



**GUNS ON CAMPUS: WHAT SCHOOL LEADERS SHOULD KNOW**

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**UNLAWFUL CARRYING OF A DEADLY WEAPON ON SCHOOL PREMISES. NMSA 1978, 30-7-2.1 (1994)**

A. Unlawful carrying of a deadly weapon on school premises consists of carrying a deadly weapon on school premises except by:

- (1) a peace officer;
- (2) school security personnel;
- (3) a student, instructor or other school-authorized personnel engaged in army, navy, marine corps or air force reserve officer training corps programs or state-authorized hunter safety training instruction;
- (4) a person conducting or participating in a school-approved program, class or other activity involving the carrying of a deadly weapon; or
- (5) a person older than nineteen years of age on school premises in a private automobile or other private means of conveyance, for lawful protection of the person's or another's person or property.

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**SCHOOL PREMISES MEANS:**

- (1) the buildings and grounds, including playgrounds, playing fields and parking areas and any school bus of any public elementary, secondary, junior high or high school in or on which school or school-related activities are being operated under the supervision of a local school board; or
- (2) any other public buildings or grounds, including playing fields and parking areas that are not public school property, in or on which public school-related and sanctioned activities are being performed.

NMSA 1978, 30-7-2.1 (C) (1994)

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## SCHOOL SAFETY AND SECURITY

6.12.6.8 (D)(7) NMAC – School Safety Plan:

- School safety plans at each school building focused on supporting healthy and safe learning environments; the school safety plan must be submitted to the public education department for approval on a three-year cycle and must include the following minimum components:
  - Introduction
  - School policies and procedures
  - Prevention; and
  - A school Emergency Operation Plan (EOP)

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## FIVE ISSUES TO CONSIDER – FEMA’S MISSION AREAS

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

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## 1. PREVENTION

The capabilities necessary to avoid, deter or stop an imminent crime or threatened or actual mass casualty incident; prevention is the action schools take to prevent a threatened or actual incident from occurring.

- Planning - Identify and involved stakeholders
- Define roles and responsibilities
- Plans to communicate with parents/guardians about emergency management:
  - Family reunification - where? What type of identification?
  - Update emergency cards
  - Emergency kits – backpack with supplies

QUESTIONS: Describe the recent efforts your District has taken in the area of prevention.

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## 2. PROTECTION

The capabilities to secure schools against acts of violence and manmade or natural disasters; protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks and property from threats or hazards.

- Access control – building, traffic, bikes, playground, internet
- Identity verification

QUESTIONS: Describe steps your District has taken for access control and the positive and negative aspects.

Explain any policy changes that have or will be made in regards to security personnel and how parents & community have responded.

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## 3. MITIGATION

The capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency; mitigation also means reducing the probability of threats and hazards occurring.

- Working with local responders and emergency manager
- Programs aimed at prevention of violent/harmful behavior, problem-solving skills, life skills, anti-bullying

QUESTIONS: Has your District increased or added practice drills, functional exercises. Full-scale exercises to assess capacity so staff and students know what to do in an emergency?

What types of behavioral and mental health assessments/programs has your District implemented?

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## 4. RESPONSE

The capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way, establish a safe and secure environment, save lives and property and facilitate the transition to recovery of the school environment.

- Mobility planning for students and staff with disabilities
- Terminology – lock down, lock out, shelter-in-place
- Communication with parents/community

QUESTIONS: Tell us about any crisis response you have recently taken and lessons learned.

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## 5. RECOVERY

The capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment; recovery encompasses both (a) short-term operations that seek to restore vital services to the school and provide for the basic needs of the staff and students, and (b) long-term operations that focus on efforts to restore the school to its normal, pre-disaster state.

- Crisis intervention team
- Stress management (art, writing)
- Debriefing
- Allow time to heal
- Evaluate efforts to prepare for other emergencies

QUESTIONS:

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*The information in this presentation was prepared by Walsh Gallegos Treviño Russo & Kyle P.C. It is intended to be used for general information only and is not to be considered specific legal advice. If specific legal advice is sought, consult an attorney.*

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