, social, spiritual, mental, and physical wellbeing is vital to the education of the whole student. There is no other area where the need is greater than helping the student process and cope with all the adjustments necessary when something traumatic happens and/or when a student faces an emergency/disaster event.

Critical Incident Stress Management (CISM) Protocol

School staff who receive information about an incident will notify the Director of Operations who will, in turn, coordinate with counselors.

If the incident is related to the death of a student, a family member or a member of the school staff, the Director of Operations will assign a team member to follow the student's or staff's schedule and assess the effect of the incident on staff or students.

Students determined in need of assistance will need to be escorted by a CISM team member to a common gathering area. Teachers SHOULD NEVER allow students to leave their classroom unattended. Teachers will call the given contact number to request an escort for their student(s) to be taken to a common gathering area.

There must be a sign in/sign out sheet at the common gathering area, and all students must be signed in or out to keep track of student movement.

If an incident involves a particular sub-group (i.e., sports, band, cheer, etc.) an appropriate meeting place will be determined, and club sponsor (if a teacher) will be provided a sub for any classes necessary and will be allowed to stay with the students in their organization and at least one CISM team member.

Teachers who had the student involved in the incident should adjust normal classroom assignments as needed and allow students to engage in alternate classroom assignments such as makeup work, extra credit projects or group interaction, etc. The team member who has been assigned to follow the affected student's schedule will be stopping by to assess the classroom environment.

The Head Administrator must approve any activity in which money will be collected. Students will not be involved in this activity. A collection container will be placed in each front office for those who wish to contribute. At the conclusion of the school day, all proceeds collected must be turned in to the Head Administrator's secretary for counting purposes.

Questions from the faculty and staff regarding the CISM protocol should be directed to the building CISM coordinator. Questions that pertain to building administration in combination with CISM protocol will be referred to the administration team.

The overriding goal of the CISM response team is to return the students to a sense of normalcy and structure ASAP.

Section III Protection

3.1 Access Control

SAMS Academy is in a new building that opened in 2023 that has secure access to the main entrance with windows looking over the parking area. The campus is fenced on all sides but could be compromised by animals or humans from a residential area to the west and while gates are open during the day. The school address is

6441 Ventana Road NW
Albuquerque, 87114

The school is comprised of a single building and all visitors are required to enter through one main door to the office area. The main entrance is monitored by a staff member that can see who is approaching before allowing entry. Staff and students enter the school through one of two other entrances. All other entrances of the building have been reconfigured to act as emergency exits. Parents drop off and pick up is at the east side of the school and is scheduled so all students are not congregating at the front of the school at one time. Students who drive their own vehicles proceed to the west side of the building to the student parking area and enter through a single entrance.

SAMS Academy will undergo a Loss Control and Safety Audit by Poms and Associates in early 2023. At present, the following components of secure School Entrances are being implemented:

- Single point entry for all visitors.
- Staff monitoring of arrival and dismissal times.
 - SAMS Academy has staff assigned to monitor students as they arrive and depart the school in the morning and afternoon.

Visitor management

All persons entering the campus who are not school staff or students are considered either visitors or volunteers. All visitors or volunteers at the school are required to check in at the office and receive a visitors badge that must be worn at all times while in the building. Visitors and volunteers are required to sign out upon departure from the school. All school staff must wear school issued identification badges at all times while on campus. Any person, not a student and not displaying a pass or ID are stopped by school staff and directed to the front office. SAMS Academy pledges to make every effort to ensure the safety of our students.

SAMS Academy is equipped with a state-of-the-art digital video monitoring system that is continuously recording. This system monitors the main entrance, other entries and exits and the campus in general. The front office staff of the school monitors these cameras throughout the day and reports any suspicious activity to the Head Administrator.

3.2 Facility Safety

Facility Safety

SAMS Academy is regularly inspected by the Director of Operations , Head Administrator, representatives of the NM Fire Marshall's office, and Poms & Associates to ensure the facilities are safe for students and staff. SAMS Academy maintains records of inspections. The new school facility was occupied in January of 2023. Poms and Associates is scheduled to visit the campus in January of 2023 to complete the initial loss control an safety audit. SAMS Academy staff are encouraged to report anything they find that is unsafe and to place a work order to have items addressed.

These inspections include inspecting all areas around the school buildings. For any equipment found to be a potential safety hazard, use is suspended until repairs are complete or the unsafe items are removed. In addition, SAMS Academy staff are directed to inspect all common areas daily to identify any safety issues. The school maintains a record of equipment and playground inspections.

Traffic Safety, Pick Up/Drop-Off

SAMS Academy promotes safety by abiding by the following rules when dropping off or picking up students:

- Remind students to cross the roadway only at the designated crosswalks.
- Fire lanes must be observed. The fire lanes are along the front of the main building off Irving Blvd.
- Cars should not be parked in fire zones and may be ticketed.
- The school does provide transportation. Bus drop-off is on the west side of the building away from the parent drop off areas.
- The parent pick-up area is on the east side of the school along Ventana Road and cars are directed to park with the direction of traffic travel.
- The speed limit in the school area during parent pick-up hours is 15 miles per hour. Staff is positioned to direct students to their pickup vehicle and students are allowed to enter the pickup area only after a pickup vehicle is identified and ready to receive the student.
- It is NEVER permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).

All staff must wear safety vests when providing traffic control or working around any moving vehicles.

Playing Fields/Playground Safety

SAMS Academy receives regular inspections from the New Mexico Public School Insurance Authority, and Poms & Associates. These inspections include inspecting all areas around the school buildings. The following checklist is used by the administration and staff to document playground inspections. Inspection reports are turned in to the office for action if required. Copies of the inspection reports are kept in the school office.

Playing Fields/Playground Safety Checklist				
Name(s) of Person(s) performing inspection: _____			Date of most recent inspection: _____	
Yes	No	If in progress, anticipated completion date	Item	Name of Person(s) Responsible
			Cracked, bent, warped, rusted play/sports equipment?	
			Worn swings, hangers, or chains?	
			Damaged swing seats?	
			Sharp corners or edges?	
			Broken supports or anchors?	
			Footings exposed, cracked or loose in the ground?	
			Protruding bolt ends, which are not rounded?	
			Loose bolts?	
			Broken bleachers or missing rails, steps, seats or rungs?	
			Chipped or peeling paint?	
			Approved type of surface under play/sports equipment and a sand depth of 12"?	
			Pinch points or crush points from exposed mechanism?	
			Tripping hazards?	
			Vandalism, graffiti, bottles or debris?	
			Splintered or deteriorated wood?	
			Evidence of unapproved modification(s) of equipment?	
			Areas which could lead to entrapment or strangulation?	
			Areas which might harbor vermin?	
			All chain link, perimeter and backstop fences in good repair?	

3.3 Bicycle Safety

Traffic along Irving Blvd NW is significant and as such, students at the SAMS Academy are encouraged not to ride their bikes to and from school. For those students that choose to ride their bikes to school, SAMS Academy participates in the Safe Routes to Schools program. Students assume full responsibility for the care and use of their bicycles including a lock. State laws also apply. The Child Helmet Safety Act of 2007 requires helmets for all minors under age 18 riding on bicycles, scooters, skates, and tricycles.

The Head Administrator may deny the privilege of riding a bicycle to school for any student who fails to comply with state law or school rules and regulations. Parents of students who habitually or willfully violate safety rules will be notified, and student privileges may be revoked.

A bicycle is not a toy. It is a vehicle! Head injuries are the most serious injury type and the most common cause of death among bicyclists. More than half of all bicyclist deaths occur among school age youth (ages 5-17). SAMS Academy emphasizes the following bicycle safety tips for parents and students:

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

These resources and tips are distributed to Parents, Students using flyers placed in registration packets. Also, posters are placed throughout the school.

3.4 Internet Safety

Today's students are the first generation to have use of the Internet for their entire lives. This unprecedented access to resources will enhance their learning, research, communications, expressions of creativity, and explorations for new ideas. Unfortunately, this remarkable resource also has a dark side that poses a variety of dangers due to misuse and abuse that often targets youth. Viruses that could harm your computer, child molesters that are trying to meet your child, and disclosure of personal information that could lead to identity theft are all risks inherent in using the Internet. Every parent must recognize these dangers to help teach their children to protect themselves online.

SAMS Academy uses regular classroom curriculum that provides lessons on basic internet safety. These lessons include: the dangers of giving out personal information online, recognizing when someone may be phishing online, as well as the dangers of going to inappropriate sites. Students are also reminded not to create online friendships with anyone they do not know as well as not to meet up with anyone they met online.

SAMS Academy complies with the Children's Internet Protection Act (CIPA) in that it utilizes security and Web filtering software. This software provides measures that block or filter Internet access to pictures that are: (a) obscene; (b) pornographic; or (c) harmful to minors. This also provides how the monitoring of the online activities of students on the network can be carried out.

In maintaining compliance with CIPA, SAMS Academy provides Cyber Safety Training for all students as appropriate. This training includes appropriate online behaviors that include interacting with other individuals on social networking sites and chats, as well as cyber bullying awareness and response.

SAMS Academy students are responsible for good behavior on school computer networks just as they are in a classroom or a school hallway. Communications on the network are often public in nature. General school rules for behavior and communications apply. Access to network services is given to users who agree to act in a considerate and responsible manner. Families should be warned that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, users may find ways to access other materials as well. We believe that the benefits from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Parents are given a copy of the following Internet safety tips at the beginning of each year.

The Internet offers a world of resources with the click of a mouse. But there is a dark side to the Internet that poses a variety of dangers for our youth, such as viruses that could harm your computer; pedophiles who are trying to meet your child; and disclosing personal information that could lead to identity theft. 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.

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

TEACH YOUR CHILDREN THE FOLLOWING RULES:

- | |
|--|
| <ul style="list-style-type: none"> ● 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 parental 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. |
|--|
- **Talk to your child about dangers online.** Your child should know that:
 - Accepting files or downloads from unknown sources can include a virus that could harm the computer. Giving away personal information can lead to identity theft or worse.
 - People may not be who they say they are online -- predators roam cyberspace.

- Open communication with your child is vital. Your children need to feel that 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.

3.5 School Security Staff

SAMS Academy does not have full-time security staff on its campuses. The school partners with the Albuquerque Police Department to respond to security issues as needed. The Albuquerque Police Department participates in planning and drills and are a vital part of our school community.

Section IV Mitigation

4.1 Understanding Risks, Threats, and Hazards

School Threat and Hazard Vulnerability Worksheet

School Threat & Hazard Vulnerability Analysis Worksheet									
School: Southwest Aeronautics, Mathematics and Science Academy				Date Completed: 12/22/2022					
District: N/A							Score 0-5		
Address: 6441 Ventana Rd NW Albuquerque, NMN 87114				Completed By: H. Aguilar A. Aguilar			0= least 5= most		
Threat or Hazard	Historical Occurrence	Prob. Of Occurrence	Human Impact	Property Impact	Other Impact	Mitigation Activities	Internal Resources	External Resources	TOTAL
Natural									
Pandemic	1	3	5	3	3	3	4	4	3.3
Snowstorm/Severe Winter Weather	3	2	1	1	0	1	1	1	1.3
Flooding	0	1	0	2	1	1	1	1	0.9
Severe Thunderstorm/High Winds	3	3	1	2	0	1	0	0	1.3
Earthquake	0	1	1	1	1	0	1	1	0.8
Wildfire	0	1	0	2	0	0	0	1	0.5
Dangerous Animal on/near Campus	2	3	3	0	0	0	0	0	1.0
Food-borne Illness	0	0	0	0	0	0	0	0	0.0
Tornado	0	0	0	0	0	0	0	0	0.0
Technological									
Cyber Attack	0	3	0	3	0	3	3	3	1.9
Chem/Bio/Rad/Nuc Incident	0	1	3	2	1	1	1	1	1.3
IT/Communications Failure	2	2	0	0	3	2	2	2	1.6
Hazardous Material Incident	0	2	2	1	1	1	1	1	1.1
Natural Gas Leak/Loss	0	1	2	3	0	1	0	1	1.0
Explosion	0	1	1	1	1	1	1	1	0.9
Transportation Emergency	0	1	2	2	0	0	0	2	0.9
Loss of Power/Water	0	1	3	2	0	0	0	2	1.0
Human-Caused									
Suicide Threat/Attempt	0	1	4	0	1	4	3	3	2.0
Active Shooter	0	1	5	1	1	3	3	2	2.0
Fire/Arson on Campus	0	1	0	3	1	4	3	2	1.8
Criminal Activity on Campus	2	2	2	3	1	3	1	2	2.0
Criminal Activity Near Campus	0	2	2	2	1	1	1	2	1.4
Bomb Threat	0	1	5	2	0	1	1	0	1.3
Missing Child	0	1	1	2	1	0	2	2	1.1
Medical Emergency	0	1	2	0	0	2	2	2	1.1
Child Abuse/Neglect	0	2	3	0	0	1	1	1	1.0
Domestic Violence	0	1	2	1	0	1	1	1	0.9
Civil Disorder	0	1	1	1	1	1	1	0	0.8
Drive-by Shooting	0	1	2	1	0	0	0	1	0.6
Analysis Results: High Risk: > 3.5									
Medium Risk: 2.0 - 3.5									
Low Risk: < 2.0									

The SAMS Academy Safety Committee has identified these as the top potential threats and hazards faced by our school. The threats/hazards that are medium to high probability are all addressed in the Response section of this safety plan.

Potential Threats and Hazards	Probability of Occurring	Warning Time	Potential Consequences
Fire	Low	Minimal or None	High
Active Shooter	Low	Minimal to None	High
Dangerous Animal on/near Campus	Medium	Minimal or None	Moderate
Trespassing Pedestrians	High	Minimal or None	Moderate
Snowstorms/Severe Winter Weather	High	More than 4 hours	Moderate
Loss of Power/Water/IT/Communications Failure	Medium	Minimal or None	Low
Domestic Violence/Criminal Activity Near Campus	Medium	Minimal or None	Moderate
Medical Emergency	High	Minimal or None	High
Missing Child	Low	Minimal to None	High
Hazardous Incident from Transport on Roads Near Schools	Low	Minimal to None	Moderate

In emergency situations staff are instructed to call 911 and have police officers, fire department, or medical help dispatched to our location. We also have a health assistant to assist in any medical emergencies.

The SAMS Academy Safety Committee has conducted an assessment and identified the following potential threats and hazards. **The Albuquerque Police Department, Mr. Peter Gelabert, NW Crime Prevention Specialist led an analysis of the assessment and was instrumental in developing hazard/threat priorities.**

Natural Threat	Response to Threat
Pandemic	As evidenced, a viral pandemic can strike anytime. SAMS Academy has developed a comprehensive response plan for dealing directly with the pandemic. This can be found in Section 2.2. In addition, the process found in the Section 6.2 will be followed if the school is unable to occupy the facility as the result of a pandemic.
Severe Thunderstorms/High Winds/Snow	The mountains and plains of Northwest New Mexico are known for their high winds, thunderstorms, sandstorms, and snowstorms. These are the most likely natural threat that will be encountered by SAMS Academy. Procedures from Section 5.17 will be followed.
Dangerous Animals Near or On Campus	SAMS Academy, being located on the West Mesa of Albuquerque is susceptible to having stray and unvaccinated animals wander on to campus. In the case of such an incident, procedures from section 5.6 will be followed.
Loss Of Power or Water	Electrical power outages and the loss of water can happen at any time due to system failures, weather, or human-caused incidents. In the case of the loss of power or water follow the protocols listed in section 5.14. If power or water services cannot be restored in a timely manner, it may result in school closure.
It/Communication Failure	In the event of an IT or communication systems failure at SAMS Academy, the technology contractor will be contacted via an alternate means such as a cellphone. The school site is provided with and will use cell phones to be able to communicate with the Head administrator, emergency services, and transportation services.
Cyber Attack	Cyber-attacks have become more common, and any institution using wired and wireless networks connected to the internet are susceptible to an attack. In the case of a cyber-attack being discovered at SAMS Academy, the Technology Contractor will be contacted immediately. All students and staff will immediately suspend the use of any technology connected via LAN or wireless to the school network.

Transportation Emergency	Transportation emergencies can occur for any number of reasons to include other threats or attacks. SAMS Academy is located on a major roadway that could be closed off in the case of an emergency or law enforcement action around the school. In the case of a transportation emergency at SAMS Academy, the protocol listed in section 5.20 will be followed.
Child Abuse or Neglect	SAMS Academy may discover children who have suffered abuse or neglect. CYFD representatives have trained all staff during in-service training for recognizing and the reporting of any suspected child abuse or neglect. All staff understands the mandatory reporting requirements for such reporting.
Criminal Activity on or Near Campus	In cases of criminal activity observed by staff members or reported by students, law enforcement is notified. If believed to be necessary to protect students and staff, the school may enter lockdown protocols as described in section 5.2. In the case of a law enforcement action in the area of the school, SAMS Academy will be placed either in lockdown or shelter in place as determined by the head administrator.
Domestic Violence	SAMS Academy is not immune from domestic violence. If domestic violence is suspected 911 will be called immediately to protect students, staff, and others. Domestic conflicts often include custody of children. SAMS Academy could have incidents where a parent or guardian, who have been involved in domestic violence and have had no custodial rights, come to the school site to attempt to pick up children from the school. In such a case law enforcement will be contacted immediately.
Medical Emergencies	Medical emergencies are quite common at schools and usually involve accidents on the playground or a person suffering a reaction due to a preexisting medical condition such as a seizure. In the case of a medical emergency, the protocols listed in section 5.15 will be followed.
Fires	Fires on campus can be a real threat as not all fires are an act of arson. Fires can be a result of several reasons to include the improper storage of chemicals, mechanical failures, electrical failures, and accidents. Due to the number of students and staff present at the school, a fire presents a great danger to a large number of people. In the case of a fire, the protocol for evacuation listed in section 5.2 will be followed.

SAMS Academy Site Assessment

The school was occupied as this safe school plan was developed. The school is working with Pom's & Associates to schedule a Site Security Assessment prior to the end of the school year.

While the POMS assessment has not yet taken place a walkthrough was conducted with the Head of School and the Director of Operations using the Facility Safety Checklist to identify any security and safety concerns. The assessment is on file at the school office.

The inspection identified zero High-Priority or Medium-Priority issues. Being a new campus, potential issues were addressed in design and construction. Issues that arise will be addressed through the school's maintenance program.

Large windows in the office area face the parking area and automobile and pedestrian traffic is monitored. The main entrance to the school is off of Irving Boulevard and Ventana Road adjacent to residential areas. The school is set back from the roadway with a parking lot between the school and the main road where it minimizes the likelihood of a vehicle leaving the roadway would hit the school. The student activity area is behind the school and students are not allowed to congregate in the front of the school during school hours.

The following areas are of concern:

- The large volume of vehicular traffic on Irving Blvd. throughout the day particularly during student pickup and drop off times. Parents enter and exit from Ventana Road which intersects Irving and requires vehicles to turn onto oncoming traffic.
- Staff directing traffic must remain vigilant.
- At this time, no other major areas of concerns were found at SAMS Academy.

The SAMS Academy Safety and Threat Assessment Team inspect the school's fire extinguishers, emergency lights, and other safety items monthly. Any safety concerns identified are quickly addressed as needed by the site maintenance person.

Capacity Assessment

At the beginning of each school year an assessment is given to examine the capabilities of staff and to list material resources of community partners that could be available to the school. The Staff Capacity assessment includes those that have first aid skills, foreign language, counseling experience, etc. Copies of the Staff Capacity Assessment are secured in the office for security purposes. (Below is example, the form used which was also available for completion using Google Forms)

Staff Skills Inventory
(For Emergency Operations Planning)

As part of the development of our school Emergency Operations Plan (EOP), and in accordance with NM 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 with consent. The information provided below will be useful to help design and update our EOP in order to be fully prepared for an emergency.

NAME: _____ ROOM: _____

I. Emergency Response:

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

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

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

II. Special Considerations:

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

☐ Multilingual, list language(s) _____

☐ Experience with persons who have disabilities _____

☐ 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) _____

Staff Skills Inventory Summary

21 Staff Members surveyed.

Skill	# Staff
First Aid	17
CPR	18
Multilingual English/ Spanish	2
Experience with Disabilities	10
Ham Radio/CB Experience	2
Knowledge of Community Resources	6
Emergency Operations Management	2
Emergency Medical	7
Search and Rescue	1
Fire Fighting	2
Media Relations	3

Climate/Culture Assessment

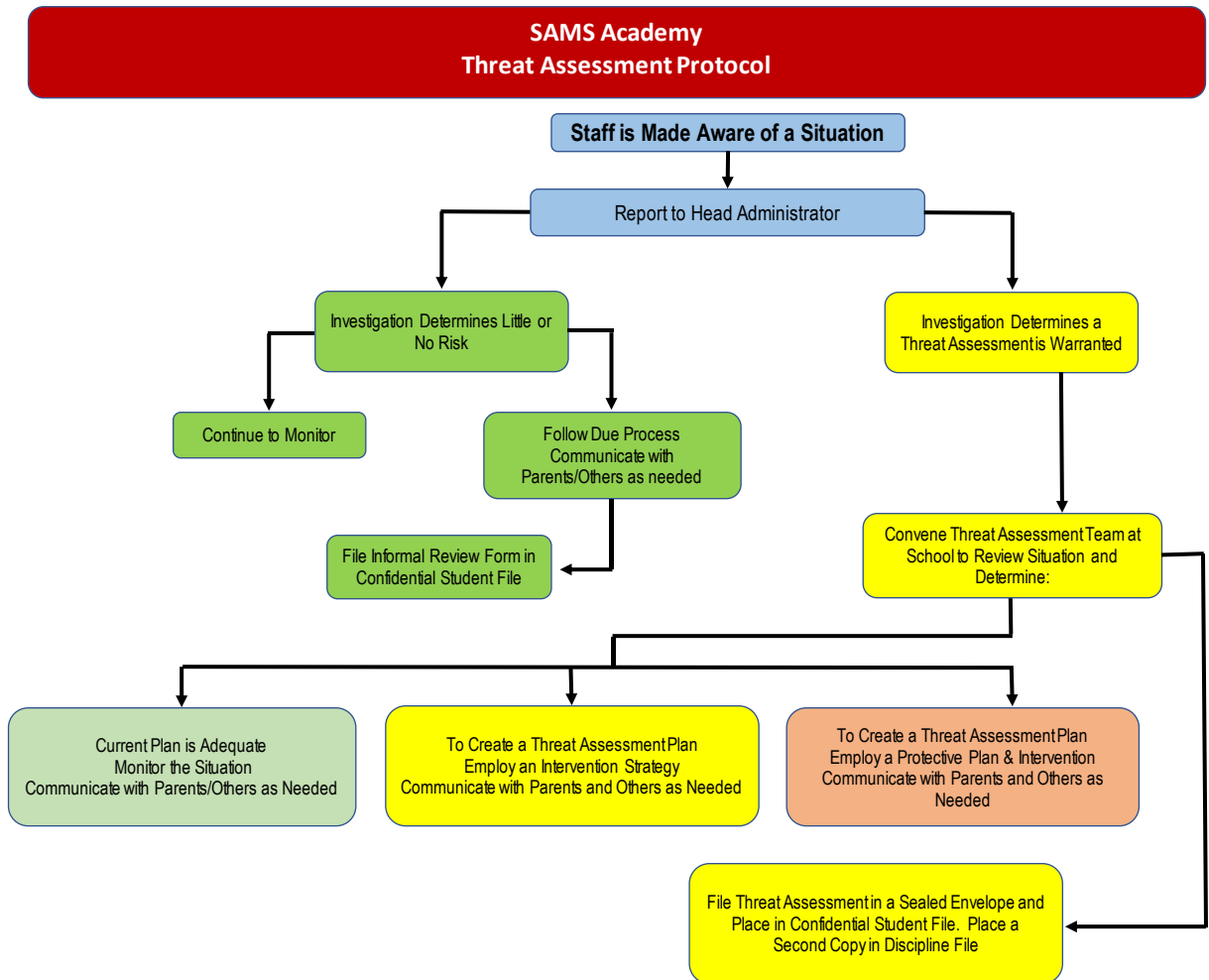
SAMS Academy conducts two site assessments annually. The school uses a rubric to assess the quality and character of school climate and culture. Interviews are conducted with parents, staff, and students. The results are presented to the Governance Council when complete and are used by the administration and the board in future planning.

Behavioral Threat Assessment

The Behavioral Threat Assessment Team will analyze communication and behaviors to determine whether a student, staff, or other person may pose a threat. The primary purpose of a behavioral threat assessment is to prevent targeted violence. A behavioral threat assessment is designed to:

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

The Behavior Threat Assessment Team (TAT) will convene when a credible threat is received and operate under the following protocol



Behavioral Threat Assessment Team

Organization	Name & Title	Phone Number & E-mail
SAMS Academy	Amanda Catanzaro, Director of Operations	505-715-3420 acatanzaro@samsacademy.com
SAMS Academy	Bridget Barrett, Head Administrator	505-440-8511 bbarrett@samsacademy.com
SAMS Academy	Gregory Leonard, Special Ed Co-Director	505-298-2746 gleonard@samsacademy.com
SAMS Academy	Jolene Herring, Social Worker	505-270-1878 jherring@samsacademy.com
SAMS Academy	Carla Gonzales, Registrar/Office Manager	505-659-6290 cgonzales@samsacademy.com
AFR Fire Marshall	Tim Pope, Fire Inspector	505-164-6300, tpope@cabq.gov
Albuquerque Police Department	Pete Gelabert, NW Crime Prevention Specialist	505-831-4705 pgelabert@cabq.gov

Updated on: 11/04/2022

4.2 Drills and Exercise Planning

Drills and exercises are a key component of national preparedness—they provide schools, districts, and stakeholders from across the whole community with the opportunity to shape planning, assess and validate capabilities and address areas for improvement. These priorities guide the overall direction of a progressive exercise program, where individual exercises are anchored to a common set of priorities or objectives and build toward an increasing level of complexity over time. Through improvement planning, schools take the corrective actions needed to improve plans, build, and sustain capabilities, and maintain readiness.

Emergency Drill Assurance is submitted via the SHSB secure on-line platform.

Consideration for AFN and LEP students include the following:

- Physical disabilities that might impede mobility.
- Physical disabilities that might impede access to instructions, e.g., hearing or sight impairment.
- Sensory disabilities that might heighten a distress reaction and/or impede response to instruction.
- Cognitive disabilities that might impede understanding a situation and instructions.

The Special Education Staff are familiar with each of the identified students and have crafted plans to assist them in the event of an emergency. Many of these accommodations are included in a student's IEP which is crafted in consultation with parents, teachers, and the school administration.

Limited English Proficiency Students (LEP), when enrolled are given a “buddy” that can communicate and aid them during drills.

Emergency First Responders involved in drills: Pete Gelabert, NW Crime Prevention Specialist with the Albuquerque Police Department, Tim Pope, Fire Inspector with Albuquerque Fire and Rescue and Richard Clark, Bernalillo County Director of Emergency Management were invited by the school to evaluate our Fire Drill, Shelter-in-Place, Active Shooter, Evacuation and Relocation/Reunification Plans and offer suggestions on improvement strategies. When we practice these procedures, we invite these same agencies to assist us in evaluating our systems and to provide feedback on procedure changes or other improvements to make.

4.3 Review, Revise, Secure, and Share the Plan

The SAMS Academy Safety Committee meets at least once a year near the beginning of the school year to review the plan as well as update rosters. The plan is shared with our community partners in person. This plan is not uploaded where there it can be accessed by anyone outside of those who need to review, update, or review it. The SAMS Academy Office maintains a record of our partners with whom this plan has been shared.

Section V Response

5.1 Incident Command System

The SAMS Academy uses the ICS Command System (ICS) in response to all incidents that occur on school sites or school-related activities.

The ICS is a standardized, on-scene, all-hazards incident management approach that:

- Allows for the integration of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.
- Enables a coordinated response among various jurisdictions and functional agencies.
- Establishes common processes for planning and managing resources. ICS is flexible and scalable depending upon incident size and duration, as well as the availability of personnel and can be used for incidents of any type, scope, and complexity.
- Allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents.

ICS is used by all levels of government—Federal, State, tribal, and local—as well as by many non-governmental organizations and the private sector. The ICS is also applicable across disciplines—fire, law enforcement, emergency medical services. It is typically structured to facilitate activities in five major functional areas: Command, Operations, Planning, Logistics, and Finance/Administration. All these functional areas may or may not be used based on the incident needs. For most school-based emergencies, it is unlikely that all the major functional areas will be operationalized, as first responders will manage much of the response.

All staff at SAMS Academy are required to complete the [IS-100.SCa](#), Introduction to the [Incident Command System course located on the FEMA website](#). The course was completed by the staff at the beginning of the 2022-2023 school year. Certificates of completion are kept in the school office.

All staff at SAMS Academy who are members of the school safety team are required to complete the [IS-362.A: Multi-Hazard Emergency Planning for Schools](#), as well as the [IS-907 Active Shooter: What You Can Do](#), course located on the FEMA website. The school, through Pete Gelabert, NW Crime Prevention Specialist with the Albuquerque Police Department, conducts Active Shooter training once a year during the first week teachers and staff return to work for the school year. Certificates of completion are on file in the school administration office at each school.

School Incident Command Assignment Roster

Southwest Aeronautics Mathematics & Science Academy

School District: N/A

School Address: 6441 Ventana Rd NW
Albuquerque, NM 87114

Head Administrator Name: Bridget Barrett

ICS Assignment	Primary	Secondary
Incident Commander	Name: Amanda Catanzaro Cell #: 505-715-3420 E-mail: acatanzaro@samsacademy.com	Name: Bridget Barrett Cell #: 505-440-8511 E-mail: bbarrett@samsacademy.com
Public Information Office	Name: Amanda Catanzaro Cell #: 505-715-3420 E-mail: acatanzaro@samsacademy.com	Name: Bridget Barrett Cell #: 505-440-8511 E-mail: bbarrett@samsacademy.com
Safety Officer	Name: Gregory Leonard Cell #: 505-298-2746 E-mail: gleonard@samsacademy.com	Name: Amanda Catanzaro Cell #: 505-715-3420 E-mail: acatanzaro@samsacademy.com
Liaison Officer	Name: Bridget Barrett Cell #: 505-440-8511 E-mail: bbarrett@samsacademy.com	Name: Amanda Catanzaro Cell #: 505-715-3420 E-mail: acatanzaro@samsacademy.com
Operations Chief	Name: Bridget Barrett Cell #: 505-440-8511 E-mail: bbarrett@samsacademy.com	Name: Amanda Catanzaro Cell #: 505-715-3420 E-mail: acatanzaro@samsacademy.com
Planning Chief	Name: Amanda Catanzaro Cell #: 505-715-3420 E-mail: acatanzaro@samsacademy.com	Name: Bridget Barrett Cell #: 505-440-8511 E-mail: bbarrett@samsacademy.com
Logistics Chief	Name: Paula Gonzales Cell #: 505-459-5688 E-mail: pgonzales@samsacademy.com	Name: Carla Gonzales Cell #: 505-659-6290 E-mail: cgonzales@samsacademy.com
Finance Chief	Name: Sean Fry Cell #: 505-215-1987 E-mail: sfry@samsacademy.com	Name: Paula Gonzales Cell #: 505-459-5688 E-mail: pgonzales@samsacademy.com

PERSONNEL GUIDE

Director of Operations /Designee

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

Responsibilities include:

- Taking steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of emergency management protocols.
- Determining which situation is appropriate (Evacuation; Shelter-In-Place; Lockdown).
- Activating the school Incident Command System (ICS) and notifying the Albuquerque Police Department and Albuquerque Fire and Rescue to establish a unified command of the incident.
- Working with emergency service personnel and transferring School IC role to IC who has jurisdiction for managing the Unified Command structure, investigations, rescue procedures.
 - The Albuquerque Police Department and SAMS Academy currently hold joint training in Active Shooter drills and APD monitors and participates in emergency drills.
- Notifying the Governing Council President and external stakeholders.
- Arranging for transfer of students, staff, and other individuals when a disaster threatens safety.
- Maintaining a line of communication with the Albuquerque Public School Superintendent's Office and District Incident Command Team in the event District emergency transportation support is needed.
- Maintaining a line of communication with the Governing Board Chair.

Teachers

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

- Take steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of IC.
- Direct students in their charge according to school IC.
- Render first aid if necessary. It is recommended that teachers should be trained and certified in first aid and CPR.
- Teachers must have their roll books with them.
- Take roll when the class relocates to assembly area.
- Report missing students and staff to school's Operations designee.
- Assist as directed by the building administrator/designee.
- Special Education Teachers will be familiar with AFN students and will support these students.
- Limited English Proficiency Students (LEP) will be supported by second language teachers who can communicate and aid them during drills.

Counselors, Social Workers, Ancillary Staff

Counselors, social workers, and ancillary staff, when on-site shall be responsible for assisting the overall direction of the emergency procedures at the site. Responsibilities may include:

- Taking steps deemed necessary to ensure the safety of students, staff, and other individuals in the implementation of the Emergency Management Protocol.
- Directing students in their charge according to school ICS.
- Rendering first aid if necessary.
- Assisting in the transfer of students, staff, and other individuals when a disaster threatens their safety.
- Helping coordinate the activities of emergency service personnel.
- Maintaining a line of communication with the Incident Command Team.
- Assisting as directed by the building administrator/designee.

Health Assistant/Head Administrator

- The school does not have a full-time nurse. The school health assistant will assume first aid responsibilities.
- Provide first aid or emergency treatment as needed.
- Document all students aided and the types of treatment provided.
- Communicate first aid and emergency treatment needs to emergency service personnel.
- Assist as directed by the Director of Operations /designee.

Custodians

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

School Secretary

- Assist as directed by the Director of Operations /designee.
- Account for all staff and faculty; keep track of and report all missing staff and faculty to the Head Administrator/designee.
- Provide for the safety of essential school records and documents.

Transportation Drivers – from the contract bus provider:

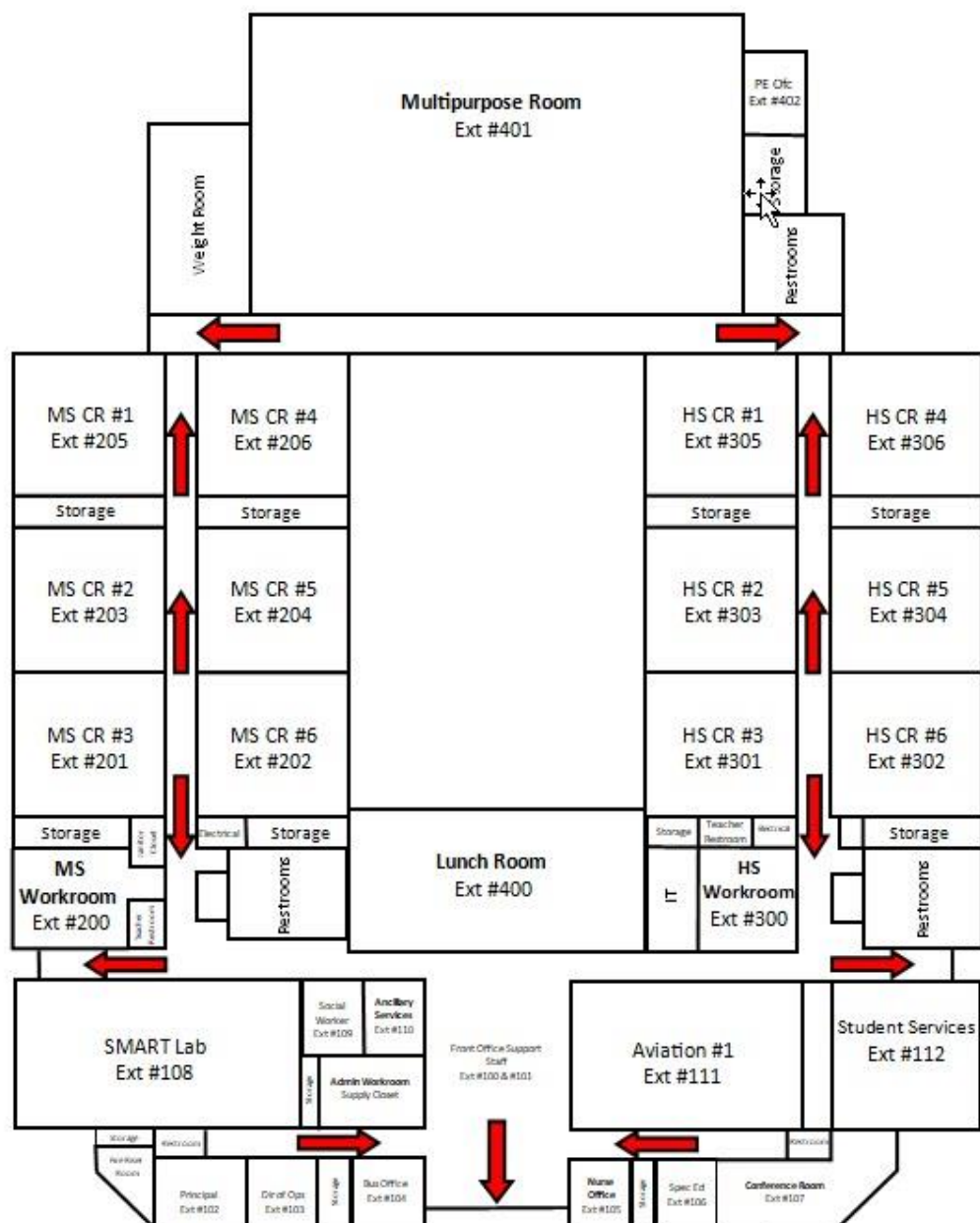
- Supervise the care of students if an emergency occurs while students are in the vehicle.
- Transfer students to a new location when directed by the dispatcher or authorized regulatory agency.
- Follow school procedures as directed by transportation policy for emergency situations, including a plan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

5.2 Proactive Actions/Functional Annexes

Evacuation

SAMS ACADEMY EVACUATION MAP

SAMS ACADEMY FIRE DRILL MAP



Evacuation procedures are used in a variety of school emergency situations when remaining in the building is unsafe. Evacuation means to move building occupants from the building to a pre-designated safe area. A fire alarm will signal an evacuation, direction from the school site administrator over the intercom or other emergency notification system, or by the instruction of emergency response personnel. Some evacuations may involve moving students and staff to an alternate or off-campus site. If an evacuation is other than for a fire or fire drill, further instructions should be given.

Variations on Evacuation:

Fire Drill: All students and staff will exit the buildings and go to their pre-designated locations outside of the school. Teachers and staff will follow the school policy for student accountability.

Under Escort: During a lockdown, law enforcement will enter the school with the mission of stopping the threat. As more officers are deployed, there may be a need to evacuate individual classrooms or areas under escort. In most cases, students and staff will be asked to evacuate in a single file with hands empty and showing. Instructions from law enforcement will likely include these directives: do not take personal belongings with you; do not talk or use electronic devices and follow all instructions of law enforcement officers. Students may be escorted to buses or walked to an off-campus site.

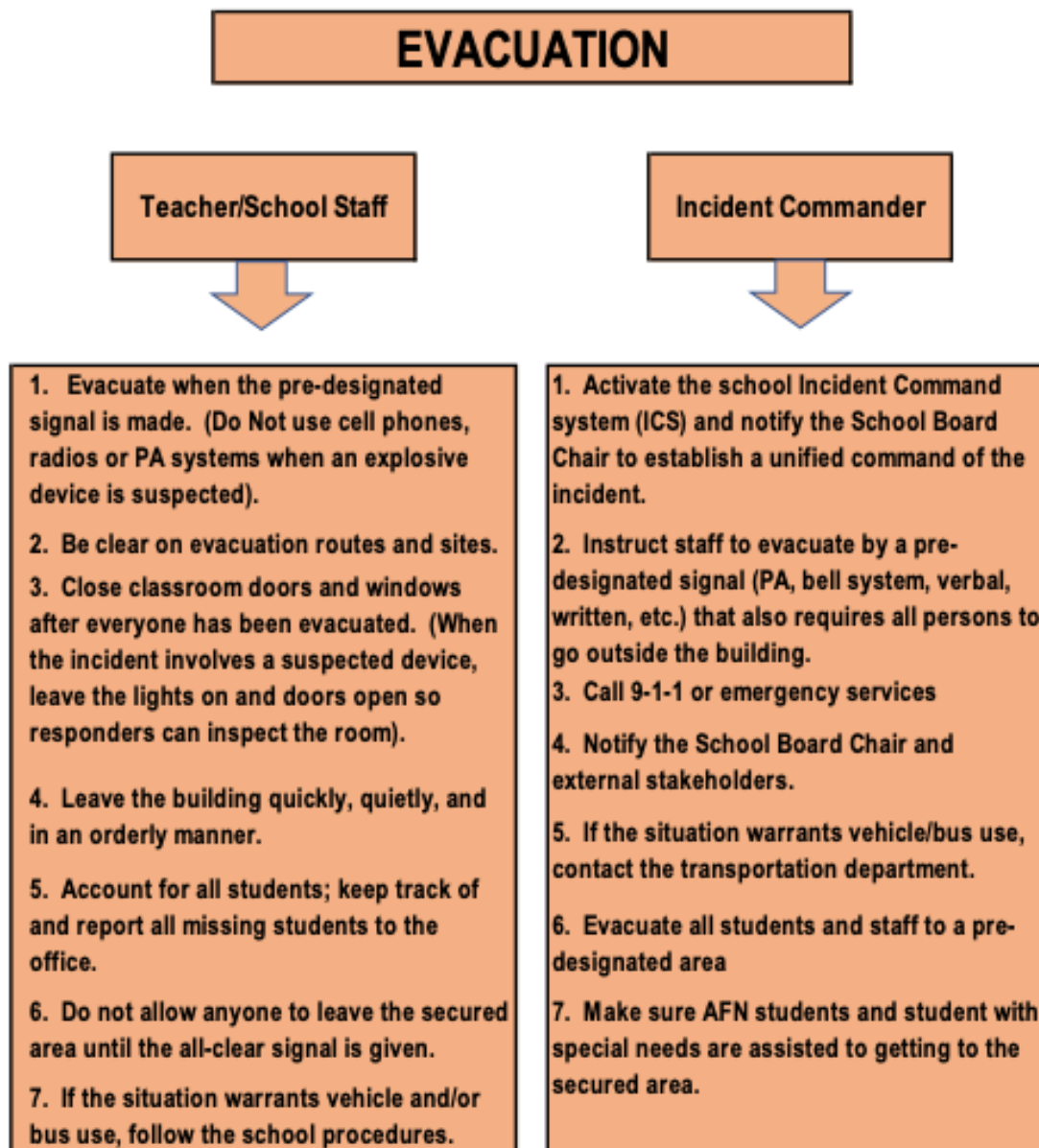
Reverse Evacuation: Used to move staff and students who are outside the school buildings inside in a quick and orderly fashion when circumstances inside are safer than outside. A reverse evacuation order is often followed by a shelter-in-place, lockout, or lockdown order, depending upon the circumstances.

To Off-Campus Site: This may require long distance walks or school-provided transportation to a pre-designated site due to the school campus being unsafe. In the case of students having to be taken to an off-campus site, parent notification and reunification procedures will be followed.

The off-campus evacuation site that has been identified for SAMS Academy is CNM-Westside located about one mile from the school. The address of the evacuation site is 10549 Universe Blvd NW, Albuquerque, NM 87114.

The contact number for staff to ensure the facility is ready to accept students is 505-224-3000. See section 6.1 of this plan for protocols on re-location and reunification.





Shelter in Place

Shelter-in-Place procedures are used when the building is seen as a place of safety but locking down the building is not necessary. A shelter-in-place often requires building occupants to remain in a school building for extended periods of time during an event. To Shelter-in-Place means to take shelter where you are and isolate the inside environment from the outside environment. Additional threat/hazard-specific directions may be needed, depending upon the emergency.

SHELTER-IN-PLACE

Teacher/School Staff

1. Make sure all students go inside.
2. Make sure persons with special needs are given assistance in getting to shelter.
3. Close all windows and doors to the shelter area. (Consider taping doors and windows.)
4. Turn off all ventilation that may bring in air from outside.
5. If the air within the shelter appears to be contaminated, inform the office of the problem.
6. Account for all students; keep track of and report all missing students to the office.
7. Discourage use of cell phones.
8. Continue to listen for and follow the directions given by the Principal's Office (PA, written verbal, etc.).
9. Do not allow anyone to leave the shelter until the all-clear signal is given.

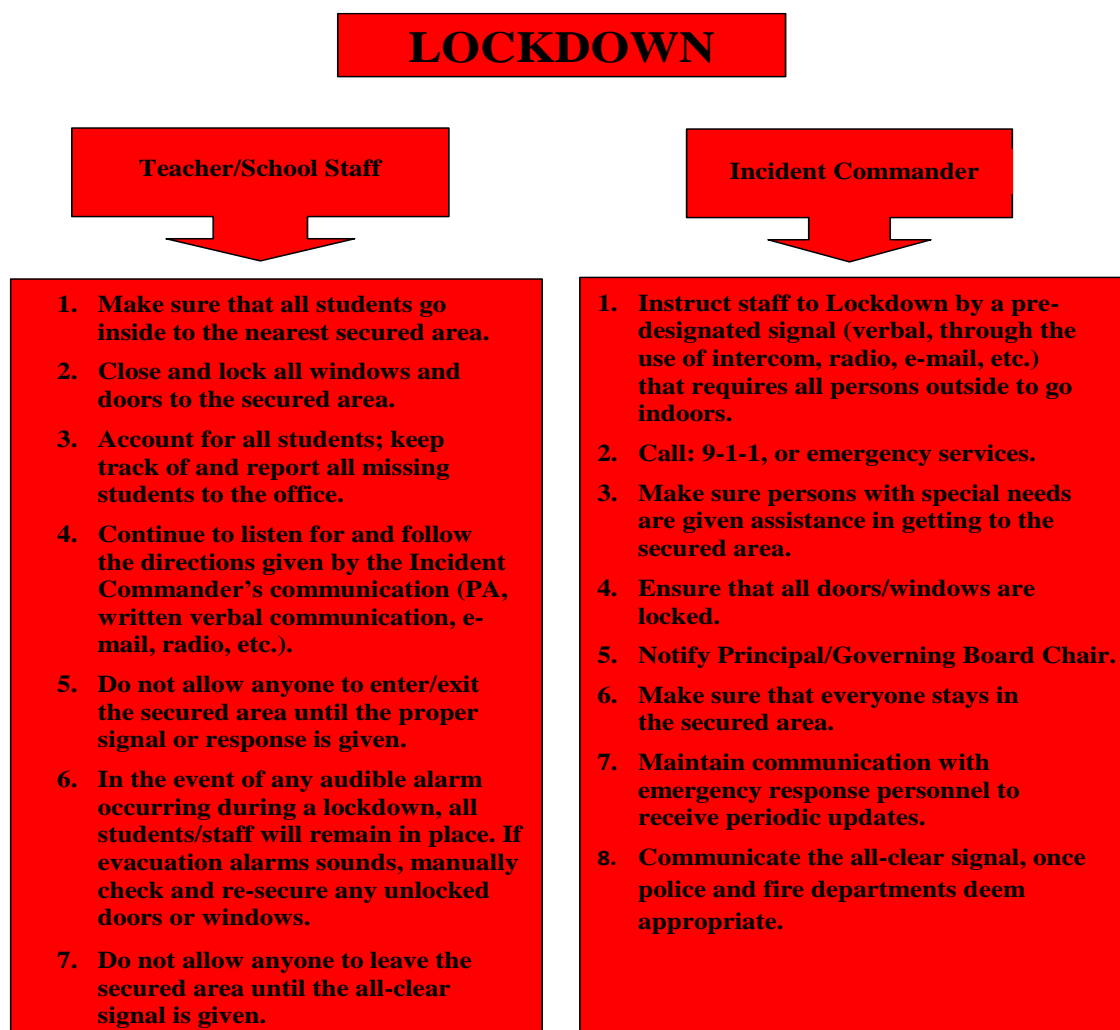
Incident Commander

1. Instruct staff to Shelter-In-Place by a pre- designated signal (PA, bell system, verbal, written, etc.) that requires all persons outside to go indoors.
2. Call: 9-1-1 or emergency services.
3. Make sure persons with special needs are given assistance in getting to shelter.
4. Ensure that maintenance staff shut all exterior doors and shut off all ventilation systems. (Consider taping doors and windows.)
5. Notify Principal/Governing Board Chair
6. Make sure that people stay in shelters. (Use your best judgment in allowing visitors into a shelter.)
7. Communicate with police and fire departments to determine any change in the situation. Get/give periodic updates.
8. Communicate the all-clear signal once police and fire departments deem appropriate.

Lockdown

Lockdown procedures are used to protect building occupants from potential dangers in the building or external threats that may enter the building. Lockdown is used in situations where an actual emergency or crisis that threatens the safety of building occupants is occurring, has occurred on a school campus or when the potential for such a situation is high. Regular classroom activities are halted, and teachers should identify and move students quietly to a pre-designated safe zone in the classroom where they cannot be seen through any corridor windows. Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights, silencing cell phones and placing students out of sight of any windows.

During a lockdown, law enforcement will enter the school with the mission of stopping the threat. As more officers are deployed, there may be a need to evacuate individual classrooms or areas under escort. In most cases, students and staff will be asked to evacuate in a single file with hands empty and showing. Instructions from law enforcement will likely include these directives: do not take personal belongings with you; do not talk or use electronic devices and follow all instructions of law enforcement officers. Students may be escorted to buses or walked to an off-campus site. All staff will remain with students until the emergency is over.



Active Shooter

SAMS Academy recognizes the need to protect all students from any potential harm. It also recognizes that the response in the situation of an active shooter will require the staff to take actions to protect the students by, evacuating the building if possible, going into a lockdown, sheltering students in the safest location possible, or fighting the shooter with all means possible.

In addition to the training received by school administrators in their continuing education, SAMS Academy has required all key staff to complete the IS-907: Active Shooter: What You Can Do, course through the FEMA Emergency Management Institute. The district, through Pete Gelabert, NW Crime Prevention Specialist of the Albuquerque Police Department conducts Active Shooter training once a year during the first week teachers and staff return to work for the school year. Certificates of completion are on file in the school administration office. In addition to the participation of the Albuquerque Police Department, this training includes participation from the Bernalillo County Office of Emergency Management.

Any person found on the school campus that is not a current student, staff member, or identified as a visitor is considered to be a trespasser. A trespasser who refuses to stop when challenged becomes an intruder. This will activate the active shooter/intruder protocol. **Any school staff is authorized and required to call for a lockdown at the first notice of an emergency.**

Active Shooter/Intruder Protocol:

- Call 911 (Whoever first encounters the shooter or witness the shooter)
- Information to provide to 911 operators
 - Location of the active shooter
 - Number of shooters
 - Physical description of shooters
 - Number and type of weapons shooter has
 - Number of potential victims at the location
- SAMS Academy will go into Immediate Lockdown
- Staff Call Front Office – Intruder/Identify Location
- Office Staff: Announce Intruder Over PA & Radio Intruder
 - Lockdown of All Facilities
 - Call 911 (redundancy to ensure 911 call is made)
- Administration: Secure Students/Staff
- Building administrator or his/her alternate will be the POC within the facility for emergency responders.

The SAMS Academy has adopted the Run-Hide-Fight course of action for an active shooter situation. The following procedures have been set in place for both an intruder and active shooter.

Run, Hide, Fight: Survival Responses for an Active Shooter Situation

While the lockdown protective action is often used during an active shooter situation, if you are alone or have no other alternative, you should be aware of the other options of evacuating yourself and students to safety or, ***as a very last resort***, fighting to protect them and yourself. ***Run, Hide, Fight are three tactics that have been recognized nationally as effective survival responses to active shooter situations*** in schools, universities, movie theatres, shopping malls and workplaces.

What *Run, Hide, Fight* is not:

- It is NOT a NM PED-mandated protocol for all schools and districts.
- It does NOT advocate teaching children to fight.
- It does NOT advocate teaching or requiring school staff or anyone else to fight.
- It is NOT absolute. Schools must decide how much, if any, of the protocol is appropriate for each individual school (which is dependent upon the age of the students, the willingness of staff and other unique circumstances, such as student and staff characteristics).
- It is NOT the answer to all school gun incidents.
- It is NOT in conflict with the lockdown protocol.

What *Run, Hide, Fight* is:

- It IS a starting point for discussions.
- It IS designed to engage civilians in survival efforts.
- It IS designed to help inform civilians of potential law enforcement response protocols during active shooter situations.
- It DOES acknowledge the reality of what is occurring.
- It IS a way to practice for the “unlikely but possible”—just as schools do for a fire.

Run

Typically, students and staff should only deviate from the practiced lockdown procedure when instructed by law enforcement officers or other first responders that it is safe to do so. However, in an extreme case when there is no other option and the threat is imminent and unavoidable, the situation may dictate that school personnel and students “run.” If this is an option, and if it is safe to do so, evacuate the premises (informing students which route to take and where they should go), and move well away from the school to a safe location.

School personnel should take the following actions:

- Have an escape route and plan in mind before moving. Ideally, this plan should be drilled ahead of time.
- Account for all students. Have An educational assistant or another responsible individual lead the students out, while checking for the last student out of the room or area.
- Leave all belongings behind and instruct students to do the same.
- Break windows to escape if located on the ground floor. Clear away glass and lay mats or clothing over the windowsill to prevent injury. An adult should climb out first to help students exit the window safely.
- Call 911 when conditions are safe to do so.
- Prevent individuals from entering an area where an active shooter may present a threat. Warn people to stay away without endangering yourself or others.
- Keep hands up, empty, and visible if law enforcement is outside.
- Follow the instructions of all law enforcement.
- Listen for special instructions over the intercom or other designated means of communication.

Hide

“Hide” is essentially an extreme version of a routine lockdown procedure and the recommended action to take in a “no warning” incident, versus a lockdown that is announced over an intercom. If evacuating/running is not possible, school personnel and students should find a place to hide where the active shooter is less likely to find the hiding location. Whether school personnel and students are in the school building or on the sports field or a field trip, the hiding places should:

- Be out of the active shooter’s view.
- Provide protection if shots are fired in the direction of the hiding spot.
- Be away from doors and windows as bullets can easily pass through these.
- Not trap or restrict options for escape, so that if running becomes possible, it is still an option.

To decrease the likelihood of an active shooter entering the hiding place:

- Lock the door.
- Blockade the door with heavy furniture.
- Hide behind solid objects such as file cabinets for protective cover.

If the active shooter is nearby, take the following actions:

- Lock the door and shut off the lights.
- Silence cell phones or pagers.
- Turn off any source of noise, such as radios and televisions.
- Hide behind large items such as cabinets and desks.
- Remain quiet and instruct others to do the same.

When reporting the threat to the police take the following steps:

- Remain calm.
- Call 911, if possible, to alert police to the active shooter’s location. If speaking on the phone is not an option, leave the line open and allow dispatch to listen to what is happening.

Fight

As a very last resort, and only when your life or the lives of those around you are in imminent danger, you may decide to attempt to disrupt or incapacitate the active shooter by attacking or by using a distraction.

Some options may include:

- Throwing items and improvising weapons such as a chair, phone, laptop, tablet, stapler, file, book, or another easily accessible object.
- Yelling or shouting to distract or frighten the aggressor.
- Seeking control of the aggressor’s hands to limit his/her ability to use a weapon.
- Directing students to escape while you are attacking or distracting the active shooter.

Interacting with Law Enforcement or Other First Responders

When an emergency is such that law enforcement or other first responders arrive on-scene, particularly in an active shooter situation, it is important to respond in a manner that does not present a risk to yourself or the students. Law enforcement will proceed to the area where the last shots were heard to

stop the shooter. Teachers or others with student responsibility should brief students, especially if they are older, on what to do when the police arrive.

In such incidents, it is important to:

- Remain calm and follow the officers' instructions.
- Avoid startling the officers or taking actions that might be misinterpreted as being hostile.
- Put down any items in your hands, instructing students to do the same.
- Immediately raise hands and spread fingers, instructing students to do the same.
- Always keep hands visible, as the police may not know who the active shooter is.
- Avoid making quick movements toward officers and do not attempt to hold onto them for safety.
- Avoid pointing, screaming, or yelling.
- Avoid stopping and asking law enforcement for help or directions when evacuating.

Students and staff will be evacuated as they are released by law enforcement. Those evacuated will be directed to a safe location to await further instruction and may be transported by bus to a location where they can be reunited with family.

The primary off-campus evacuation site that has been identified for SAMS Academy is CNM Westside located at 10549 Universe Blvd NW, Albuquerque, NM 87114. CNM Westside is a fifteen minute walk or a two minute drive from SAMS Academy. The contact number for staff to ensure the facility is ready to accept students is (505) 224-3000.

See section 6.1 of this plan for protocols on re-location and reunification.

In the case of an act of violence occurring, there will most likely be an attempt by the media to access the school site or students and staff. All media inquiries need to be directed to the PIO. See section 5.22 for the complete media relations protocol.

5.3 Closing of School/Early Dismissal

The closing of a school or early dismissal may occur due to an emergency status, such as severe weather conditions, power outages, etc.

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

- Designated staff will go on duty in front of the school immediately.
- Support staff will assist the traffic in front of the building. Teachers remain with their classes.
- Support staff will assist in the office, answering the phones, delivering messages, and monitoring bus arrivals.
- SAMS Academy will generate a robo-call or implement the school phone tree to parents/guardians and inform them of the school closure. They will also contact the local radio stations and put out alerts on the school social media sites.
- Each teacher remains with his/her students until all students are picked up.
- Students remain in the classroom until notified of their pick-up vehicle or that their parent is there to pick them up.
- After all, pick-up vehicles have departed; all remaining students will be taken to the front office or cafeteria, depending on how many students have not been picked up. The Head Administrator or designee will be responsible until all students have been picked up.

5.4 Act of Violence

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

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

Immediately after an incident occurs/reported shots fired:

Initiate **LOCKDOWN** procedures campus wide.

Additional Instructions:

- If outside, find cover (may need to lie flat).
- Have students move safely and quickly to the nearest shelter (building) or cover.
- Assess injuries, if applicable.
- Do not allow a seriously injured person(s) to move. If injured are ambulatory, assist them to shelter.
- Stay with the injured person(s) until emergency services arrive.
- Provide the police with as much detail as possible.
- Remember: Students will model their emotional reaction after yours, so **STAY CALM**.

5.6 Animal on Campus

SAMS Academy is located off a major roadway on the west side of Albuquerque near new developments, where there is a possibility of encountering coyotes, roadrunners, skunks, gophers, squirrels, snakes, and stray cats or dogs wandering on to the campus.

In the case of an animal on campus staff will:

- If the animal is outside, bring all students inside and implement **SHELTER-IN-PLACE**.
- If the animal is inside, implement **EVACUATION** procedures and lock the animal inside.
- Notify 911, and they will dispatch services as needed to include animal control.
- Notify the Head Administrator or Director of Operations. Animal control may not respond to wild animals. The Director of Operations /designee will contact the appropriate authority such as NM Game and Fish, USDA Fish and Wildlife, or the contracted pest control service.
- If needed, notify the school health assistant or Head Administrator of any medical emergency.

5.7 Bomb Threat

Bomb threats may be received by phone, mail, verbally or by email. All bomb threats must be taken seriously, reported, and investigated. The following protocols should be observed depending upon the method used to make the threat. All threats will be reported to the building administrator immediately. Depending upon the threat, a determination will be made to go into lockdown, evacuate, or continue operations.

Receiving a Threat

By Telephone

- Remain Calm and **DO NOT HANG UP**
- If possible, signal other staff members to listen and notify Incident Command Team and authorities.
- If the phone has a display, copy the number and/or letters on the window display.
- Write down the exact wording of the threat.
- Keep the caller on for as long as possible and use the Bomb Threat Checklist to gather as much information as possible.
- Record, if possible.
- Fill out the **Bomb Threat Checklist** immediately.
- Notify the Director of Operations, and law enforcement.
- Be available for interviews with the School Incident Command Team and law enforcement.

Verbal Threat

- If the perpetrator leaves, note which direction they went
- Notify the Director of Operations, and law enforcement
- Write down the threat exactly as it was communicated
- Note the description of the person who made the threat:
 - Name if known
 - Gender
 - Body size (height/weight)
 - Distinguishing features
 - Race
 - Type/color of clothing

- Hair and eye color
- Voice (loud, deep, accent, etc.)

Written Threat

- Handle the document as little as possible
- Notify the Director of Operations , and law enforcement
- On another sheet of paper note the following:
 - Date/time/location document was found
 - Any situations or conditions surrounding the discovery/delivery
 - Full names of any personnel who saw the threat
 - Secure the original threat; DO NOT alter the item in any way
 - If large/stationary, secure the location

E-mailed or Social Media Threat

- Leave the message open on the computer
- Notify the Director of Operations, and law enforcement
- Print, photograph, screenshot, or copy the message and subject line; note the date and time

Threat Assessment

All threats will be carefully evaluated, and all facts as well as the context of the threat will be examined to determine if there is a credible threat.

Response to the Threat

Director of Operations /Designee:

- Immediately contact local law enforcement if not done.
- Mobilize the Building Incident Command Team.
- Communicate with personnel about bomb threat condition.
- Limit access to the building.
- Evaluate the authenticity of threat.
- Decide on appropriate action or combination of actions:
 - **LOCKDOWN**: partial or full
 - **EVACUATION**: partial or full
 - **Search**: partial or full

If **LOCKDOWN** is Initiated:

- The school will go into **LOCKDOWN** and follow the procedures and protocol listed in Section 5.2 of this plan.

If **EVACUATION** is Initiated:

- The school will go into **EVACUATION** procedures, evacuating to the CNM Westside Campus located a short distance down Universe Blvd following the protocols listed in Section 5.2 of this plan. The address of the evacuation site is:
 - 10549 Universe Blvd NW, Albuquerque, NM 87114.
 - The contact number for staff to ensure the facility is ready to accept students is 505-224-3000.

If Search Is Initiated by the Director of Operations :

- Assemble and deploy the Incident Command Team.
- Search the entire building and grounds.
- Account for all personnel.
- General search guidelines include:
 - Start on the outside of the building and work inward.
 - When inside, start at the bottom and work upward.
 - Search personnel should always work towards one another.
 - Listen for background noises.
 - Clear evacuation routes and assembly areas.
 - If a suspicious item is located, leave indicators for emergency services.

Personnel:

- If the Director of Operations initiates a search, make a quick and complete visual scan of the workplace and any other common areas assigned.
- Divide room into various search levels.
- First sweep all objects resting on the floor or built into walls, up to your waist.
- Scan the room from waist to chin height.
- Scan room from the top of head to the ceiling, including air ducts, window tops, and light fixtures.
- If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the Director of Operations .

Use of radio communications is NOT recommended unless the area has been cleared.

If Suspicious Item Is Found DO NOT touch, tamper with, or move the item

Immediately report item to Director of Operations /designee and local law enforcement/first responders
The Director of Operations /designee must:

- Ensure area is secured and cleared of personnel.
- Notify Incident Command Team.
- Ensure emergency responders are briefed.
- Execute **EVACUATION** and the Incident Command Team should remain available to assist and inform evacuees, media, staff, and others

NOTE: The discovery of one device should not automatically mean the conclusion of a search. More devices may be present!

- No bomb threat is to be disregarded as being a prank call.
- Staff members should never attempt to touch, move, dismantle, or carry any object that is suspected of being dangerous or explosive.
- SAMS Academy will conduct bomb threat drills at the discretion of the Director of Operations . These drills will often be incorporated with an evacuation drill.
- Evacuations will follow the protocol listed in section 5.2 of this plan.

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
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (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"/> Raspy | | |
| <input type="checkbox"/> Slow | | |
| <input type="checkbox"/> Stunned | | |
| <input type="checkbox"/> Soft | | |
| <input type="checkbox"/> Stutter | | |

Other Information:



Homeland
Security

5.8 Civil Disturbance

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

Coming from within school: **LOCKDOWN** as per the protocol outlined in section 5.2 of this plan.

A disturbance outside school property: **SHELTER IN PLACE** or **LOCKDOWN**, depending on the situation.

5.9 Cyber Security Breach

In the case of a cybersecurity breach being detected at SAMS Academy, all students will immediately stop using the network. This will include LAN and wireless connected devices.

- **Immediate Actions to be taken by School Staff in the Event of a Cyber Security Breach**
 - Notify the school or IT Contractor immediately.
 - The school may call 911, if the incident warrants.
 - Inform staff that a breach has occurred and direct them to take specific actions to counter the breach.
 - Follow any additional school cyber security policies.
 - Document the incident by taking detailed notes and pass the documentation along to the Director of Operations, IT Contractor, and law enforcement.

Cyber Security Reporting

A local, state, and national system is in place to report cyber security incidents. Utilization of this reporting process is encouraged. The U.S. Department of Homeland Security (DHS) has a mission to protect the nation's cyber security and has organizations dedicated to collecting and reporting on cyber incidents, phishing, malware, and other vulnerabilities.

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

5.10 Explosion

All explosions, whether internal (at the school), external (near the school), accidental or intentional, pose a danger to both the school population and the facilities/structures. As with any emergency, staff should stay calm as a model to their students of appropriate emotional response. The response actions for an explosion at or near SAMS Academy are:

If the threat of a blast or an actual blast is near the school:

- Implement **SHELTER-IN-PLACE**
- Move students and staff to Interior hallways away from windows.
- Close all doors leading into hallways to minimize flying glass and other debris.
- All people must assume the duck, cover, and hold a position on the ground.
- Shut down all utility systems to the building (gas and electricity are the priorities and will most likely be taken care of by first responders).
- Keep students and staff inside buildings.

When clear to do such, notify parents of students as to the status, including instructions on how/where/when to pick up children if they are evacuated.

Permit parents to pick up their children only after cleared to do so by public safety authorities.

If the school is the target of the blast:

Implement **EVACUATION** protocol and evacuate to CNM Westside Campus located a short distance down Universe Blvd. The address of the evacuation site is:

- 10549 Universe Blvd NW, Albuquerque, NM 87114.
- The contact number for staff to ensure the facility is ready to accept students is (505) 224-3000.

Reunification procedures will be followed for the release of students to parents/guardians as outlined in Section 6.1 of this plan.

5.11 Fallen Aircraft

A fallen aircraft includes plane, hang glider, hot air balloon, helicopter, etc. that have 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 as outlined in section 5.2 of this plan.

If a building is involved in a crash, all students/staff shall be **EVACUATED** in accordance with Section 5.2 of this plan.

Additional Instructions:

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

5.12 Fire

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

If a fire or smoke from a fire has been detected:

- Activate fire alarm, if not already activated.
- **EVACUATE** students and staff to a safe distance outside of the building, away from any potential exterior fire sites or dangers.

If necessary, **EVACUATION** procedures will be implemented, and students will be escorted by staff to the CNM Westside Campus located about one mile from the school.

- The address of the evacuation site is 10549 Universe Blvd NW, Albuquerque, NM 87114.
- The contact number for staff to ensure the facility is ready to accept students is (505) 224-3000.

Staff will await further guidance from the IC for either returning to the school or reunification procedures to be implemented.

If an off-site **EVACUATION** is required:

- Follow normal fire drill route; follow an alternate route if the normal route is dangerous.
- Teachers take class rosters.
- IC notifies law enforcement (call 911).
- Teachers take roll after safely reaching the evacuation site.
- Do not attempt to extinguish the fire if it will put anyone in danger.
- No one should re-enter building(s) until entire building is declared safe by fire or law enforcement personnel.
- IC notifies students and staff of termination of emergency.
- The Head of School will notify parents that the school has evacuated, instructing them not to come to the school (see Chapter 5.21 for more information on Notification and Messaging).
- Resume normal operations only after verifying with law enforcement that the danger to the school is no longer present.
- If there is a fire external to the school (e.g., forest fire, brush fire), an evaluation will need to be made in consultation with fire officials. Fire and/or law enforcement officials should be consulted prior to evacuation, or another response action being taken.

5.13 HAZMAT

A hazardous material is any chemical compound or biological agent that has adverse effects on health and safety. This includes natural gases, propane, and like gases. A hazardous material release is a release of a chemical compound or biological agent that requires initiation of emergency protocol.

All containers must be labeled as to their contents. No hazardous materials should be brought onto school property without prior authorization from the Head Administrator, and the Material Safety Data Sheet (MSDS) for the chemical should be forwarded to the school office.

Proper chemical hazard signs should be displayed on the outside of buildings that contain chemicals. If for example the boiler malfunctions, or if a line leaks, there may be an irritating ammonia odor. Call Maintenance and Operations and evacuate away from the area. Open windows if necessary.

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

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

Additional Instructions:

- Notify the Director of Operations /designee of hazardous material release. Incident Commander will determine the appropriate course of action; responders will take appropriate action (shelter-in-place, lockdown, or evacuation).
- Do not clean up or touch any chemical spill.
- In the event of inclement weather, students should be moved to an unaffected building or off-site location.

5.14 Loss of Power or Water

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

Additional Instructions:

- The Director of Operations will assess the situation and determine an estimate of when the utilities will be restored. The decision to close school or to change hours of the school day is the responsibility of the Head of School with the advice of the Director of Operations.
- If the situation occurs after hours, a local utility company may need to be called at if maintenance staff or the Director of Operations is not available. If a utility company cannot be reached, contact local law enforcement.
 - Albuquerque Bernalillo County Water Authority - (505) 842-9287
 - PNM – (888) 342-5766
 - NM Gas Co. – (505) 726-6249

The school should provide flashlights, replacement batteries for classrooms and workplaces. School multi-purpose rooms, main offices, and special services areas should have emergency lighting that is automatically activated during a power failure.

5.15 Medical Emergency

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 include, but are not limited to the following:

- Call 911 for transportation of an ill or injured student or staff, 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 (Director of Operations, Head Administrator, or health assistant). 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 absolutely necessary for immediate safety.
- Notify the parent/guardian as soon as possible to determine the appropriate course of action.
- Any students not a part of the medical emergency need to be moved from the area. This may require the school to go into a **SHELTER-IN-PLACE** until the scene has been cleared.
- 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.
 - If the parent/guardian cannot be reached and the student needs to be transported by ambulance, a school staff member must accompany the student.

Emergency Phone Numbers -(This sheet will be posted in each room)**EMERGENCY PHONE NUMBER(S):**

- 911 – FOR ALL EMERGENCIES
- (505) 242-2677 - Albuquerque Police Department
- (505) 314-0012 – Bernalillo County Sheriff – South Area Command
- (505) 833-7300 – Albuquerque Fire and Rescue

Name of Emergency Medical Service:

Presbyterian Rust Medical Center
2400 Unser Blvd SE
Rio Rancho, NM 87124
(505) 253-7878

Lovelace Westside Hospital
10501 Golf Course Rd NW
Albuquerque, NM 87114
505.727.2000

Average emergency response time to your building/facility: **3-5 minutes**

Cross streets for your building/facility: **Irving Blvd NW and Ventana Rd NW**

Be prepared to provide the following information when you dial 911 and stay on the line until the answering party terminates the call:

- Your name and phone number: (505) 338-8601 or your cell number
- School/facility name, phone number, and address:
Southwest Aeronautics, Mathematics, and Science Academy
6441 Ventana Road NW
Albuquerque, 87114
Phone#: (505) 338-8601
- Address and easy directions, including best entrance to use.
- The exact location of the 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 Social Worker/health assistant: **(505) 270-1878**
- Responsible administrator: **(505) 715-3420**
- Poison control: **1-800-222-1222**
- Emergency/disease reporting: **1-800-232-4636**
- Fire Department: **911 or (505) 833-7300**
- Police 911 or **(505) 242-2677**
- Hospital or closest medical facility: **UNM Sandoval Hospital – (505) 994-7000**
- CYFD Local: **(505) 841-4801**
- Local health agency: **(505) 222-6500**
- Child abuse hotline: **1-855-333-7233**
- Sexual assault hotline: **1-800-656-4673**
- Domestic violence hotline: **1-800-799-7233**
- **Suicide and Crisis Lifeline: 988**

5.16 Missing Child

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

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

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

As soon as it is determined that a student is missing:

- Notify local law enforcement (call 911).
- Contact parent/guardian to inform them of the situation.
- Contact school administrator if they have not yet been contacted. They will contact the appropriate personnel.
- Provide responding law enforcement with the following:
 - Student enrollment form (this form normally contains a photo and address of the student).
 - Any reasons for concerns about the student's whereabouts.
 - Last known time and place student was seen.
 - Names of any students or others who may have been with the student.
 - Any other information that may be relevant to helping locate the student.

Once a student is reported missing, law enforcement will determine if and when an AMBER Alert will be activated.

5.17 Natural Hazards/Severe Weather

Natural Hazards and severe weather can include fire, hail, tornado, earthquake, lightning, snow, ice storm, wind, sandstorm, heavy rain, and flooding.

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

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

Additional Instructions:**Earthquake****Inside Building:**

- All pupils and staff should immediately turn away from glass areas and take a secure practiced position.
- If structural damage, window breakage, etc., has been sustained, the teacher is to follow normal evacuation drill procedures following termination of the quake.
- All science classroom gas burners must be extinguished.
- Everyone should stay clear of chemicals.

Outside Building

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

Wildfire

Unfortunately, the possibility of wildfires in New Mexico is quite high, due to combination of fuel, terrain, and weather. Droughts and dry conditions throughout various times of the year increase the risk for wildfires, which can quickly spread across trees and dry brush and threaten homes, schools and businesses that are in the vicinity. Wildfires often begin unnoticed, however, they spread quickly and every second counts! Because many communities and schools in New Mexico are particularly vulnerable to wildfire, having a wildfire protection and response plan is very important. Basic wildfire protection and response actions for schools include:

Protection:

- Work with local fire officials and emergency responders to make a wildfire emergency plan for your school.
- Mitigate fire damage to your school by clearing wood and other accelerants from the campus.
- Keep important school records in a safe, fireproof, and waterproof place.
- Back up electronic records securely off-site.

Response:

- During a wildfire, follow the directions of local emergency response officials.
- Monitor public alert radio, tuned to NOAA Weather Radio All Hazards, a nationwide network of radio stations broadcasting all-hazards information 24-7.
- Follow marked evacuation routes if instructed to evacuate.

Flood/Snowfall

Heavy snowfall is a reasonable expectation from time to time in Albuquerque, NM. Heavy snowfall may affect school operations and transportation; if this occurs the school will:

- Based on weather reports, implement early dismissal procedures to get students home safely.
- Students will not be released from school if it is hazardous to do so.
- It is important that evacuations will not take place through deep snow or flowing water.
- Implement a remote or other educational plan if prolonged winter weather causes the school to close for an extended period.

5.18 Special Events

On Campus:

Special events, such as sporting events, graduations, dances, memorials, etc., are likely to occur on a school campus. In addition, students and school staff may travel to off-site locations for school-sanctioned events. Below are actions taken for special events emergency planning:

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

Off Campus:

- Become familiar with emergency evacuation routes at the facility/area you are visiting.
- Pre-identify a nearby facility where students can be taken in the event of an evacuation.
- Pre-identify alternative methods of transportation if vehicles/buses used to arrive are not available to return from an event.
- A chaperone will be provided a first aid bag with basic first aid items.
- Students who require medication during school hours will have to make arrangements to have the required dose of medication sent along and be administered by approved personnel.

5.20 Transportation Emergency

Transportation emergencies may include bus accident, vehicle accident with students or teachers, pedestrian hit by vehicle, vehicle crash into campus property, etc. These following protocols are in place to address transportation emergencies, including:

- Vehicle trouble/crash requiring evacuation. Exit vehicle and stand at a distance from accident if it is dangerous. Call 911 and wait for emergency help. Call the IC to inform of the incident - parents will be called and informed of accident and where to pick up their child. IC will make other decisions on a case by case basis.
- Vehicle trouble/crash not requiring evacuation. Call 911 and wait for emergency help. Call IC to inform of the incident - parents will be called and informed of accident and where to pick up their child. IC will make other decisions on a case by case basis.
- Passenger trouble requiring transportation - personnel intervention Call 911 if emergency help is needed. Call IC to inform of incident and for facilitation on case by case basis.
- Passenger trouble requiring police intervention Call 911 immediately and wait for help. Call IC to report incident.
- Passenger trouble requiring medical intervention. Call 911 and wait for emergency services. If able call IC to report incident.

Response actions for **transportation emergencies on the bus** include the following:

Bus Driver/Monitor

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify the Head Administrator to determine needs for non-emergency situations.
- The Head Administrator will notify the IC, who may assemble the Crisis Team, if necessary.

The following responses will be implemented for transportation emergencies that occur within the vicinity of the school:

- Notify CPR/first aid-certified personnel in school building of medical emergencies.
- The Head Administrator notifies the governing board president and parents of students involved.
- Assess counseling needs of victims or witnesses.
- Implement post-crisis procedures (see Chapter 6.3 on Postvention for more information).
- Track location(s) where the injured are taken.

5.21 Notification and Messaging

SAMS Academy will follow the Governance Council policy on the notification of parents regarding a school emergency such school closure, early release, lockdown, shelter-in-place, evacuation, or any other emergency.

Student Notification:

- School staff need to inform students in a timely manner, what is occurring or in the case of an off-campus event- what has happened.

Staff Notification:

- It is important to inform staff prior to sharing information with students so that they can be prepared to answer questions.

Parent/Guardian Notification:

- Parents need to be notified as soon as possible of an event happening on campus (or school-sanctioned event). In addition, a letter will need to be sent home as follow up.

It is important to notify parents in advance of possible campus emergencies during school hours. While it is not necessary to detail every possible emergency, it is important for parents to be aware of the responses the school may take. These include Lock- Down, Shelter-in-Place, and Evacuation.

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

The Parent Notification System includes notifying the local Albuquerque radio stations through their corporate offices; and television stations KOB 4, KOAT 7, and KRQE 13. They will make announcements via radio and cable television and be provided updates to pass on.

See Section 6.1 for additional information relating to Re-location and Reunification.

Sample Parent/Guardian Letter on Emergency Procedures

A copy of the following letter is sent out to parents using the district's email system, by mail and is included in registration packets distributed the first week of school:

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 is 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 the school. Our school has a detailed crisis plan, which has been formulated to respond to major emergencies.

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.

3. Turn your radio to KKOB or tune in to KOB TV4, KOAT TV7 or KRQE TV13 for emergency announcements. If students are to be kept at school, radio stations will be notified. If electrical service is not affected, information will be relayed via TV channels and the school website.

4. If you opted into our mass notification system, you will also be notified via phone as soon as possible during an emergency. It is important that we have your correct phone number and email 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.**

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

6. 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 and TV stations will be notified, and the school 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 remain 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, the students will be delivered to the school site. 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. Preventative Lockdown (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 ahead will help alleviate concern and confusion during emergencies.

Sincerely,

Amanda Catanzaro
Director of Operations

5.22 Media Relations

SAMS Academy has a good working relationship with our local news media and have partnered with them in the reporting of school sports and other activities. SAMS Academy will continue to work with the news media in a time of crisis or other high-profile incident as outlined in these guidelines.

SAMS Academy designated Public Information Officer (PIO) is **Amanda Catanzaro, Director of Operations**. She can be contacted at **(505) 715-3420**.

All media inquiries related to any crisis or incident involving SAMS Academy must be directed to the PIO. This includes inquiries may be in person, by telephone, or by email.

Staff must not make any statements and refer all questions to the PIO.

CNM Westside Campus has been identified as the media assembly location and is the location where any news briefs will be given by the PIO, the Governing Council President, or their designee.

Reporters may arrive at the site of the crisis and attempt to get access to students and get video or photo coverage. All efforts will be made to keep students from having any interaction with media during any event. All reporters must be referred to the PIO.

SAMS Academy will partner with emergency responders to arrange for joint press conferences to disseminate information.

The local media will be informed of this procedure for obtaining information related to any crisis or incident.

All employees, students, and parents will be notified of this policy through the employee handbook, and the student and parent handbooks.

The media is often the only line of communication to the parents in the time of a crisis, and it is essential that the most accurate information is relayed in a timely manner.

During an emergency the following guidance will be followed:

- The IC/Head Administrator or his/her designee is responsible for communicating factual information to the governing board.
- The Director of Operations /PIO will prepare a written or oral statement to media.
- Emphasize the safety of students and staff first.
- Do not argue with media representatives.
- Maintain a log of all telephone inquiries.
- Develop and use a scripted statement to respond to inquiries.
- Create a general media statement before an incident occurs; adapt the statement during a crisis, as necessary.
- Briefly describe the school's plan for responding to emergencies.
- Respect the privacy of victim(s) and families of the victim(s). Never release victim names to media.
- Refrain from exaggerating or sensationalizing the crisis.

Amanda Catanzaro, Director of Operations	School Office	(505) 715-3420
School PIO Name	Room #	Phone Number(s)

Section VI: Recovery

Presidential Policy Directive 8 (PPD-8) defines disaster recovery as having a set of policies and procedures in place that will enable the restoration or continuation of vital technology, infrastructure, and systems following a natural or human-induced disaster. Recovery is having the core capabilities necessary to assist communities affected by an incident to recover effectively and can, simply, be defined as the restoration of or return to normalcy. Recovery from a major school crisis, while often overlooked, is a vital component of the school emergency operations planning cycle and needs to be addressed before a crisis, not after. There are immediate actions that are part of the recovery process that requires a substantial amount of pre-planning, including student relocation and accountability, parent/guardian and media notification and family reunification. However, continued healing also requires addressing the aftermath of the crisis, including how to handle long-term mental health needs and the ongoing process of recovery. Additionally, there can be other essential functions (e.g., fiscal, physical, academic) that should be addressed as part of the recovery process.

Recovery Team Roster

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

Organization	Name & Title	Phone Number & E-mail
SAMS Academy	Amanda Catanzaro, Director of Operations	505-715-3420 acatanzaro@samsacademy.com
SAMS Academy	Bridget Barrett, Head Administrator	505-440-8511 bbarrett@samsacademy.com
SAMS Academy	Gregory Leonard, Special Ed Co-Director	505-298-2746 gleonard@samsacademy.com
SAMS Academy	Jolene Herring, Social Worker	505-270-1878 jherring@samsacademy.com
SAMS Academy	Carla Gonzales, Registrar/Office Manager	505-659-6290 cgonzales@samsacademy.com
AFR Fire Marshall	Tim Pope, Fire Inspector	505-164-6300, tpope@cabq.gov
Albuquerque Police Department	Pete Gelabert, NW Crime Prevention Specialist	505-831-4705 pgelabert@cabq.gov

Updated on: 11/04/2022

6.1 Relocation and Reunification

Relocation

Events may occur at a school that require parents/guardians to pick-up students in a formalized, controlled release. The process of controlled release is called **reunification**, and may be warranted due to severe weather, a power outage, a HAZMAT release, or if another crisis occurs at or near the school. Because a controlled release is not a typical end-of-school-day event, a reunification may occur at a different location than the school. A school's reunification protocol establishes a process that makes events more predictable and less chaotic for all involved, which is critical following a school crisis when everyone can be more stressed than usual. Uncertainty and anxiety can create chaos, which is likely to occur during an emergency. By having a defined process, a school can help to alleviate much of that uncertainty and fear by presenting an organized and calm demeanor. While first responders generally assume the primary IC at a school during a major crisis, the school is responsible for reunifying students with their parents/guardians.

SAMS Academy reviews and practices relocation protocols with staff annually during the first week of school. First Responders are invited by the school to observe and evaluate our Evacuation and Relocation/Reunification Plans and offer suggestions on improvement strategies.

SAMS Academy students and staff may have to evacuate the school and be relocated to another site.

This site is CNM Westside Campus. The address of the evacuation site is 10549 Universe Blvd NW, Albuquerque, NM 87114. The contact number for staff to ensure the facility is ready to accept students is (505) 224-3000.

The secondary site to be used if the primary site is unavailable is the former Southwest Aeronautics, Mathematics and Science Academy building located at 4100 Aerospace Pkwy NW, Albuquerque, NM 87120. The contact number to ensure the facility is ready to accept students is (505) 338-8601.

If students need to be evacuated and relocated, depending on the circumstance, students may relocate by foot, or they may be transported by bus.

In the event of evacuation/relocation from SAMS Academy:

- The Head Administrator or designee will take the school **go-kit** that contains the required documentation to account for students and staff as well as the reunification of students to parents/guardians.
 - **To ensure that student data is current, parents and guardians are required to verify student data cards in the fall at registration and to provide new data as changes are made during the year. This is also included as a requirement in the student and parent handbook.**
- Teachers will take their classroom **go-kit/binder** that contains the class roster and other documents.
- The Head Administrator/IC will direct teachers and students to the onsite building evacuation location or the offsite evacuation location.
- Teachers and staff will travel with students to the relocation site and remain with students until released.

- The Head Administrator/IC will notify the Governing Council President of the evacuation and relocation of students and to which location they are being relocated to.
- The Head Administrator will initiate the parent notification procedures through notification of the local radio and TV stations and by use of the school's mass notification system.
- Teachers will account for all students prior to getting on the buses and will account for all students upon arrival to the relocation site.
- No students will be allowed to leave the relocation site without reunification procedures being followed.

Go Kits are prepared and located in the office and individual classrooms of the school.

Administration Go-Kit Supplies	Classroom Go-Kit Supplies
<p>Clipboard with:</p> <ul style="list-style-type: none"> • List of students • List of students with special needs and description of needs (e.g., medical issues, prescription medicines, dietary needs), marked <i>confidential</i> • List of school personnel • Whistle and hat/vest for leadership identification • Battery-operated flashlight • Utility shut-off procedures • Directions to evacuation site; local map • Emergency phone numbers • Emergency communication device/radio • First aid kit with instructions • Student emergency contact cards • Reunification cards 	<p>Clipboard with:</p> <ul style="list-style-type: none"> • Class roster • List of students with special needs and description of needs (e.g., medical issues, prescription medicines, dietary needs), marked confidential • School emergency procedures • Whistle and hat/vest for teacher identification • Battery-operated flashlight • First aid kit with instructions • Cell phone or another communications device • Directions to evacuation site; local map • Student activities (e.g., playing cards, checkers, inflatable ball)

Notification

It is important to notify parents in advance of possible campus emergencies during school hours. While it is not necessary to detail every possible emergency, it is important for parents/guardians to be aware of the responses the school may take. These include Lock-Down, Shelter-in-Place, and Evacuation.

In addition to advance notification, it is important to let parents/guardians know when an emergency has occurred and the school response to that emergency. When relocation becomes necessary for SAMS Academy, the Head Administrator will contact the board. The Head Administrator will then coordinate the contacting of parents through the PIO.

The SAMS Academy PIO will contact the local radio stations through their corporate offices and television stations KOB 4, KOAT 7, and KRQE 13, providing them with current information as well as when and where students will be reunited with parents/guardians.

The SAMS Academy PIO will provide a written statement to inform parents/guardians of re-location and reunification sites that will be posted on social media, e.g., Face book, Twitter, Instagram, etc.

The SAMS Academy PIO will coordinate the robocalling of parents/guardians.

All notifications will discourage parents/guardians from going to SAMS Academy and will only direct them to the reunification site when the IC, school administrators, law enforcement, and emergency responders authorize the release of students.

Parents/guardians will be reminded to bring proper identification to pick up students.

The Head Administrator/designee will provide a letter for each parent/guardian regarding the incident and the school's response.

Accountability

A major responsibility of teachers and staff during an emergency is that of accounting for all students. Teachers are responsible for the following:

- SAMS Academy administration will have a binder of student rosters that can be used in emergencies.
 - This binder will be transported to the relocation site by the registrar/office manager.
 - This binder will also contain parent/guardian contact information as well as any medical or other concerns.
 - **This information is updated annually at registration and more often if information changes. The school sends registration packets home at the beginning of the year to ensure accurate information is on file.**
- Teachers must have a hard copy of their class roster with them when they evacuate the school
- Teachers will take attendance of students before they leave the school or evacuation site for relocation.
- Teachers will take attendance to ensure all students are on the bus prior to departure.
- Teachers will take attendance upon reaching and settling into the relocation site.

Reunification Team

Organization	Name & Title	Phone Number & E-mail
SAMS Academy	Amanda Catanzaro, Director of Operations	505-715-3420 acatanzaro@samsacademy.com
SAMS Academy	Bridget Barrett, Head Administrator	505-440-8511 bbarrett@samsacademy.com
SAMS Academy	Gregory Leonard, Special Ed Co-Director	505-298-2746 gleonard@samsacademy.com
SAMS Academy	Jolene Herring, Social Worker	505-270-1878 jherring@samsacademy.com
SAMS Academy	Carla Gonzales, Registrar/Office Manager	505-659-6290 cgonzales@samsacademy.com
AFR Fire Marshall	Tim Pope, Fire Inspector	505-164-6300, tpope@cabq.gov
Albuquerque Police Department	Pete Gelabert, NW Crime Prevention Specialist	505-831-4705 pgelabert@cabq.gov

An essential component of school crisis response is the reunification of students with their parents/guardians after an incident. This process is crucial, as schools are accountable for maintaining the chain-of-custody for every student during and after a crisis; reunification also helps with the re-establishment of social support system, which is particularly important after a tragic event or disaster affecting or involving children. Depending upon the crisis and if students were moved to a relocation site, will dictate the specific site for reunification.

SAMS Academy reviews and practices reunification protocols with staff annually during the first week of school. This training is led by the school social worker. Pete Gelabert, NW Crime Prevention Specialist with the Albuquerque Police Department, Tim Pope, Fire Inspector with Albuquerque Fire and Rescue and Richard Clark, Bernalillo County Director of Emergency Management are invited by the school to observe and evaluate our Reunification Plans and offer suggestions on improvement strategies.

For the reunification process SAMS Academy will follow the following procedures:

- Establish a parent/guardian check-in location near the entrance to the reunification site where instructions on the process will be provided without allowing the parents/guardians direct access to students.
- Move or deliver students to the student staging area, beyond the field of vision of parents/guardians. (Both re-location sites have double locked entries that will prevent parents from entering beyond the check-in location)
- Students should be provided some form of entertainment other activities while awaiting reunification with parent/guardian.
- Parents/guardians will complete the Reunification Card (see sample below). A school official will verify custody authorization. **Positive identification is required of the parent/guardian.** The parent/guardian will be provided the receipt copy of the Reunification Card.
- To expedite reunification, all efforts will be made to set up stations based on the student's grade which will allow parents/guardians to "self-sort."
- Staff will use runners to recover students from the student staging area after their parent/guardian has been authorized to pick them up.
- The relocation sites that have been chosen for SAMS Academy are equipped with facilities for students with students with disabilities, AFN, and LEP. Bilingual staff will be available to help translate as needed.
- **Amanda Catanzaro, the SAMS Academy Director of Operations** will arrange for every available staff member trained in crisis intervention to be available to assist in meeting immediate mental health needs at the reunification site.

The Albuquerque Police Department, Bernalillo County Sheriff's Office, and New Mexico State Police will be requested to direct traffic (vehicle and human), to ensure a safe and orderly reunification process and to facilitate a sense of safety and security for everyone.

SAMS Academy will ensure that it has Reunification Go-Kits that are inspected regularly with essential resources and supplies assembled in advance and transported to the reunification site. This will include floor plans of the site; copies of emergency contact cards; class rosters; directional signs; flashlights; a bullhorn with extra batteries; pens, pencils, and paper; laptop computers with extension cords, etc. Go-Kits can be stored in backpacks or duffle bags. This Go-Kit will be stored in the SAMS Academy administration office making it easily accessible when evacuating.

The SAMS Academy office manager is assigned to pick up and transport the Go-Kit to the relocation site.

STUDENT REUNIFICATION CARD

STUDENT LAST NAME	_____	FIRST NAME	_____
STUDENT GRADE	_____	STUDENT CELL NUMBER	_____
NAME OF PERSON PICKING UP STUDENT _____			
PHONE NUMBER OF PERSON PICKING UP THE STUDENT _____			
RELATIONSHIP TO STUDENT BEING PICKED UP _____			
SIGNATURE OF PERSON PICKING UP THE STUDENT _____			

THE ABOVE IS TO BE FILLED OUT BY THE PARENT/GUARDIAN - ONE CARD PER STUDENT PLEASE

FOR OFFICE USE ONLY

Photo identification matches the name of the person picking up the student

YES

NO

Person picking up the student is an authorized person to take custody of the student

YES

NO

Student Release/Reunification Signature
of Staff Releasing Student _____

6.2 Continuity of Operations Planning (COOP)

Purpose

The purpose of a Continuity of Operations Plan (COOP) is to ensure that the school has procedures in place to maintain and or rapidly resume essential operations after an incident has disrupted normal school operations, activities, or services. The COOP is critical to safety and planning and is a good business practice. The plan should anticipate a full range of potential incidents that could cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. A goal is to provide full operational capacity for essential functions within 12 hours after activation of COOP and sustain these functions for up to 30 days.

Essential Functions Performed by COOP Personnel:

Personnel Guide

Head Administrator/designee:

- Determine when to close school, and/or send students/staff to alternate locations.
- Disseminate information internally to students and staff.
- Communicate with parents, media, and the larger school community.
- Identify a line of succession, including who is responsible for restoring business functions for school.
- Ensure systems are in place for rapid contract execution after an incident.
- Identify relocation areas for classrooms and administrative operations.
- Create a system for registering students (out of the district or into alternative schools).
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.
- Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
- Reevaluate the curriculum.

Custodians/Maintenance Personnel:

- Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
- Manage the restoration of school buildings and grounds (debris removal, repairing, repainting and/or re-landscaping).

Office Manager/Office Staff:

- Maintain inventory.
- Maintain essential records (and copies of records) including the school's insurance policy.
- Ensure redundancy of records (records are kept at a different physical location).
- Secure classroom equipment, books, and materials.
- Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.
- Retrieve, collect, and maintain personnel data.
- Provide account payable and cash management services.

Counselors, Social Workers, and School Nurses:

- Establish academic and support services for students and staff/faculty.
- Implement additional response and recovery activities according to established protocols.

Specific Procedures**Activation and Relocation**

The Head Administrator will determine when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Director of Operations will activate COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The governing council will be notified and provided information and details regarding the relocation of operations.

Alert, Notification, and Implementation Process

The Director of Operations will activate the school EOP communication plan (telephone tree, cell phone, text message, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians will also be alerted and notified of COOP activation and as important information becomes available.

Relocation Sites

The Head Administrator with the inclusion of the Governing Council President will identify relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. The school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and another site(s) by transportation services. Sites must have reliable logistical support, services, and infrastructure systems that can sustain operations for up to 30 days.

Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

Alternate Facilities

In the event SAMS Academy is unable to return to its building for an extended period the school will transition to on-line virtual learning. All students of SAMS Academy have sufficient devices and experience to seamlessly shift to on-line learning. Much of the school curriculum is cloud based and available immediately in the event of an emergency. If the school chooses to continue with in-person learning, the former Southwest Aeronautics, Mathematics and Science Academy facility, located about 10 miles from the school has identified sufficient classroom space to allow for the immediate resumption of classroom activities for as long as is needed to restore operations at the school. Staff other than teachers may be assigned to various other sites during this time.

For the alternate facility, the essential resources, equipment, and software that will be necessary for the resumption of operations at the site have been identified and plans developed for securing those resources. IT systems available at the site will need to be tested for compatibility with the school's backup data.

At the alternative site identified above by name and location, the lines and services for telephones and computers are maintained, protected, and backed up offsite by the City of Albuquerque. The hardware and physical lines are protected by the fire prevention, humidity controls, temperature controls, and electrical generating capacity of the building itself.

Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored in secure services provided by the school's IT contractor. Vital records are electronic and hard copy documents that are needed to support the essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents are included in the school's administrative Go-Kits.

Personnel Management

School personnel responsible for essential functions will be cross trained to ensure effective implementation of COOP procedures. All COOP designated personnel, as well as senior staff, will undergo annual training on executing COOP procedures during the first week of school. Training will be designed to inform each participant of his/her responsibilities and include others during implementation.

Desktop exercises will be conducted annually during the first week of school. A walk-through exercise will be conducted every other year to identify space and to ensure back-up systems are in place in the event COOP is executed.

It is essential that all employees have a clear understanding of what they are supposed to do. Training includes specific protocols for identifying and assisting employees with disabilities. Designated COOP personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems.

All school personnel need to be informed of when they are expected to be ready to go back to work and/or if they are being recalled to support school COOP efforts. Phones will be the method of communication.

Reconstitution

In most instances of COOP implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat or incident no longer exists and provide instructions for the resumption of normal operations.
- Supervise an orderly return to the school building.
- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

6.3 Psychological and Emotional Recovery

Crisis Intervention Team Roster

Organization	Name & Title	Phone Number & E-mail
SAMS Academy	Amanda Catanzaro, Director of Operations	505-715-3420 acatanzaro@samsacademy.com
SAMS Academy	Bridget Barrett, Head Administrator	505-440-8511 bbarrett@samsacademy.com
SAMS Academy	Gregory Leonard, Special Ed Co-Director	505-298-2746 gleonard@samsacademy.com
SAMS Academy	Jolene Herring, Social Worker	505-270-1878 jherring@samsacademy.com
SAMS Academy	Carla Gonzales, Registrar/Office Manager	505-659-6290 cgonzales@samsacademy.com

Updated 11/12/2022

Disasters such as wildfires, earthquakes, transportation accidents or suicides are usually unexpected, sudden, and overwhelming. For many survivors, including students and staff, there are no outwardly visible signs of physical injury, but there can, nonetheless, be an emotional toll. It is common for people who have experienced disaster to have strong emotional reactions. Understanding responses to distressing events can help schools to cope effectively with student and staff feelings, thoughts and behaviors and help them along the path to recovery.

As mentioned earlier in this section, the recovery phase is designed to assist students and staff with healing and coping and to restore educational operations in schools. The goal of the SAMS Academy psychological/emotional recovery plan includes:

- Supporting the grieving process
- Reducing identification with the victim(s)
- Preventing imitative suicides (if the crisis was a suicide)
- Re-establishing a healthy school climate
- Identifying and referring at-risk survivors
- Providing long-term surveillance

Psychological/emotional trauma can manifest differently in every person. Following a disaster, people (students and staff) can feel stunned, disoriented, or unable to integrate distressing information. Once these initial reactions subside, people can experience a variety of thoughts and behaviors. Common behaviors to look for can be:

- Intense or unpredictable feelings. Some people may be anxious, nervous, overwhelmed, or grief-stricken. Some may also feel more irritable or moody than usual.
- Changes to thoughts and behavior patterns.
- Difficulty in concentrating or making decisions.
- Sensitivity to environmental factors.
- Fears that the stressful event will be repeated.
- Strained interpersonal relationships.
- Stress-related physical symptoms. Headaches, nausea, and chest pain may occur and could require medical attention.

SAMS Academy psychological/emotional recovery plan includes:

- Recognizing the factors that may impact psychological/emotional recovery.
- Addressing issues related to traumatic stress.
- Providing short and long-term interventions, as necessary.
- Working with internal and external partners who can provide support services.
- Training for school and district-level mental health recovery teams.

Both short and long-term support is provided by the school so that students and staff can fully recover. These include:

- Short-term Support
 - Providing mental health resource materials for families, students, and staff.
 - Making individual and group crisis counseling available during the first week after a crisis.
 - Promote self-care among staff and utilize Employee Assistance Programs (EAPs).
 - Being aware of students and staff with a prior history of risk-taking or trauma.
- Long-term Support
 - Based on information gained in short-term intervention, the school will refer students and staff to long-term interventions, that, based on need may include:
 - Trauma- and grief-focused school-based mental health programs.
 - Cognitive Behavioral Intervention for Trauma in Schools(CBITS).
 - Supports for Students Exposed to Trauma (SSET).
- Ongoing assessment/monitoring of mental health of students and staff:
 - Monitor attendance, grades, and counselor visits.
 - Provide care for caregivers who may be suffering from compassion fatigue.
 - Reinforce ongoing prevention programs.
 - Be aware of “key dates” for trials, anniversaries, and holidays.
 - Modify lesson plans and/or testing plans, if needed.

Specifically related to a suicide or death on campus, efforts are directed towards helping the school get back to its pre-crisis level of functioning and to develop new skills for dealing with challenges in the future.

To accomplish this, the school will:

- Work with those staff and students impacted by death deal with the current trauma and grief and reduce the intensity of an individual’s or group’s emotional, mental, physical and behavioral reactions to a crisis.
- Stabilize the campus community, restore some semblance of order and routine, and help the community return to their pre-crisis level of functioning.
- Work to prevent or at least limit the risk of further suicides and imitative suicidal behavior.
- Help students, faculty and staff solve problems, as this may help to enhance independent functioning.
- Facilitate understanding and help the campus community:
 - Process what has happened.
 - Encourage the expression of difficult emotions.
 - Help individuals understand the impact of the event.

Psychological and Emotional Recovery efforts will be led by the school Crisis Intervention Team. QPR Training for Train the Trainer is scheduled for March 8, 2023, through the New Mexico Department of Health Training Program. Staff attending the DOH training will provide training for the rest of the team by the end of March 2023. Train the trainer staff will attend refresher training in the spring of 2026 and will provide annual training during first week of school for new members of the team.

PEC Charter Renewal Application Process Overview (As of 12/2022)

Elements required for charter renewal application from §22-8B-12 (J) NMSA 1978:

- i) **Report on progress:** (academic performance, financial compliance, governance compliance) in terms of achieving goals, objectives, student performance outcomes, state minimum education standards and other terms of the charter contract—including accountability for Assessment and Accountability Act [§22-2C-1 NMSA 1978])
- ii) **Financial statement** (Format in the application)
- iii) **Current charter “contract”**
- iv) **Petition of support-65% of employees**
- v) **Petition of support-75% of households**
- vi) **Description of facilities**

Reasons for Non-Renewal from §6.84.13 (D) NMAC

- A. Has the school committed a material violation of any of the conditions, standards, or procedures set forth in the charter?
- B. Has the school failed to meet or make substantial progress [emphasis added] toward achievement of the PED’s minimum educational standards or student performance standards identified in the charter application?
- C. Has the school and, if applicable, the school’s foundation failed to meet generally accepted standards of fiscal management?
- D. Has the school violated any provision of law from which the charter school was not specifically exempted?
- E. The public school capital outlay council has determined that the facilities do not meet the standards required in Section 22-8B-4.2 NMSA 1978
- F. For a charter school located on tribal land, the charter school failed to comply with ongoing tribal consultation pursuant to §22-8B-12.2 NMSA 1978, Paragraph (8) or § C of 6.80.4.13 NMAC, or applicable federal laws and rules.

Application Process

A. PEC/CSD Application Kit Format:

(1) Part A Summary Data Report

- (a) Completed by CSD the summer before renewal. The school needs to verify that the information is accurate. (This is updated state academic data for the time of the charter contract to the latest year’s test scores.)

(2) Part B Progress Report

- (a) School provides information regarding their uniqueness, innovation, academic performance (short cycle data and mission specific goals), financial compliance, organizational compliance, etc.)
 - (i) Student Outcomes
 - 1. Interim or other assessments (school-specific)
 - 2. Mission-Specific or School-Specific goals
 - (ii) Organizational Performance
 - 1. Education Program
 - 2. Financial=Compliance (Internal Controls/Audit Compliance)
 - 3. Governance Responsibilities
 - 4. Equity and Identity
 - 5. Tribal Consultation
 - 6. Other Performance Framework Indicators (From the annual site visits)

(3) Part C Financial Statement

- 1. Financial Statement Narrative
- 2. Operational Expenditure Tables (Each year of the contract=4 years)
- 3. Operational Expenditures Chart (Representing data from #2 in a graph)

Due: First Business Day of October (Website) (Application Document says 9/15 of Renewal Year??)

PEC Charter Renewal Application Process Overview (As of 12/2022)

- (4) Part D **Petitions of Support** (Employee and Households)
 - (i) With original signatures and notarized
- (5) Part E **Facilities**
 - (a) School Facility Information and Narrative
 - (b) Appendices
 - (i) E Occupancy Certificate
 - (ii) Public School Facilities Authority (PSFA) letter determining the New Mexico Condition Index (NMCI)-Determines a ranking for repairs and upgrades to meet educational adequacy standards
 - (iii) Lease Agreement
 - (iv) Facility Master Plan
 - (v) Assurances that the facilities are in compliance with the requirements of §22-8B-4.2 NMSA 1978 using Certificate A (Public Facility), B (Private Lessor), or C (Foundation).

B. Site Visit Protocol (Quality Review-Examining Evidence/Validate Self Study/Findings and Recommendations)

- i) One to two day site visit to the charter school by CSD team to examine evidence/artifacts, visit classrooms, interview staff/board/students/parents, review data.
- ii) Examples of Evidence: *Short Cycle Data, Mission-Specific Data, NM DASH documentation, Board Minutes, Financials, Curriculum, Student Assistance Team/Cumulative records, Policies, WebEPSS, Facilities documents, Handbooks, Website, Brochures, Enrollment/Lottery Information, Student Progress Reporting, Attendance Records, etc. (Not all inclusive-more may be required.)*
- iii) Site Visit Report will be completed and included as part of the Charter Renewal Application analysis and recommendation to the PEC. The charter school will have an opportunity to respond to the initial analysis.

C. CSD Preliminary Analysis/Recommendation (By November 1)

(Report to PEC)

- i) Analysis Tool-includes review of application and site visit report
- ii) Preliminary indication of the renewal (renewal, non-renewal, or renewal with conditions)
- iii) The analysis will rate the school in relation to the Reasons for Non-Renewal (outlined above in “Reasons for Non-Renewal”)
- iv) The school will have an opportunity to respond to the preliminary recommendation (**By November 15**)
- v) Recommendation to the PEC-Based on findings from the application and site visit reviewed in the Preliminary Analysis

D. CSD Final Renewal Analysis (By December 1)

- i) Final recommendation of renew, renew with conditions, or non-renewal.

E. Final Authorization Meeting of PEC (December)

- i) Public meeting
- ii) School will have an opportunity to present to the PEC (chance to present the best of the school) and address any findings from the analysis as well as public input from the community (limited)

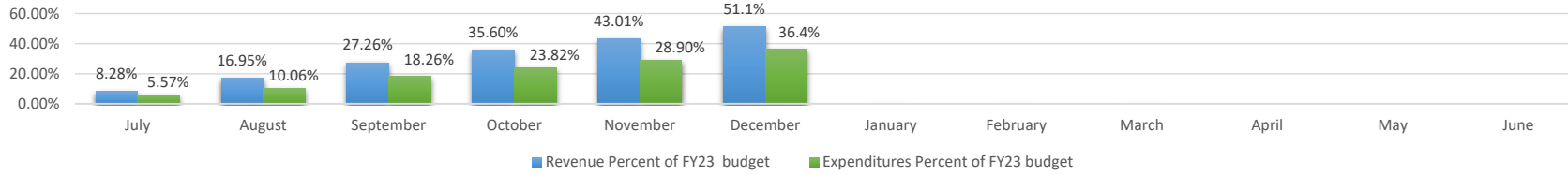
Performance Contract Worksheet Process-Spring, prior to end of current contract (If Charter Renewal Approved by PEC)

- Performance Contract Preparation Worksheet - School/CSD will work on draft(s)
- Charter school GB/Head Administrator/Lawyer negotiation with PEC Charter School Committee
- Contract approval by GB (Certificate of GB Vote required)
- Contract approval by the PEC or impasse reached
- Appeal (if necessary)

Due: First Business Day of October (Website) (Application Document says 9/15 of Renewal Year??)

Finance Summary as of December 31, 2022

Operational Revenue vs. Expenditures



SAMS Academy received 51.14% of budgeted Operational revenue & expended 36.40% of budget through the end of the month.

Bank Reconciliation:

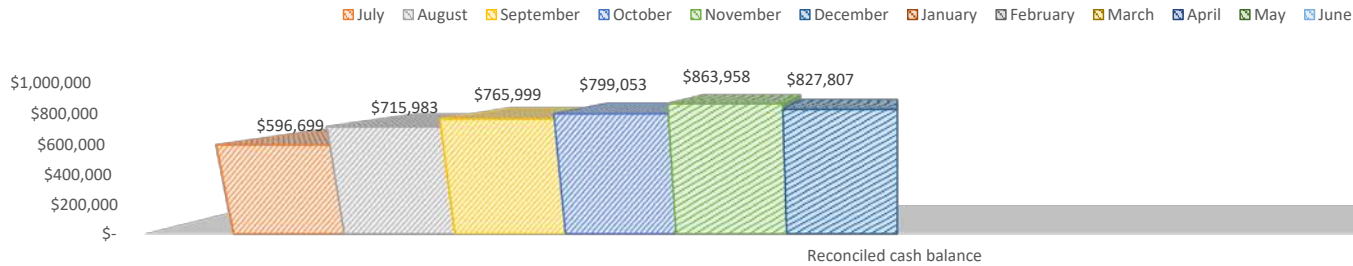
➤ December 2022

- Reconciled cash balance at month end was \$1,074,103.85
- Outstanding items total \$7,491.22
- Expenditures exceeded Revenues by \$141,370.70

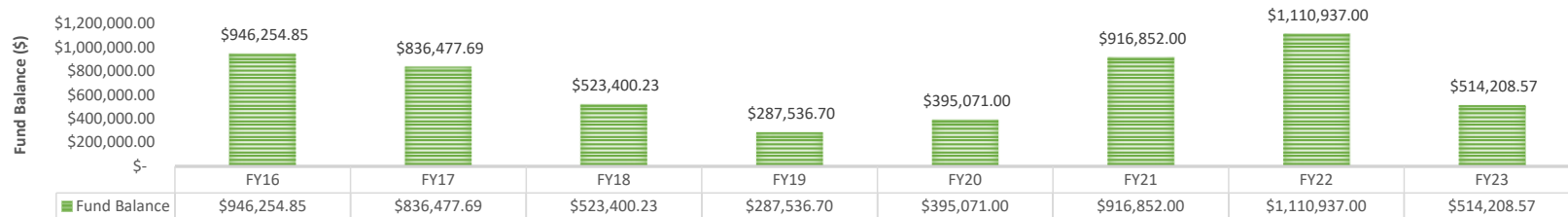
BARS for Approval:

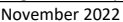
2223-24308-0014-T
2223-26113-0015-I
2223-27502-0016-IB
2223-11000-0017-I
2223-11000-0018-I

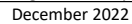
FY23 OPERATIONAL CASH BALANCE



HISTORICAL FUND BALANCE







[illegible]

[illegible]

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 544-000-2223-0014-T

Fund Type: Flowthrough

Adjustment Type: Transfer

Fiscal Year: 2022-2023

Entity Name: SW Aeronautics Mathematics & Science

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Sean Fry, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-242-6640 x2501

Email: sean.fry@abqca.org

FLOWTHROUGH ONLY	
Budget Period: 07/01/2022	To: 06/30/2023
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
24308 CRRSA, ESSER II	2600 Operation & Maintenance of Plant	57331 Fixed Assets (more than \$5,000)	0000 No Program	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class	\$20,000	(\$20,000)		
24308 CRRSA, ESSER II	1000 Instruction	56113 Software	1010 Regular Education (PreK-12) Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class		\$5,000	\$5,000	
24308 CRRSA, ESSER II	1000 Instruction	56118 General Supplies and Materials	1010 Regular Education (PreK-12) Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class		\$3,000	\$3,000	
24308 CRRSA, ESSER II	1000 Instruction	56119 Supply Assets (\$5,000 or less).	1010 Regular Education (PreK-12) Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class	\$15,000	\$12,000	\$27,000	
Sub Total							\$0		
Indirect Cost									
DOC. TOTAL							\$0		

Justification:

Adjust plan to remove planned facility modifications to prevent Covid due to new facility. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 544-000-2223-0015-I

Fund Type: Direct Grant

Adjustment Type: Increase

Fiscal Year: 2022-2023

Entity Name: SW Aeronautics Mathematics & Science

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Sean Fry, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-242-6640 x2501

Email: sean.fry@abqca.org

FLOWTHROUGH ONLY

Budget Period: Jul 1 2022 12:00AM

To: Jun 30 2023 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 26113.0000.41921 \$750

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
26113 LANL Foundation	1000 Instruction	55817 Student Travel	1010 Regular Education (PreK-12) Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class	\$1,000	\$750	\$1,750	
						Sub Total	\$750		
						Indirect Cost			
						DOC. TOTAL	\$750		

Justification:

Increase for received Fall 2022 Competition award for STEM Challenge. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 544-000-2223-0016-IB
Fund Type: Flowthrough
Adjustment Type: Initial Budget

Fiscal Year: 2022-2023
Adjustment Changes Intent/Scope of Program Yes or No?: No
Total Approved Budget (Flowthrough):

Entity Name: SW Aeronautics Mathematics & Science
Contact: Sean Fry, Business Manager
Phone: 505-242-6640 x2501
Email: sean.fry@abqca.org

FLOWTHROUGH ONLY	
Budget Period: 07/01/2022	To: 06/30/2023
A. Approved Carryover:	
B. Total Current Year Allocation:	
D. Total Funding Available:	

Revenue 27502.0000.43202 \$6,832

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
27502 Career Technical Education Program (Pilot)	1000 Instruction	51100 Salaries Expense	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$5,216	\$5,216	0.06
27502 Career Technical Education Program (Pilot)	1000 Instruction	52111 Educational Retirement	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$895	\$895	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52112 ERA - Retiree Health	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$104	\$104	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52210 FICA Payments	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$315	\$315	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52220 Medicare Payments	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$74	\$74	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52311 Health and Medical Premiums	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$197	\$197	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52312 Life	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$4	\$4	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52313 Dental	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$11	\$11	
27502 Career Technical Education Program (Pilot)	1000 Instruction	52314 Vision	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers-Vocational and Technical		\$4	\$4	

27502 Career Technical Education Program (Pilot)	1000 Instruction	52315 Disability	3000 Vocational and Technical Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	1415 Teachers- Vocational and Technical		\$12	\$12	
						Sub Total	\$6,832		0.06
						Indirect Cost			
						DOC. TOTAL	\$6,832		

Justification:

Budget CTE Award for FY23 per received award letter and allocation table. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

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Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 544-000-2223-0017-I
Fund Type: General Fund / Capital
Outlay / Debt Service
Adjustment Type: Increase

Fiscal Year: 2022-2023

Entity Name: SW Aeronautics Mathematics & Science

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Sean Fry, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-242-6640 x2501

Email: sean.fry@abqca.org

FLOWTHROUGH ONLY

Budget Period: Jul 1 2022 12:00AM

To: Jun 30 2023 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 11000.0000.41702 \$10,000

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	1000 Instruction	56109 Instructional Materials On Line Digital Subscriptions	1010 Regular Education (PreK-12) Programs	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class	\$105,000	\$10,000	\$115,000	
						Sub Total	\$10,000		
						Indirect Cost			
						DOC. TOTAL	\$10,000		

Justification:

Budget for Ed Tech Fees based on Students Enrolled. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.

Must submit backup for all BARs,
except transfers of funds for SEG or
direct grants

STATE OF NEW MEXICO
PUBLIC EDUCATION DEPARTMENT
300 Don Gaspar Santa Fe, NM 87501-2786
Budget Adjustment Request

Doc. ID: 544-000-2223-0018-I
Fund Type: General Fund / Capital
Outlay / Debt Service
Adjustment Type: Increase

Fiscal Year: 2022-2023

Entity Name: SW Aeronautics Mathematics & Science

Adjustment Changes Intent/Scope of Program Yes or No?: No

Contact: Sean Fry, Business Manager

Total Approved Budget (Flowthrough):

Phone: 505-242-6640 x2501

Email: sean.fry@abqca.org

FLOWTHROUGH ONLY

Budget Period: Jul 1 2022 12:00AM

To: Jun 30 2023 12:00AM

A. Approved Carryover:

B. Total Current Year Allocation:

D. Total Funding Available:

Revenue 11000.0000.46100 \$2,467

Fund	Function	Object	Program	Location	Job Class	Present Budget	Adj Amt Exp	Adj Budget	ADD'L FTE
11000 Operational	2600 Operation & Maintenance of Plant	54416 Communication Services	0000 No Program	544001 SW Aeronautics Mathematics & Science-Admin Office	0000 No Job Class	\$49,844	\$2,467	\$52,311	
						Sub Total	\$2,467		
						Indirect Cost			
						DOC. TOTAL	\$2,467		

Justification:

Budget based on revenues received for BEAR category billing from E-Rate based on past 4100 Aerospace facility. SDF.

Compliance with Sections 10-15-1 and 22-8-12, NMSA, 1978 Compilation:

A. The requested budget/changes were authorized at a scheduled Board of Education or Governance Council meeting open to the public on:

B. Justification for the transfer: Explanation such as "underbudgeted", "insufficient budget", or "needed to close out Project" ARE NOT ACCEPTABLE. Attach additional sheets if necessary.

ALL TRANSFER BARS MUST NET OUT TO ZERO ON THE DOC. TOTAL LINE.