

# Wide Ruins Community School



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## **EMERGENCY MANAGEMENT/ CONTINUITY OF OPERATIONS PLAN (COOP)**

Bureau of Indian Education (BIE) Navajo District  
Bureau of Indian Affairs (BIA)  
U.S. Department of the Interior

REVISED 4/22/20, 07/13/20

APPROVED BY WRCS SCHOOL BOARD: July 14, 2020

Board Vice-President: Kathleen B. Lee, Kathleen Lee

July 14, 2020

Dear Wide Ruins Community School Affiliates,

Wide Ruins Community School has always taken the critical mission to educating Native American students in an environment conducive to learning; therefore, nothing is more important than maintaining a safe and secure school.

This document sets forth the emergency management/Continuity of Operations Plan (COOP) protocols of Wide Ruins Community School. The primary objective is to protect you, your fellow workers, children, school volunteers, and visitors from physical harm while in and around the school—and secondly, to protect school property.

This plan provides instruction on how to prevent, prepare for, respond to, and recover from an array of emergencies, ranging from school violence, accidents, and health emergencies to fires and natural disasters such as tornadoes and power outages.

Please take time to read and become familiar with these procedures. An emergency or hazardous condition can occur at any time and without warning. Knowing these procedures can ensure an effective response that prevents serious injuries and even the loss of life.

If you have suggestions or questions, please contact members of the Safe Schools Committee listed in Section two (2).

Please remember that safety and security is everyone's responsibility. By working together, we can assure a safe and secure school.

Sincerely,



Ms. Jeannie Lewis, Principal

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# **SECTION 1: INTRODUCTION**

## **SECTION 1:**

# **INTRODUCTION**

Each year, students are placed at risk by a variety of hazards.

For example, assaults, tornadoes, hurricanes, fires and even mass shootings. These and other man-made and natural emergencies have created a new understanding of the need for emergency preparedness.

These procedures are designed to enhance school security for all students, staff, volunteers, and visitors and to assist the school in preventing, detecting, responding to, and recovering from emergencies. Staff members are required to follow them.

## **Authorities**

Federally funded schools must abide by various federal directives, orders, and regulations that require emergency planning, a mandate amplified after the terrorist attacks of 9-11. These directives are detailed in the *Continuity of Operations Plan for Indian Affairs, Regional Office*, which serves as the overarching authority for this document. A key mandate is the implementation of the National Incident Management System (NIMS) required by Homeland Security Presidential Directive 5, *Management of Domestic Incidents*. The NIMS provides a unified approach to managing emergency incidents and standardizes command and communication protocols. Other federal authorities include:

- Homeland Security Presidential Directive 8, *National Preparedness*
- Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*
- 41 U.S. Code of Federal Regulations 101-20, *Management of Buildings and Grounds*
- 44 U.S. Department of the Interior Manual 1, *Physical Protection and Building Security*
- 375 U.S. Department of the Interior Manual 19, *Information Technology Security*
- No Child Left Behind, Public Law 107-110
- Title IV – 21<sup>st</sup> Century Schools Safe and Drug Free Schools Act

# Document Organization

This document provides general protocols for emergencies, such as communication and evacuation plans, and instructions on how to respond to specific types of emergencies. The latter are called *incident-specific protocols*.

## Types of Emergencies

Emergencies - also called hazards, threats, or incidents - are typically divided into man-made and natural. The following are examples.

### MAN-MADE EMERGENCIES

- Accidents
- Bomb Threats
- Cyber Crime
- Fires
- Fraud
- Medical Emergencies
- Riots
- School Violence
  - Bullying
  - Assaults and Batteries
  - Gangs
  - Homicides
  - Hostage Situations
  - Shootings
  - Weapons
- Substance Abuse
- Sexual Predators
- Suicide
- Terrorism
- Utility Failures

### NATURAL EMERGENCIES

- Animal Attacks
- Blizzards
- Earthquakes
- Floods
- Forest Fires
- Landslides
- Hurricanes
- Tornadoes



# Emergency Management/Continuity of Operations Plan

## Overview

Some types of emergencies are so severe that they shut down school operations. In such a crisis, a school may find itself with limited or no access to its building, its personnel, its computer system, or other resources that are normally available. Emergencies that can halt operations include structural fires, terrorist attacks, student sit-ins, electrical outages after a hurricane or blizzard, severe flooding, a cyber attack, and other disasters.

To ensure that it can resume operations after a major disaster occurs, each school should have a **Continuity of Operations Plan (COOP)**. While an **Emergency Management Plan** focuses on preventing, preparing for, and responding to emergencies, a **Continuity of Operations Plan** focuses on *recovering* from emergencies. The ultimate purpose of the **COOP** is to restore the complete range of activities and functions normally performed by the school. In the private sector, a **Continuity of Operations Plan** is often called a Business Continuity Plan.

The Bureau of Indian Affairs (BIA) has created its own **Continuity of Operations Plan**, which is the overarching document for *Safe Schools Planning: A Guide for Educators*. While the Bureau of Indian Affairs plan addresses primarily regional and administrative offices, schools also must have a **Continuity of Operations Plan** in place.

## Objectives

Objectives developed by the BIE for the **COOP** plan are to:

- Protect the safety and well-being of building occupants.
- Ensure continued leadership.
- Provide for an orderly means of addressing problems and restoring normal operations as quickly and safely as possible.
- Provide at least a minimum level of services, especially those services required at times of local or regional emergencies.

# Why Emergency Management/ COOP?

The Emergency Management/Continuity of Operations Plan is designed to protect people, physical property, intellectual property, and intangible assets, such as a school's reputation, from damage or destruction and to help the school recover quickly when an emergency does occur. It does this through what are generally considered four phases: prevention, detection, response, and recovery.

## Prevention

Some emergencies can be prevented. Ensuring that electrical wiring is not frayed and that coffee pots are unplugged at night can prevent a fire. Counseling a depressed child can prevent a suicide. Identifying a threatening child early on can prevent violence.

## Detection

Many types of emergencies can be detected through early warning signs. A local tornado warning system or a flash flood advisory program can signal impending hazardous weather. A metal detector can indicate that a weapon has been brought into the building. A panic alarm can alert the Principal's office of an emergency situation with a student.

## Response

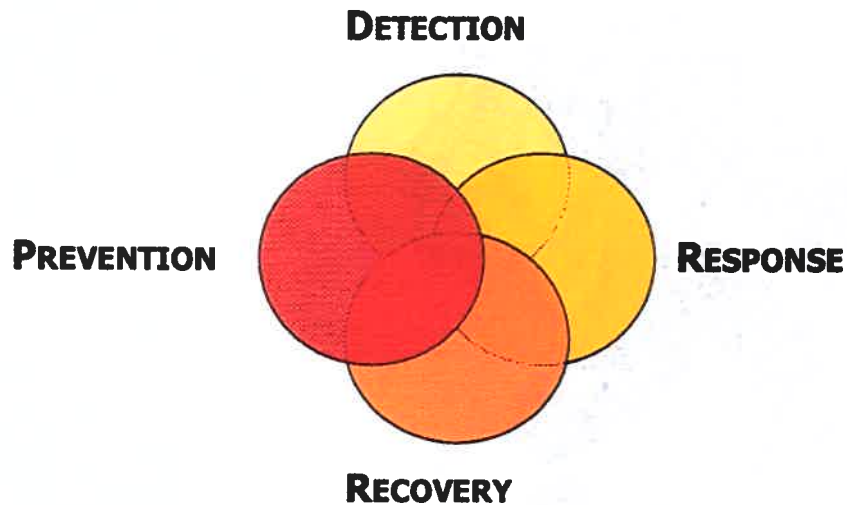
Whether a biological agent has been released, a fistfight has developed, or an unauthorized and threatening person has entered the school, some actions can be taken immediately to minimize the damage.

## Recovery

Planning in advance helps a school recover from disaster more completely. Ensuring electronic files are backed up daily and that backups are kept off site can ensure a seamless restoration of the computer system after a catastrophe. Creating a communications plan to contact students and staff can return the school to normal operations more quickly. Having a succession plan that determines in advance who takes a leadership role when the primary administrator is unavailable or personally affected by the emergency can reduce confusion during traumatic times. Depending on the disaster, recovery measures can also include taking photographs of a disaster scene for insurance purposes, calling in professionals to deal with the aftermath, or counseling children traumatized by a disaster.



A fifth component – mitigation of the damaging effects of an emergency – is accomplished through early detection, a quick and effective response, and an efficient plan for recovering from the emergency.



**"Be Prepared, Not Scared!"**



## **SECTION 2: ROLES AND RESPONSIBILITIES**

## SECTION 2:

# ROLES AND RESPONSIBILITIES

Understanding who will plan the emergency effort and who will lead school operations during an emergency is critical. Assigning roles and responsibilities ensures that required tasks are accomplished, reduces the chaos of the emergency scene, and eliminates duplication of effort. This section identifies the roles and responsibilities of staff members before, during, and after an emergency.

## School Administration

The administration is responsible for providing leadership on security issues, selecting the Safe Schools Committee, approving security and emergency management procedures, updating contact information, receiving and acting on notifications of incidents, reporting incidents to the Bureau of Indian Education (BIE) Navajo District Chain of Command, bringing in external resources, establishing discipline procedures, following through with consequences in a fair and consistent manner, reporting serious incidents to parents or appointing a designee to do so, and other critical tasks.

School Administration Members are as follows:

### SCHOOL ADMINISTRATION

TITLE	NAME	OFFICE PHONE	HOME PHONE/CELL	EMAIL ADDRESS
PRINCIPAL	Ms. Jeannie Lewis	928-652-3251 EXT. 101	928-349-5995	<a href="mailto:j.lewis@kinteelolta.org">j.lewis@kinteelolta.org</a>
Exec Sec/ Facility Clerk	Ms. Rolanna Allison	928-652-3251 EXT. 132	505-713-1453	<a href="mailto:r.allison@kinteelolta.org">r.allison@kinteelolta.org</a>
FACILITIES MANAGER	Mr. Davidson Sam	928-652-3251 EXT. 124	928-309-0020	<a href="mailto:d.sam@kinteelolta.org">d.sam@kinteelolta.org</a>
SECURITY MANAGER	Mr. Thomas Noble	928-652-3251 EXT. 135	928-255-7422	<a href="mailto:t.noble@kinteelolta.org">t.noble@kinteelolta.org</a>
Business Manager	Ms. Marleita Begay	928-652-3251 EXT. 102	928-349-0910	<a href="mailto:m.begay@kinteelolta.org">m.begay@kinteelolta.org</a>
Residential Manager	Mr. Anderson Deal	928-652-3251 EXT. 101		<a href="mailto:a.deal@kinteelolta.org">a.deal@kinteelolta.org</a>

# Safe Schools Committee

The Safe Schools Committee leads the Safe Schools planning effort. It fulfils the following purposes:

- It gives a specific group of people the responsibility for developing and updating the security plan and for ensuring it is implemented in an organized manner. It also shares the tasks required to assemble the plan among multiple individuals.
- It facilitates and formalizes communication among stakeholders who share a role in Safe Schools issues and provides a means to solicit diverse viewpoints.
- It serves as a vehicle to field complaints, compliments, and suggestions about security and to collect and analyze intelligence about emerging security threats such as the growing power of a new gang or a recent designer drug.
- It demonstrates to students, staff, and parents the administration's commitment to ensuring a safe school and its diligence in addressing security issues.
- It provides an ongoing tool to assess existing security measures and to recommend new measures.

Members of the Safe Schools Committee are as follows:

## SAFE SCHOOLS COMMITTEE

TITLE	NAME	OFFICE PHONE	HOME PHONE/CELL	EMAIL ADDRESS
PRINCIPAL	Ms. Jeannie Lewis	928-652-3251 EXT. 101	928-349-7278	<a href="mailto:j.lewis@kinteelolta.org">j.lewis@kinteelolta.org</a>
Business Manager	Ms. Marlieta Begay	928-652-3251 EXT. 101		<a href="mailto:m.begay@kinteelolta.org">m.begay@kinteelolta.org</a>
Exec Sec/ Facility Clerk	Ms. Rolanna Allison	928-652-3251 EXT. 132	505-713-1453	<a href="mailto:r.allison@kinteelolta.org">r.allison@kinteelolta.org</a>
FACILITIES MANAGER	Mr. Davidson Sam	928-652-3251	928-309-0020	<a href="mailto:d.sam@kinteelolta.org">d.sam@kinteelolta.org</a>
SECURITY OFFICER	Mr. Thomas Noble	928-652-3251 EXT. 135	928-349-9229	<a href="mailto:t.noble@kinteelolta.org">t.noble@kinteelolta.org</a>
RESIDENTIAL MANAGER	Mr. Anderson Deal	928-652-3251 EXT. 120	928-349-0058	<a href="mailto:a.deal@kinteelolta.org">a.deal@kinteelolta.org</a>
KITCHEN STAFF	Ms. Nora Nez	928-652-3251 EXT. 118	928-216-7593	<a href="mailto:n.nez@kinteelolta.org">n.nez@kinteelolta.org</a>
School Liaison	Vacant	928-652-3251 EXT. 101		
SCHOOL COUNSELOR	Vacant	928-652-3251 EXT. 140	928-349-0850	<a href="mailto:v.thomas@kinteelolta.org">v.thomas@kinteelolta.org</a>
TRANSPORTATION	Ms. Darlene Yazzie	928-652-3251 EXT. 124	928-414-1103	<a href="mailto:d.yazzie@kinteelolta.org">d.yazzie@kinteelolta.org</a>
INFORMATION TECHNOLOGY	Mr. Travis Yazzie	928-652-3251 EXT. 129	928-349-0900	<a href="mailto:t.yazzie@kinteelolta.org">t.yazzie@kinteelolta.org</a>
NURSE	Mrs. Clarinda Salazar	928-652-3251 EXT. 122	928-235-7605	<a href="mailto:c.salazar@kinteelolta.org">c.salazar@kinteelolta.org</a>

REVISED APRIL 22, 2020~ WRCS BOARD APPROVED JULY 14,2020



# **Emergency Management Team**

The Emergency Management Team is activated during a school-wide incident. This section describes the roles and responsibilities of the Emergency Management Team during and after emergencies. Roles and responsibilities specific to evacuations or lockouts are described in Section 4, entitled *Evacuations*. Note: Teachers serving on the Emergency Management Team must be replaced in their classrooms during an emergency to ensure their students are fully supervised. These teachers should know in advance who will replace them during this time.

## **School Commander**

The School Commander, typically the Principal, remains in the Command Center and manages the crisis. He or she coordinates the emergency response effort; gives the order to evacuate or lock down the school; coordinates with police, fire and medical teams; maintains contact with headquarters, and ensures immediate notifications to the Bureau of Indian Education (BIE) Navajo District Chain of Command, beginning with the Associate Deputy Director Tamarah Pfeiffer.

## **School First Aid Responders**

School First Aid Responders provide emergency First Aid until medical assistance arrives. They are trained in First Aid and cardio-pulmonary resuscitation. Every staff member should memorize the names of the First Aid Responders and know where they are normally stationed in the school.

## **Site Coordinator**

The Site Coordinator directs emergency responders such as police, fire, and paramedics to the site emergency and controls access to the affected areas. If necessary, he or she preserves the crime scene until police arrive and assume control. The Site Coordinator also directs media, parents, and central office personnel to the appropriate locations and cordons off areas, as necessary. The Site Coordinator must know the emergency site map thoroughly and know where to locate the necessary supplies to cordon off areas during a school-wide incident.

## **Parent Coordinator**

The Parent Coordinator assists parents who come to the school, keeps parents briefed on the situation, and advises parents if their child is or is not involved in the emergency, when such information becomes available. A separate waiting area for parents of involved children has been designated. It is important that the Parent Coordinator stay calm and reassuring during emergencies and communicate only what is known about the situation, not speculation.

## **Crisis Team Leader**

The Crisis Team Leader coordinates crisis intervention and counseling services.



## **Recorder**

The Recorder documents the time and events of a crisis, beginning with when the event started and when changes in the situation occurred. The Recorder also collects the names of missing children from teachers and assists in reporting them to emergency responders, the administration, and the Parent Coordinator. The Recorder records the names of responding emergency units and the support staff, collecting business cards, if available.

## **Transportation Coordinator**

The Transportation Coordinator arranges for any special transportation needs arising from the incident.

## **Media Coordinator**

The Media Coordinator arranges for a media staging area away from the incident area, keeps media away from parents and students, and, if time permits, collects business cards from members of the media. As necessary, the Media Coordinator informs the Public Affairs Office of the Assistant Secretary of Indian Affairs headquarters what media is present. The Media Coordinator should not give interviews to the media.

## **Teachers**

Teachers maintain supervision of their classes and take attendance every time the class moves to a new location. Attendance books must accompany a teacher whenever the classroom is evacuated. Teachers should compile a list of missing students any time roll call is taken and note possible locations of these students. The administration and emergency responders should be immediately notified of missing children.

## **Assistants for the Physically Disabled**

A staff member has been assigned to each physically disabled student to assist in the event of an evacuation, as described in the evacuation plan. Assistants for the Physically Disabled must be knowledgeable about each student's special needs, particularly in respect to special equipment and medications. Alternative staff members have also been designated in case an assigned staff member is absent during an emergency.

Members of the Emergency Management Team are as follows:

## EMERGENCY MANAGEMENT TEAM

ROLE	RESPONSIBILITY	NAME	ROOM NUMBER	OFFICE PHONE NUMBER	HOME, CELLULAR AND PAGER NUMBER
SCHOOL COMMANDER	Manages the crisis and coordinates response with police, fire and medical teams. Remains in Command Center. Gives the order to evacuate or lock down the school. Maintains contact with headquarters. Ensures necessary notifications to the BIE Navajo District Chain of Command.	PRIMARY Ms. Jeannie Lewis	BLD #1951 RM # 128	928-652-3251 EXT. 101	928-349-0642
		ALTERNATE Ms. Martha Terry	BLD #1951 RM #100	928-652-3251 EXT. 132	505-879-1223
SITE COORDINATOR	Directs police, fire, and paramedics to the site of the emergency. Controls access to affected areas. Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Cordons off areas, as necessary.	PRIMARY Mr. Davidson Sam (East) Mr. Thomas Noble (West) Mr. Anderson Deal	BLD # 1951 #1952 #1950	928-652-3251 Radio # 14 Radio #12 EXT. 135 Radio #11 EXT. 120	928-309-0020 928-255-7422 928-206-5181
		ALTERNATE Mr. Travis Yazzie Mr. Leander Anderson	BLD # 1951	928-652-3251 EXT. 129 Radio #04 Radio # 09	928-266-7480 928-797-8657
MEDICAL COORDINATOR	Provides emergency First Aid until medical assistance arrives. Coordinates school first responders who are trained in First Aid, typically the school nurse, office staff or physical education teachers.	PRIMARY Mrs. Clarinda Salazar	BLD #1951	928-652-3251 EXT. #122 Radio # 16	505-713-9744
		ALTERNATE Mrs. Rethema Kenny	BLD # 1952	928-652-3251 EXT. 121	928-206-6444
PARENT COORDINATOR	Assists parents who come to the school, keeps parents briefed on the situation, and advises parents if their child is, or is not, involved in the emergency, when such information becomes available.	PRIMARY Ms. Fanessa Ashely	BLD# 1951 RM # 127	928-652-3251 EXT. 126	480-547-6006
		ALTERNATE Vacant	BLD # 1951 RM # 126	928-652-3251 EXT. 100	

CRISIS TEAM LEADER	Coordinates crisis intervention and counseling services.	PRIMARY	Ms. Martha Terry	BLD #1951 RM #100	928- 652-3251 EXT. 100	
		ALTERNATE	Mr. Nelford Wilson	BLD # 1951 RM #189	928-652-3251 EXT. 100	
RECORDER	Documents the time and events of a crisis, beginning with when it started and when the situation changed. Collects the names of missing children from teachers and reports them to emergency responders, the administration, and the Parent Coordinator. Records names of responding units and collects business cards, if available.	PRIMARY	Ms. Rolanna Allison	BLD # 1951 RM #129	928-652-3251 EXT. 104 Radio# 02	928-205-2208
		ALTERNATE	Ms. Fanassa Ashley	BLD # 1951 RM # 126	928-652-3251 EXT. 100	505-339-5387
TRANSPORT- ATION COORDINATOR	Arranges for special transportation, if needed, and manages the transportation process.	PRIMARY	David Roanhorse	BLD # 1952	928-652-3251 EXT. 124	928-434-5287
		ALTERNATE	Darlene Yazzie	BLD # 1952	928-652-3251 EXT. 124	
MEDIA COORDINATOR	Keeps media away from parents and students Collects business cards from the media. Reports names of media to headquarters. Does not give interviews.	PRIMARY	Mr. Davidson Sam (East) Mr. Thomas Noble (West) Mr. Anderson Deal	BLD # 1951 #1952 #1950	928-652-3251 Radio # 14 Radio #12 EXT. 135 Radio #11 EXT. 120	928-309-0020 928-255-7422 928-206-5181
		ALTERNATE	Mr. Travis Yazzie Mr. Leander Anderson	BLD # 1951	928-652-3251 EXT. 129 Radio #04 Radio # 09	928-266-7480 928-797-8657
SCHOOL FIRST AID RESPONDERS	School First Responders provide emergency First Aid until medical assistance arrives. These individuals are trained in First Aid.		All WRCS Staff		928-652-3251-100	

**Note to Teachers:** Every member of the Emergency Management Team who is a classroom teacher must have a pre-designated alternate staff member to cover his or her class should the team be activated.



## **SECTION 3:**

# **PREVENTION AND PREPAREDNESS**

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# **PREVENTION AND PREPAREDNESS**

Many incidents can be prevented when staff members:

- communicate to students that they are highly valued;
- communicate high expectations and enforce rules consistently and fairly;
- encourage and permit, within appropriate venues, open discussion about problems, threats, security vulnerabilities, and potential solutions;
- encourage proper communication and training about the causes and the warning signs of different types of hazards;
- are motivated and skilled in taking action when warning signs emerge;
- intervene when they see evidence of trouble, such as bullying, threats, child abuse, alcoholism, drug abuse, or suicidal tendencies.
- Reinforce to students that they should report to adults the same signs of trouble and they could save lives by doing so.

Preparation mitigates the harmful effects of emergencies. School staff should:

- Study these procedures and know in advance how to respond to an emergency. Additional resources are available in the Main Office and on the Internet.
- Learn evacuation routes and destinations. Know the locations of phones, fire alarms, fire extinguishers, fire hoses, panic alarms, First Aid kits, defibrillators, and emergency exits in advance.
- Plan how you would call for help if you had an emergency in your area of the school and who you would send for assistance. Design mutual assistance protocols with nearby colleagues in advance.
- Keep your cell phone charged and with you. Keep a spare battery and power cord on hand for emergencies.
- An emergency kit has been provided to every classroom. Know its location and its use.
- Consider learning basic First Aid and Self Defense techniques. Many videos and classes are available. Memorize names of staff members who are trained in First Aid.

Other means to prevent and prepare for emergencies are contained in the Incident-Specific Protocols, which discuss specific types of emergency incidents.





## **SECTION 4:**

# **DETECTION AND COMMUNICATION**

## SECTION 4:

# DETECTION AND COMMUNICATION

## Detecting Internal Threats

The most likely means through which school emergencies will come to the attention of the administration and emergency responders is through the quick action of alert staff members. Staff members are required to report any actual or emergency incidents. These include, but are not limited to, potential and actual:

- o Child abuse incidents
- o Electrical emergencies, including outages or exposed wiring
- o Demonstrations or disturbances
- o Fire, explosions, smoke or burning odors
- o Fights
- o Fumes
- o Hostage situations
- o Medical emergencies
- o A suspicious package that is leaking fluid, has protruding wires, is poorly wrapped, has excessive postage, or seems suspicious in anyway.
- o Substance abuse of alcohol abuse by students or staff
- o Suspicious persons
- o Theft, vandalism, or others crime in progress
- o Threats of bombs exploding, violence, suicide, and other incidents
- o Water leaks
- o Weapons on campus

In crises requiring an immediate emergency response, staff members should call 911, followed by immediate notification of the school administration. Notifications should be made to the Principal or, in **MS. JEANNIE LEWIS** absence, Academic Supervisor Ms. Verna Thomas, followed by **MR. DAVIDSON SAM**, Staff members should make the notifications without delay. It is better to report an incident that does not materialize into anything serious than to fail to report what becomes a full-blown emergency.

If time permits, however, the School Commander should make notifications to 911 and to the parents of injured or deceased children.

If a fire is involved, administrators should pull the school fire alarm.

After an incident, staff members may be required to complete a detailed incident report listing the time the incident began and ended, the date, who was involved, whether weapons were used, what occurred, who witnessed it, how the incident ended, and other questions. If an unknown assailant is involved, witnesses may also be asked to describe him or her.

## Detecting External Threats

The Principal or **TRAVIS YAZZIE** will monitor news and weather radios or the Internet for impending hazardous weather or dangerous situations such as landslides, floods, or elevated terrorist alerts. In regional or national situations, news may be communicated also through Educational Line Officers, through Tribal Authorities, or through local emergency responders.

## School Command Communications

As School Commander, the Principal or **[HER/HIS]** alternate has the responsibility to communicate to several different audiences including:

- o all school occupants during an all-school alert
- o emergency responders and state and local agencies
- o the BIE Chain of Command
- o parents and the school community, and
- o the media.

### All School Occupants

If the situation warrants it, the School Commander must activate certain alerts that apply to the entire school. When **Ms. Jeannie Lewis**, is not available, these decisions will be made by **Ms. Verna Thomas**, who will act as the School Commander in the Principal's place. If neither is available, the chain of command includes School Commander alternates **Mr. Davidson Sam or Mr. Anderson Deal, Safety Team (See attached listing for names)**. If time permits, these decisions will be made in conjunction with emergency responders and members of the security and facilities staffs.

Types of all-school alerts include:

### Fire Drills

A fire drill is not an emergency situation, but it is an exercise to familiarize occupants with evacuation procedures. Fire drills will be conducted in accordance with local fire codes but no less than once per term.

Emergency Signal: **[FILL IN MEANS OF COMMUNICATION]**

## Evacuations

Some emergencies require that the building be evacuated as quickly as possible. As soon as the firm alarm is activated, occupants are required to leave the building by the nearest exit and follow instructions. Members of the Emergency Management Team and teachers have special duties during an evacuation. **[PRINCIPALS MAY WISH TO CONSIDER HOW TO ADDRESS FALSE FIRE ALARMS.]**

Emergency Signal: **[FILL IN MEANS OF COMMUNICATION]**

## Reverse Evacuations

Not every emergency in or near the building leads to an order to evacuate. Some emergencies, such as tornadoes, civil disturbances, or individuals with guns in the school may cause the School Commander to ask everyone to remain in the building until the situation improves. Reverse Evacuations include *lockdowns*, used in the case of an individual with a weapon, and *shelter-in-place*, typically used during hazardous weather. These are described in more detail below.

Emergency Signal for Lockdowns: **[FILL IN MEANS OF COMMUNICATION]**

Emergency Signal for Shelter-in Place: **[FILL IN MEANS OF COMMUNICATION]**

## Dismissal

Some weather or emergency situations, including a terrorist incident, may cause management to dismiss employees during business hours, telling them that they may leave or stay at their own discretion.

Signal or Means of Communication: **[FILL IN MEANS OF COMMUNICATION]**

## Closure

Sometimes, especially when winter storms occur, the building may be closed even before the workday begins.

Signal or Means of Communication: **[FILL IN MEANS OF COMMUNICATION]**

## CODES ARE EXPLAINED AS FOLLOWS:

### LOCKDOWN:

**THIS NOTIFIES THE SCHOOL OF AN IMMEDIATE LOCKDOWN. UNDER A LOCKDOWN, THE SCHOOL COMMANDER (THE PRINCIPAL OR AN ALTERNATE) LOCKS THE MAIN OFFICE DOOR, KEEPS STAFF IN SECURED AREAS INSIDE, COORDINATES WITH POLICE, AND INSTRUCTS STAFF AND STUDENTS TO FOLLOW THE LOCKDOWN PROCEDURES.**

### A SAMPLE LOCKDOWN SCRIPT IS AS FOLLOWS:

REVISED APRIL 22, 2020~ WRCS BOARD APPROVED JULY 14, 2020

**"THIS IS THE PRINCIPAL SPEAKING. THIS IS NOT A DRILL. WE ARE UNDER A LOCKDOWN INTRUDER IN THE FRESHMAN WING. PLEASE STAY IN YOUR CLASSROOMS. IF YOU ARE IN THE COURTYARD, HALLWAYS OR PARKING LOTS, PLEASE MOVE CALMLY AND QUICKLY TO A SAFE ROOM. STAFF WILL ASSIST YOU. REMAIN THERE UNTIL NOTIFIED TO DO OTHERWISE. (PAUSE HERE TO MAKE SURE EVERYONE IS SETTLED AND LISTENING.) LOCK THE DOOR. WE WILL PROVIDE CONTINUOUS UPDATING FOR AS LONG AS THE THREAT EXISTS."**

#### **SHELTER-IN-PLACE:**

**A SHELTER-IN-PLACE NOTIFIES THE SCHOOL OF A SHELTER-IN-PLACE ORDER. MOVEMENT WITHIN THE BUILDING MAY BE PERMITTED UNDER SOME CIRCUMSTANCES, BUT BUILDING CONTAINMENT WILL BE MAINTAINED. STAFF MAY BE DIRECTED TO GUARD ALL OUTSIDE EXITS TO PERMIT INTERNAL MOVEMENT OF STUDENTS. IF THERE ARE NO LARGE GROUP CONTAINMENT ISSUES, IT IS ADVISABLE TO GIVE ASSURANCES, BUT KEEP STUDENTS IN CLASSROOMS. BATHROOM NEEDS CAN BE ATTENDED TO UNDER SUPERVISION.**

#### **A SAMPLE SHELTER-IN-PLACE SCRIPT IS AS FOLLOWS:**

**"THIS IS THE PRINCIPAL SPEAKING. WE ARE UNDER A SHELTER-IN-PLACE AS THERE IS A LIGHTING STORM. WE ARE ACTIVATING THE SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN IN THE BUILDING. IF YOU ARE IN THE COURTYARD, HALLWAYS OR PARKING LOTS, PLEASE MOVE INTO THE BUILDING. THE REASON FOR THIS ACTION IS [INSERT REASON]. LOCAL TV STATIONS HAVE BEEN NOTIFIED AND WILL PLACE A PUBLIC SERVICE BULLETIN ON EACH LOCAL CHANNEL INSTRUCTING YOUR PARENTS ON HOW TO GET INFORMATION. STAFF, IF A MEDICAL EMERGENCY ARISES, PLEASE CALL THE MAIN OFFICE TO REPORT IT. HERE IS WHAT WE KNOW AT THIS TIME:**

**[GIVE A COMPLETE UPDATE HERE. CONTINUE GIVING UPDATES AT A RATE OF EVERY 5-10 MINUTES. PROVIDE FURTHER SHELTER-IN-PLACE INSTRUCTIONS.]**

#### **ALL CLEAR:**

**AN "ALL CLEAR" NOTIFIES THE SCHOOL THAT THE DANGER HAS BEEN RESOLVED AND REMOVED FROM THE VICINITY. IN MOST CASES, THE SCHOOL WILL PROCEED AS SCHEDULED. IF IT IS THE END OF THE DAY, AN ANNOUNCEMENT ABOUT TRANSPORTATION ARRANGEMENTS WILL BE WARRANTED.]**

## **Emergency Responders**

**After 911 is called, the School Commander – the Principal or [DESIGNEE] – is responsible for communicating with the hierarchy of the emergency response team.**



## EMERGENCY RESPONDERS

TITLE	NAME	PHONE
<b>EMERGENCIES</b>	<b>911</b>	<b>911</b>
<b>TRIBAL POLICE, NON-EMERGENCY</b>	Navajo Nation Police Dispatch Section	(928) 871-6111
<b>FIRE DEPARTMENT</b>	Puerco Valley Fire District (Sanders) Ganado Fire District (Ganado Station)	(928) 688-2424 (928) 755-3424
<b>SHERIFF</b>	Apache County Dispatch	(928) 337-4321
<b>BIA SECURITY</b>	IDK? Melvin Chavez?	
<b>FEDERAL BUREAU OF INVESTIGATION</b>	FBI (Navajo Nation)	(928) 871-6111, 6112
<b>BUREAU OF ALCOHOL, TOBACCO AND FIREARMS (Bomb Threats)</b>		
<b>STATE EMERGENCY MANAGEMENT AGENCY</b>		
<b>HAZ-MAT (Hazardous Material Spills)</b>	Arizona Department of Transportation (ADOT)	
<b>FEDERAL EMERGENCY MANAGEMENT AGENCY</b>	Fort Defiance (FEMA)	
<b>CENTER FOR DISEASE CONTROL</b>	CENTER FOR DISEASE CONTROL	1 800-232-4636

## BIE NAVAJO DISTRICT Chain of Command

The School Commander – the Principal or **[DESIGNEE]** - is required to report to the BIE Navajo District Chain of Command, beginning with the Associate Deputy Director Tamarah Pfeiffer, incidents in which:

- an occupant of the school is seriously injured and/or hospitalized;
- a school occupant is killed;
- a staff member is arrested for any cause or implicated in an injury or death on site or off site;
- school operations are interrupted;
- media attention has been called to the incident;
- there is a significant potential for injury or death;
- there is a potential for school operations to be interrupted, or
- a criminal investigation is underway.

This list is not all-inclusive and sound judgment should be used to determine what is appropriate for reporting.

## BIE NAVAJO DISTRICT CHAIN OF COMMAND

OFFICE	NAME	TITLE	OFFICE PHONE
BIE Navajo District	Emily Arviso	Associate Deputy Director	(928) 871-5961
BIE Navajo District	Dr. Janet Slowman-Chee	Education Program Administrator (Tribally Controlled)	(928) 871-5932/5936
BIE CENTRAL OFFICE	Tony Dearman	BIE Director	(202) 208-6123
FACILITIES MANAGEMENT/SAFETY MANAGER	Mr. Davidson Sam	Maintenance Worker	(928) 652-3251

## **Parents and the School Community**

The School Commander and the administrative staff will communicate to parents and the school community through:

**School Phone Number: 928-652-3251**

**Radio Stations: KTNN, KGAK, KYVA, KHAC**

**Television Stations: Local Stations**

**AZ Navajo South Educational Line Office: 928-871-5966**

**Web Site: [www. Kinteelolta.org](http://www.Kinteelolta.org)**

**Phone Trees: SEE PHONE TREE**

In communicating to parents and the school community, staff should not:

- Relay speculation to students or parents. Communicate only what you do know. Be factual and unemotional. Apply common sense and calm to each situation.
- Release the names of the injured or those involved in the incident to anyone outside the BIE Chain of Command, unless you are authorized to do so;
- Talk to the media unless you are authorized to do so.

## **Media**

Depending on the circumstances, the School Commander may manage media communications after consulting with the Educational Line Officer and the Public Affairs Office for the Assistant Secretary of Indian Affairs at 202-208-7163

Protocols are as follows:

### **Gather the Facts**

With the help of the Recorder and the Parent Coordinator and involved staff members, the School Commander will gather facts about the situation. No speculative information should be communicated and the designated spokesman

should be aware that media looks for "sound bites." Avoid heavily loaded short phrases that can be taken out of context.

### **Prepare a Statement and Background Information**

A statement and background information about the school will be prepared. It is helpful to have the background information prepared in advance during the emergency planning stage.

### **Keep Track of Media Calls and Requests**

The spokesperson should keep a list of all the reporters to whom he/she talks. This will enable the Public Affairs Office to look for news clippings and to later evaluate how the crisis was handled.

### **Respond to the Media Quickly and Fairly**

The media provides a way for the school to get its message to the public. The media will also shape public opinion about how the school is responding to the crisis. Therefore, it is important to cooperate with the media, to be sensitive to media deadlines, and to provide all reporters with the same information.



## **SECTION 5:**

# **EVACUATIONS**



## **SECTION 5:**

# **EVACUATIONS**

In certain types of emergencies, the school must be evacuated. The School Commander, typically the Principal, will make this decision.

Procedures are as follows:

- Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom or section will go.
- If you are a member of the Emergency Management Team, understand your roles and responsibilities and act accordingly.
- If you activate the fire alarm, notify the Administration of the exact nature and location of the emergency.
- If you are a teacher, take your class list with you and immediately take attendance. Ensure your classroom is completely empty before leaving. Turn off the light and close the door.
- If time permits, take personal possessions such as keys, wallets or your purse with you. Take the emergency kit as well.
- If time permits, secure all sensitive or classified documents. Do not jeopardize the safety of yourself or your students, however, in situations that pose imminent danger such as fires.
- Leave office doors locked with the lights turned off. A routine check of the floors will be done to ensure that they are empty.
- Report to the assigned assembly areas indicated below. Take attendance every time your class moves to a new location. Report missing children immediately.
- Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building.
- Stay out of the way of emergency vehicles.
- Do not use the elevator.

**EVACUATION SIGNAL:** Fire Alarm System, Phone Intercom or Hand Radios

# EVACUATION ROLES IN AN EMERGENCY

	RESPONSIBILITY	NAME	ROOM NUMBER	ASSIGN- MENT
ALL PERSONNEL	Once an evacuation order is given, all occupants, with the exception of searchers, must immediately evacuate the building in a calm and efficient manner. Teachers without special duties must quickly lead their students in an orderly fashion to their pre-designated posts, taking with them their class lists, a pen or pencil, and other components of the emergency kit.			
SECTION LEADERS	Section Leaders, also called Floor Leaders, must supervise the orderly evacuation of students and staff through the designated exits and remain with their groups throughout the evacuation period. Each Section Leader should be equipped with a bullhorn and other safety gear from their emergency kits. All Section Leaders who are teachers must have another teacher assigned to their classrooms in their absence.	Davidson Sam	BLDG.	[List assigned section for each section leader]
		Leander Anderson	BLDG Check	
		Joe Hatathle Jr.	BLDG Check	
		Nora Nez	East Gate	
		Clarinda Salazar	Accountability	
		Jefferson Joe Anderson Deal Travis Yazzie Thomas Noble	West Gate West Gate West Building Check Day Time Check	
SEARCHERS	Once teachers have evacuated their classrooms, Searchers, also called Wardens, are responsible for finding and evacuating all personnel from	Leander Anderson	BLDG # 1951	[List assigned section for each searcher]
		Joe Hatathle Jr.	BLDG # 1951	
		Residential Assistants	BLDG # 1952	

STAIRWELL MONITORS	remote areas such as storerooms, file rooms, coffee areas, basements, gymnasiums, and rest rooms. They should close all doors – but not lock them – after they have searched an area.			
	Before an evacuation, each Stairwell Monitor must inspect his or her assigned stairwell for possible heat and smoke conditions. Stairwell Monitors are responsible for assisting in the orderly evacuation of personnel out of their assigned exits and instructing students to form single file lines into the stairwell and to exit along the right side of the stairwell. [Stairwell monitors are necessary in buildings with more than one story.]	N/A		[List assigned stairwell for each monitor]
ASSISTANTS FOR THE PHYSICALLY DISABLED	Assistants for the Physically Disabled are responsible for making sure all physically disabled students and personnel are evacuated and for monitoring them until they are safely discharged to their families or guardians. They must maintain up-to-date lists of physically challenged students in their assigned sections and a list of any special medical needs.	Martha Terry (Sped)	BLDG # 1951 RM # 189	[List assigned student or staff member for each aide.]
		Jeannie R. (Sped TA)	BLDG # 1951 RM # 189	

## **Evacuation Posts**

### **Off-Site Emergency Shelter**

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus.

### **Hunters Point (MOA and MOU) Greasewood (MOA and MOU)**

### **Off-Site Command Post**

Also called an Incident Command Post, this is the off-site location from which the School Commander oversees all operations.

Wide Ruins Chapter House

### **On-Site Command Post**

Also called an Incident Command Post, this is the on-site location from which the School Commander oversees all operations.

WRCS Building 1951 (Gymnasium)

### **Staging Area for Emergency Response Equipment**

Emergency equipment such as fire trucks and ambulances will be stationed here while not actively responding to the emergency.

SOFTBALL FIELD

### **Area for the Injured**

Injured victims are situated here.

**WRCS BUILDING (GYMNASIUM)  
WIDE RUINS CHAPTER HOUSE PARKING LOT**

### **Area for the Deceased**

In a worst-case scenario, deceased victims are placed in this location.

**OLD FIRE HOUSE BUILDING #701**

**Area for the Media**

This area is cordoned off for the media.

WRCS West Gate  
WRCS Science Room #118

**[DESCRIBE THE LOCATION TO WHICH EACH CLASSROOM WILL EVACUATE SUCH AS "NORTHWEST SIDE OF THE BUILDING," "SOUTHWEST SIDE OF THE BUILDING," ETC. ADD CLASSROOMS AS NECESSARY. ALL EVACUATION DESTINATIONS SHOULD BE IDENTIFIED ON A CAMPUS MAP TO BE INSERTED INTO THIS DOCUMENT.]**

Class Room #

Class Room #

Class Room #

Class Room #

Class Room #

Class Room #

Class Room #

Class Room #



# Evacuation Routes

**CLASSROOMS  
OTHER ROOMS  
DOORWAYS FOR UNLOCKED DOORS  
HALLWAYS  
STAIRWELLS  
UTILITY MAINS AND SHUTOFFS  
FIRE ALARMS AND ENUNCIATORS  
FIRE EXTINGUISHERS  
OTHER SECURITY EQUIPMENT  
HAZARDOUS MATERIALS  
DESIGNATED ESCAPE ROUTES**

# REVERSE EVACUATIONS

A reverse evacuation is an order to occupants to remain in the building until a situation improves. Two types of reverse evacuations are *lock-downs*, used when an armed and threatening person is in the building, and *shelter-in-place*, used during weather emergencies, hazardous material spills outside of the school, biological threats, civil disturbances, or other types of emergencies requiring occupants to stay inside.

## Lock-Down

A school lockdown indicates that students and staff may be in jeopardy from an armed individual in the school. A lockdown serves many functions during an emergency situation:

- When a lockdown is initiated, the majority of students and teachers will be taken away from the threat;
- The dangerous situation can be isolated from much of the school;
- Accounting for students can accurately take place in each classroom, and
- Depending on the situation, an organized evacuation can take place away from the dangerous area.

Lockdown protocols are as follows:

- During a lockdown, teachers should immediately lock their classroom doors. Use sound judgment in determining whether any individuals knocking on the door are armed and dangerous or simply stragglers attempting to find shelter.
- If you are in an open area such as a gymnasium or lunchroom, usher students to the nearest room that can be locked.
- Once inside the locked room with the students, instruct them to remain silent and to stay away from doors and windows, to protect against flying glass.
- Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
- Turn off the lights.
- Once the barriers are in place, instruct students to stay low to the ground behind the barriers and as far away from the door as possible.
- Ensure children remain absolutely quiet and wait for an all clear.
- If a cell phone is available and you feel it is appropriate to do so, call 911 and speak in low tones. Wait for instructions on how to communicate with law enforcement about the event as it unfolds.
- In some cases, such as when an armed individual is actively shooting in the hallway, children may be able to exit through a window. Consider this as a possible strategy if the assailant is inside the building, if the windows are far from the nearest exit that the assailant may take, if the windows are large

enough to pass children through them, and if others are available to protect the children once they are outside.

- Unassigned teachers should ensure that students in hallways are placed in classrooms immediately. Staff members should check restrooms and other areas where students may be found.
- Pass an attendance roster around the room and then prepare a list of missing students and extra students in the room. Ensure that you take this list with you when you are directed to leave the classroom.

## Shelter-in-Place

The purpose of shelter-in-place is to shield school occupants from external threats such as severe weather, a dangerous chemical or some other outside emergency situation during the school day. During a shelter-in-place situation, the school will bring all occupants indoors, including those in trailers or portable school buildings.

The following are shelter-in-place protocols:

- Close and lock all windows and exterior doors. Bring everyone into the room. Shut the door. Write down the names of everyone in the room, and call **MR. DAVIDSON SAM** to report who is with you.
- Select interior room(s) above the ground floor, with the fewest windows or vents. The room(s) should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms, if necessary. Classrooms may be used if there are no windows. Large storage closets, utility rooms, meeting rooms, and even a gymnasium without exterior windows will also work well.
- If there is danger of hazardous weather such as strong winds, close the window shades, blinds, and curtains to prevent injury from flying glass.
- Maintenance staff should turn off all fans, heating, gas, and air conditioning systems.
- Students with cell phones may use them to contact a parent or guardian to let them know they have been asked to remain in the school until further notice and they are safe.
- If there is a hard-wired telephone in the room you select, have the phone available if you need to report a life-threatening condition. Cellular telephone equipment may be overwhelmed or damaged during an emergency. Limit phone calls on school phone lines to emergency response issues.
- Listen for an official announcement from school officials via the public address system and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuations in specific areas at greatest risk in your community.



## **SECTION 6: INCIDENT-SPECIFIC PROTOCOLS**

## SECTION 6:

# INCIDENT-SPECIFIC PROTOCOLS

The following protocols are relevant to specific types of emergencies. General principles described in previous sections also apply.

## Fire and Explosions

### Fires

#### Prevention

Many fires can be prevented by adopting simple measures, as follows:

- Do not smoke or use candles in the building.
- Be alert for electrical cords that are frayed or located too near to papers or draperies. Hazards should be reported to Mr. Davidson Sam or Custodians.
- Because of the high heat that they generate, halogen lights can become a fire hazard and should be used with caution. Electronic equipment should be connected to surge protectors to prevent overloading of circuits and fires in the sockets.
- Do not bring or use coffee pots at work outside of **[DESIGNATED AREA]**. Ensure that electrical appliances, outside of radios, are unplugged at night.
- Use open flames in science laboratories only with extreme caution. A staff member must monitor the experiment at all times.
- Store flammable materials in appropriate containers. If you see improperly stored chemicals, please contact **Custodians or Mr. Sam**.
- Limit the use of extension cords, which can lead to overloading the electrical system.
- Keep hallways and stairwells free of debris.

#### Preparation

The following preparations should be taken to mitigate the damaging effects should a fire occur:

- Become familiar with the school's fire safety features and learn the locations of:
  - Fire alarms
  - Every exit, including those designated exclusively as exits in the event of a fire
  - Fire Extinguishers
- Create an emergency kit and include duct tape. **[THE SCHOOL IS ENCOURAGED TO SUPPLY TEACHERS WITH EMERGENCY KITS.]**



- Become familiar with how to operate each of the two types of fire extinguishers and be able to determine which is most appropriate for your situation. Use of an inappropriate fire extinguisher may injure the user and can actually intensify the fire. Because of their limited capacity, extinguishers should be used only on small fires. **[REMOVE THIS PARAGRAPH IF THERE IS ONLY ONE TYPE OF EXTINGUISHER IN THE BUILDING.]**

## Response

- In the event of fire, pull the nearest fire alarm and call 911, if phones are available.
- Report burning odors or smoke.
- Follow the evacuation procedures. Ensure all children in your care have been evacuated. Turn off the lights and close your classroom door when you leave. If it is dark, have your flashlight ready.
- Before opening any door during a fire, feel the door first at the bottom and then work your hand up the door to see if it is hot. A hot door means there may be fire on the other side. Try to get out another way.
- If trapped inside, seal the sides, bottom, and top of the door with wet towels or duct tape to prevent smoke fumes from entering the room. Smoke inhalation and toxic fumes kill more people in fires than flames.
- Stay low to the floor when escaping flames.
- A small fire extinguisher lasts for only a few seconds. Therefore, fire extinguishers should be used only on small fires. To operate an extinguisher, pull the pin, stand six to eight feet away, and direct the extinguisher toward the *bottom* of the fire, sweeping from side to side. Pointing the extinguisher at the top of the fire may spread the fire.
- Never stand between the fire and an exit.
- Fire-rated doors are intended to contain fires. They should be kept closed in a fire.
- Do not use elevators.
- Maintenance staff should immediately shut off gas to the area, if possible.
- Once outside, stand in the pre-designated evacuation posts, at least 100 feet from the building and out of the pathway of fire trucks, police, and paramedics.

## Explosions

- If an explosion occurs, instruct students to stay away from windows, mirrors, overhead fixtures, filing cabinets, bookcases, and electrical equipment.
- Depending on the circumstance, be prepared for possible further explosions.
- Watch for falling objects.
- When it appears safe, exit the building and follow the fire alarm and evacuation procedures.

## Bomb Threats

If you receive a bomb threat, attempt to get as much information as possible and engage the caller in conversation. If the phone has Caller ID, note the telephone number listed on the display.

Calmly ask the caller to repeat what he said. Be prepared to characterize the caller's voice and any background noises. Write down as many words of the conversation as possible. Ask such questions as:

- Where is it?
- What kind of bomb is it?
- When is it going to explode?
- What does it look like?
- What is the detonation device?
- Did you place the bomb?
- Why?
- Who is it that you don't like?
- Why?
- After the caller hangs up, contact a supervisor. Police should immediately be called to determine whether it is appropriate to evacuate the building.

As mentioned above, attempt to characterize the caller's voice and to identify background noise. After the call, write down as many of the caller's words as you can remember. Record the sex of the caller, the possible race and age of the caller, the length of the call, and the exact time of the call. Recall whether you heard background sounds, such as street noises, children, voices, a Public Address system, music, factory machinery, static, and other sounds.

Receptionists should keep bomb threat procedures at their desks.

If you find a suspicious object, do not touch it. Move people away from the object. Do not use portable radio equipment or cell phones because they could cause detonation. Call 911 and follow police instructions precisely. Contact the administrator and ensure that the area remains evacuated. Be prepared to describe the exact location of the object for the bomb and/or arson squad.

# Medical Emergencies

In preparing for a medical emergency, all students and staff must fill out an Emergency Information Card listing emergency contact and special medical needs. This should be updated at least once a year.

Teachers should review these cards in the beginning of each year to identify students who may be prone to medical conditions including, but not limited to, seizures, asthma attacks, diabetic comas, or severe allergic reactions. Teachers who have students with special medical needs should review appropriate responses to these conditions with the school nurse and a parent of the student.

Staff members should know where the nearest First Aid kit is and what staff members have been trained in First Aid.

## Animal Attack

Staff should:

- Call 911 if a student has been injured by an animal.
- If the animal is outside the school building, request the administration to issue a shelter-in-place alert, but otherwise continue operations as normal.
- Use a bullhorn or throw objects such as rocks at the animal to frighten it.
- If the animal enters a classroom, evacuate the classroom and move to another part of the building and close the door. Attempt to isolate the animal in a classroom. The Principal or **[HIS/HER]** designee will contact the local animal control.
- Ask the Administration to contact the parent or guardian of any student physically harmed or emotionally distraught.

## Accidents

Protocols for major accidents, including building and vehicle accidents, are as follows:

- Assess the severity of the incident. Immediate assistance should be sought for individuals who are bleeding severely, who have broken limbs, who are incoherent, who are unable to answer simple questions, or who exhibit other signs of a serious medical situation.
- Assess whether colleagues are available to assist you. If so, one staff member should stay with the injured victim and the other should seek assistance.
- Call 911. Tell emergency personnel who you are and where you work, including building and room location. Do not hang up until directed to do so.

- Instruct other colleagues or responsible students to quickly:
  - Contact school staff members who are trained in First Aid. These individuals are: All Staff personnel
  - Notify Principal **JEANNIE LEWIS** or Assistant Principal **VERNA THOMAS** of the incident or **MR. SAM**.
  - Retrieve the nearest First Aid kit. First Aid kits are available at the following locations: **[INSERT LOCATION OF FIRST AID KIT] MAP**
  - Stand outdoors to direct paramedics to the injured victim or ensure that someone else does so.
- Administer basic First Aid, as needed, until experienced personnel arrive.
- Do not move the victim unless he or she is in immediate danger from a building collapse or another imminent threat.
- Reassure the victim and bystanders that help is on the way.
- After the situation is stabilized and the victim is receiving care, arrange for parental notification through the main office or, in the case of a staff member, the emergency contact. This should be done as quickly as possible under the circumstances. In notifying parents, staff should remain calm and be knowledgeable about where the student has been transported. The person to contact parents are Clarinda Salazar or Gwen Baldwin
- Complete a detailed incident report. In the case of vehicle accidents, fill out an accident report and provide it to police.
- Principal **JEANNIE LEWIS** is responsible for notifying the OIEP Chain of Command as quickly as possible after the incident occurs. Involved staff members should be available to describe the incident in detail.

Protocols for major accidents, including building and vehicle accidents, are as follows:

- Take the injured student to the main office **OR NURSE'S STATION, IF AVAILABLE.**
- Apply minor First Aid or request that the school nurse **CLARINDA SALAZAR** or staff trained in First Aid be called in, if necessary.
- Review the student's medical conditions card to determine if there are any special instructions. This information is kept by **CLARINDA SALAZAR, C.N.A./WELLNESS TECH. WHO KEEPS STUDENTS' MEDICAL CONDITIONS AND EMERGENCY NOTIFICATION INFORMATION.**
- Arrange for parental notification through the main office. Except under extreme circumstances, do not administer any medications without parental authorization. Ask the student if he or she is allergic to any medications.
- Complete a detailed incident report using incident report form.

## Chemical or Hazardous Materials Spills

Protocols for chemical or hazardous materials spills are as follows:

- Maintenance staff should shut down all heating, ventilation, and air conditioning systems to prevent the dispersal of the hazardous chemical throughout the building.
- Unless the hazard is most intense inside the school, a shelter-in-place order will be given.
- Staff members should close and secure all doors and windows.
- Depending on the severity of the incident, staff should use duct tape and plastic sheeting from their emergency kits to seal all cracks around the door(s) and any vents into the room.
- Once notified, the Principal will notify 911, the OIEP Chain of Command, and the state hazardous materials team. Further instructions can be obtained from the team.
- Staff members who know what the material or chemical is should report that information to the Principal, if it is not otherwise known.
- If a staff member or student shows obvious symptoms of exposure to a contaminant, staff members on hand should implement basic decontamination procedures. The affected individuals should be separated and washed with soap and water. If possible, they should shower and be given alternative clothing. The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.
- Once the contamination/hazard has passed, public safety officials will evaluate the situation. At that time, they will either give the school clearance to resume safe and normal operations or request that the school be evacuated for cleanup operations. In the case of an evacuation, students will be safely transported by bus to Wide Ruins Chapter house or Klagetoh Chapter House.



## Death of Student or Staff Member

The death of a student or staff member is a traumatic event. While normal communication protocols should be followed, additional steps will be required to address the trauma of the event.

- If the death occurred in the school, the Principal must ensure that the family of the deceased is notified of the death before family members hear of it through word of mouth. This should be done in person.
- Students will be permitted to leave the school, with parental permission, after following appropriate sign-out procedures.
- Nurses and counselors at schools where the siblings may be enrolled should also be informed. Meetings should be held with the staff and the students to explain the event and quell rumors. A fact sheet should be prepared.
- A statement about the event should be read to each classroom.
- Counselors should make home visits to the family members, if they agree, and with the families of friends close to the victim.
- School staff also should have access to counseling and be encouraged to meet to discuss the event.
- The school should be prepared for media inquiries and questions from the community. The Principal may hold meetings with the community and parents to address the situation.

## Epidemics

Although rare, epidemics can cause extreme damage and disruption. Massive government efforts are underway to prepare for epidemics or pandemics such as the Avian Flu or Covid-19. Extensive instructions on how to react during such a time are available.

Therefore, if you receive word of a potential or actual epidemic of pandemic flu or other disease in your area, consult government web sites devoted to providing guidance under such conditions. Examples include:

<http://www.pandemicflu.gov>

<http://www.bt.cdc.gov/>

<http://www.hhs.gov/pandemicflu/plan/sup3.html>

*If an epidemic does occur, **WIDE RUINS COMMUNITY SCHOOL** will issue additional guidelines. In the meantime, it is always prudent to follow standard health protocols to reduce the risk of disease and infection*

As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with [state and local health officials](#) to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's [Guidance for U.S. Healthcare Facilities](#) and may find it helpful to reference the [Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic](#). These considerations are meant to supplement—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply. After reviewing the considerations listed on this page, school administrators can use [CDC's K-12 Schools Readiness and Planning Tool pdf icon\[9 pages\]](#) to protect students, staff and communities.

### **Guiding Principles to Keep in Mind**

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles that are covered in this document. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

### **Promoting Behaviors that Reduce Spread**

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19.

- **Staying Home when Appropriate**
- Educate staff and families about when they/their child(ren) should [stay home](#) and when they can return to school.
  - Actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.

- [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
- Staff and students who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#).
- CDC's criteria can help inform when employees should return to work:
  - [If they have been sick with COVID-19](#)
  - [If they have recently had close contact with a person with COVID-19](#)
- **Hand Hygiene and Respiratory Etiquette**
  - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
  - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
    - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- **Cloth Face Coverings**
  - Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are **most** essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
    - Note: [Cloth face coverings](#) should **not** be placed on:
      - Children younger than 2 years old
      - Anyone who has trouble breathing or is unconscious
      - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
  - [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- **Adequate Supplies**
  - Support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use



hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.

- **Signs and Messages**

- Post [signs](#) in highly visible locations (e.g., school entrances, restrooms) that [promote everyday protective measurespdf icon](#) and describe how to [stop the spreadpdf icon](#) of germs (such as by [properly washing hands](#) and [properly wearing a cloth face coveringimage icon](#)).
- Broadcast regular [announcements](#) on reducing the spread of COVID-19 on PA systems.
- Include messages (for example, [videos](#)) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school [social media accounts](#)).
- Find free CDC print and digital resources on CDC's [communications resources](#) main page.

#### Maintaining Healthy Environments

Schools may consider implementing several strategies to maintain healthy environments.

- **Cleaning and Disinfection**

- [Clean and disinfect](#) frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). To clean and disinfect school buses or other transport vehicles, see guidance for [bus transit operators](#).
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure [safe and correct use](#) and storage of [cleaning and disinfection productsexternal icon](#), including storing products securely away from children. Use products that meet [EPA disinfection criteriaexternal icon](#).
- Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

- **Shared Objects**

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- **Ventilation**
  - Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.
- **Water Systems**
  - To minimize the risk of [Legionnaire's disease](#) and other diseases associated with water, [take steps](#) to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- **Modified Layouts**
  - Space seating/desks at least 6 feet apart when feasible.
  - Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
  - Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.
- **Physical Barriers and Guides**
  - Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
  - Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one way routes" in hallways).
- **Communal Spaces**
  - Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and [clean and disinfect](#) between use.
  - Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.
- **Food Service**
  - Have children bring their own meals as feasible, or serve individually plated meals in classrooms instead of in a communal dining hall or cafeteria, while ensuring the [safety of children with food allergies.pdf icon](#)
  - Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should [wash their hands](#) after removing their gloves or after directly handling used food service items.



- If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the [safety of children with food allergies.pdf icon](#)

## Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations.

- **Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19**
  - Offer options for staff at [higher risk for severe illness](#) that limit their exposure risk (e.g., telework, modified job responsibilities).
  - Offer options for students at [higher risk of severe illness](#) that limit their exposure risk (e.g., virtual learning opportunities).
  - Consistent with applicable law, put in place policies to protect the privacy of people at [higher risk for severe illness](#) regarding underlying medical conditions.
- **Regulatory Awareness**
  - Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.
- **Gatherings, Visitors, and Field Trips**
  - Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
  - Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
  - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
  - Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
- **Identifying Small Groups and Keeping Them Together (Cohorting)**
  - Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
  - Limit mixing between groups if possible.
- **Staggered Scheduling**
  - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
  - When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by state and local health authorities.

- **Designated COVID-19 Point of Contact**

- Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., school nurse). All school staff and families should know who this person is and how to contact them.

- **Participation in Community Response Efforts**

- Consider participating with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).

- **Communication Systems**

- Put systems in place for:
  - Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have [symptoms](#) of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with [health information sharing regulations for COVID-19](#)[external icon](#) (e.g. see "Notify Health Officials and Close Contacts" in the **Preparing for When Someone Gets Sick** section below) and other applicable federal and state laws and regulations relating to privacy and confidentiality, such as the Family Educational Rights and Privacy Act (FERPA).
  - Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

- **Leave (Time Off) Policies and Excused Absence Policies**

- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
  - Examine and revise policies for leave, telework, and employee compensation.
  - Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop policies for return-to-school after COVID-19 illness. CDC's [criteria to discontinue home isolation and quarantine](#) can inform these policies.

- **Back-Up Staffing Plan**

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.

- **Staff Training**

- Train staff on all safety protocols.
- Conduct training virtually or ensure that [social distancing](#) is maintained during training.

- **Recognize Signs and Symptoms**

- If feasible, conduct daily health checks (e.g., temperature screening and/or or [symptom checking](#)) of staff and students.
- Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC's supplemental [Guidance for Child Care Programs that Remain Open](#) as a guide for screening children and CDC's [General Business FAQs](#) for screening staff.
- **Sharing Facilities**
  - Encourage any organizations that share or use the school facilities to also follow these considerations.
- **Support Coping and Resilience**
  - Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
  - Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
  - Encourage employees and students to talk with people they trust about their concerns and how they are feeling.
  - Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUsto 66746

#### Preparing for When Someone Gets Sick

Schools may consider implementing several strategies to prepare for when someone gets sick.

- **Advise Staff and Families of Sick Students of Home Isolation Criteria**
  - Sick staff members or students should not return until they have met CDC's [criteria to discontinue home isolation](#).
- **Isolate and Transport Those Who are Sick**
  - Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 [symptoms](#), test positive for COVID-19, or have been [exposed](#) to someone with COVID-19 symptoms or a confirmed or suspected case.
  - Immediately separate staff and [children](#) with COVID-19 [symptoms](#) (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow [CDC guidance for caring for oneself and others](#) who are sick.
  - Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use [Standard and Transmission-Based Precautions](#) when caring for sick people. See: [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#).

- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.
- **Clean and Disinfect**
  - Close off areas used by a sick person and do not use these areas until after [cleaning and disinfecting](#)
  - Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure [safe and correct use](#) and storage of [cleaning and disinfection products](#)[external icon](#), including storing products securely away from children.
- **Notify Health Officials and Close Contacts**
  - In accordance with state and local laws and regulations, school administrators should notify [local health officials](#), staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the [Americans with Disabilities Act \(ADA\)](#)[external icon](#).
  - Inform those who have had [close contact](#) with a person diagnosed with COVID-19 to stay home and [self-monitor for symptoms](#), and follow [CDC guidance](#) if symptoms develop.

These include:

- Keep anti-bacterial hand cleaner with you at all times and use it frequently.
- Remind children to wash their hands frequently with soap and water, and model the correct behavior. Remind children to cover coughs and sneezes with tissues, and be sure to model that behavior.
- Remind students who are ill to stay away from others as much as possible.
- Report bathrooms that lack tissues, toilet paper, or soap.
- Keep sufficient emergency medications for yourself on hand, such as medicines for fever (aspirin and ibuprofen), anti-diarrhea medication, and fluids with electrolytes.
- Remind students to keep away from wild animals and wild birds.
- Report to the administration if you notice any unusual trends in children's illnesses or unusually high numbers of absences.
- Additionally, the maintenance staff is required to ensure that bathrooms have a continual and ample supply of tissues, toilet paper, soap, and feminine hygiene products.

## Food Contamination

Protocols for food contamination are as follows:

- If a clear pattern of illness occurs that indicates food poisoning, staff members should notify the Principal immediately, who will in turn call 911.



- The Principal and staff should interview the persons reporting the illness. If more than one student is ill, each should be interviewed separately and any common elements in their stories should be considered. Questions include:

What symptoms do you have?

When did you start feeling ill?

What did you eat and drink today? Where did you obtain the food?

- If there is a possible source of illness within the school, all food services should be stopped immediately. The Fort Defiance Indian Hospital Service should be notified immediately. The food service area should be cleared of all people and secured. All food handlers must remain on site to await the arrival of health personnel. All food possibly containing a food-borne illness must be isolated in a refrigerated area.

## Other

It is important to report to the **[SCHOOL NURSE OR PRINCIPAL]** immediately if a student or staff member exhibits signs of severe illness such as alcohol poisoning, a drug overdose, a stroke, a heart attack, seizures, a diabetic coma or other illnesses. Medical treatment should be sought immediately.



# Violence

## SCHOOL VIOLENCE

**"It is unlawful for students to possess or use any weapon on school property. Students who have or use a weapon on school property will be suspended from school, and the police will be notified of the incident. A weapon is any object designed to harm another physically or an object which is used in a way that can physically harm another. This school is committed to providing each of you with a safe environment, and we will do all we can to carry out that responsibility including, if necessary, conducting searches of student lockers."]**

## Warning Signs

Staff members are required to report to the administration students who:

- express a fascination with weapons, violence, Satanic cults, violent gangs, or extreme political or terrorist movements that use violence, torture or genocide;
- Exhibit signs of self-destruction, suicide, substance abuse, child abuse or neglect. In cases of suicidal tendencies, a suicide watch is warranted;
- express an intent to obtain weapons;
- display extreme anger that frequently erupts into pushing, shoving, striking, and fighting;
- display a fascination with, or knowledge of, bombs or explosive devices;
- possess bombs or explosive devices;
- Destroy property and engage in other extreme and unusual behaviors that suggest potential violence.

The administration is responsible for verifying the information and acting on it through a series of action steps including interventions, parent conferences, progressive discipline and, in some circumstances, arrests and removing the child to an alternative school for troubled youth.

Some unusual behaviors are communicated through teen web sites. Staff is also encouraged to learn what web sites are popular within the student population.

## Suspicious or Illegal Behaviors

The following protocols should be followed in response to suspicious activities:

- Immediately report any suspicious activities or criminal acts that occur in or on the property to a Security Officer, faculty member, staff, or school manager.
- The administration will notify the Police Department, the BIA Security Officer, and others, as applicable.

- Treat all threats seriously, no matter how minor, and immediately report the threat or conduct to **SECURITY**.
- Respond immediately to a person in an agitated state. Indicators to be aware of include perspiration, a red face, and shaking hands. These are often the first warning signs of a person who could become threatening or violent.
- Be attentive to, and inquisitive about, strangers. Ask wandering or "lost" visitors roaming the corridors who they are and who they are visiting. Escort them to their destination or contact a Security Officer for assistance.
- Stop students in the hallways during class periods to ensure they have a pass.

## Fights Without Weapons

Incidents of violence vary in nature and, therefore, responses should be tailored to each situation based on common sense and experience.

- If a fight erupts, send for help in the most expeditious manner possible. This might be through a colleague, a trusted student, a Walkie talkie, a phone, a buzzer, or a panic alarm. Telephone, Radio, Student Runner, **[INSERT MEANS OF COMMUNICATION APPROPRIATE TO YOUR SCHOOL.]**
- Loudly command the students who are fighting to stop immediately and inform them of the consequences of failing to do so. Follow Student Handbook and go according to the severity of problem **[INSERT CONSEQUENCES APPROPRIATE TO YOUR SCHOOL.]** For example, tell the students that police have been or are being called and that they will be arrested.
- If appropriate, send a trusted student to the next classroom to request a colleague to come to the location. Instruct the student to only whisper to the colleague that there is an emergency so as not to invite spectators.
- If you are a teacher called to such an emergency, instruct your students to stay in the classroom. Note the consequences if they do not. Order spectators to return to their classrooms or to evacuate.
- If colleagues are nearby, instruct the most physically able adults to help you separate those involved. Ask another colleague to keep other students away from the fight to prevent it from escalating.
- Separate those involved. Do not use excessive force such as punching, choking, or hog-ties. Except in an extreme circumstance, such as a matter of life and death, do not ask students to intervene.
- Under no circumstances should any staff member idly stand by while a fight occurs. Every staff member has a responsibility to either get help, intervene, or keep students away from the scene. Failure to assist is cause for discipline or termination.
- Call 911 and employ medical assistance protocols, as necessary.

- Make an incident report describing how and when the fight started, who was involved, how it was disbanded, who witnessed the incident, and other factual information. Ask witnesses and the participants themselves how the fight started.

## Suspected Weapons Possession

- If a student is suspected of carrying a weapon but is not threatening, notify **[THE PRINCIPAL OR SCHOOL SECURITY]** immediately, preferably through a colleague or by a remote means of communication such as a Walkie talkie or phone. If a gun or other serious weapon is involved, police should be called immediately.
- Every effort should be made to prevent the suspected student from becoming agitated. Do not alert the student that you have suspicions until help arrives. Smile and talk to other students as normal.
- If possible, gently move other students away from the suspect and quietly notify nearby teachers to lock their classroom doors or request a colleague to do so. This should be done without the knowledge of the suspected student.
- Observe the student's behavior to determine if he or she may be under the influence of alcohol or illegal drugs, a situation that may escalate the level of threat to students and staff. Note whether the student looks unusually angry or determined.
- Once help arrives and depending on the circumstances, a member of law enforcement, security, or administration or another staff member may, within reason and with caution, notify the student that he is suspected of carrying a weapon. **[DETERMINE WHO IS AUTHORIZED TO DO THIS WITHIN YOUR BUILDING.]**
- Throughout the incident, make every effort to de-escalate the situation by remaining calm, non-threatening, and firm. The choice of words and intensity, however, can increase as necessary.
- Ask the student to stand face against the wall and raise his arms or, if he becomes threatening, instruct him to lie on the floor face down to permit a search. When you give this instruction, focus on the individual's hands and stand close enough to secure his arms and stop him from reaching for the weapon if he attempts to draw it. If the situation escalates, pull his feet from under him. The natural tendency of a person who is falling is to stop the fall with his hands, an action that forces him to release the weapon.
- Do not leave the student on the floor for excessive periods of time to avoid "positional asphyxiation."
- Do not use profanity, which may escalate the situation. Attempt to persuade the student to cooperate by reassuring him that no one wants to harm him.
- All students should be cleared from the area during the search.

- Only a Principal, Assistant Principal, school security guard, Principal's designee, or police are authorized to make a reasonable search of a student on school premises, based on a reasonable belief that the student possesses a weapon. The search must be a reasonable one, which is no more intrusive than is necessary to secure safety. Any search of a student must be made in the presence of a third party.
- Based on a reasonable belief that the student possesses a weapon, the Principal, Assistant Principal, school security guard, or Principal's designee are authorized to search student lockers or other parts of the school physical plant and its surroundings.
- Confiscated weapons must be turned over to law enforcement. Attempt to preserve fingerprints on the weapon by placing it in a plastic bag.
- Make an incident report describing how and when the incident began, who was involved, who possessed the weapon, what type of weapon was involved, how the incident was de-escalated, who witnessed the incident, and other factual information. Describe what created the reasonable belief that a weapon was involved, such as information supplied by another student, a suspicious bulge under the student's jacket, a metal detector alert, threatening behavior by the student when questioned, or other indications.
- Principal **MS. JEANNIE LEWIS** or **MS. VERA THOMAS** will make the required notifications to the parent and the OIEP Chain of Command.

## Confirmed Weapon Threats

No one set of protocols applies to every situation of weapon threat. A response that may be appropriate in one situation may not be appropriate in another. Therefore, apply sound judgment to determine what actions will deescalate the situation.

- If you see a student or intruder actively threatening others with a gun but the student does not see you, contact 911 and the front office immediately to instruct a lockdown, if possible. Identify the student's location.
- Attempt to clear the area and spread the word as quickly as possible throughout the building that lockdown procedures must be followed.
- If approached directly by the individual, freeze in place. Do not move unless instructed by the suspect to do so. Dialing 911 in front of the individual may cause further agitation.
- Look the student or intruder directly in the eye. Attempt to deescalate the situation by calmly talking to the individual. This will allow you to gain time and calm the person.
- Try to find out why the student or intruder is threatening violence. Do not do anything to further agitate the person
- Once the situation is under control, the student will be arrested and disciplined according to the **[DISCIPLINE CODE]**. The weapon is to be turned over to police in a plastic bag. Care should be taken to minimize the number of fingerprints on it.



#### After the incident:

- Be prepared to complete a detailed incident report. If the individual was unknown to the school and fled, write down the person's description including his or her approximate height and weight, color of hair and clothing, age, race, and any prominent features.
- If the intruder was a student, preserve his/her confidentiality. Do not discuss the identity of the student with the community. However, the Principal will provide basic information about the incident to the community, when requested and if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.

## Rape

If a student or staff member has been raped, staff members are required to follow the normal notification and incident reporting procedures. The Principal or **[HIS/HER]** designee is responsible for notifying parents. In addition, the following procedures are required:

- Demonstrate compassion. Do not express any judgments about the situation.
- Encourage or require the victim to go to the hospital to be tested and to preserve evidence.
- Preserve student confidentiality. Do not discuss the identity of the student with anyone other than the administration.
- Facilitate crisis intervention with the administration. SCAN report, follow scan process, transport to Sage, behavioral health, CAP, Report-Back to Parents **[DESCRIBE AVAILABLE COUNSELING OR CRISIS INTERVENTION PROGRAMS.]**
- Ensure the victim is accompanied at all times by a school nurse, counselor, psychologist, or other adult until police arrive.
- Log all activities and statements made by the victim. In some cases, it may be appropriate to extract details of the events. In other cases, law enforcement officers may prefer that all interviews be conducted by experienced investigators.



## Riots, Protests, or Civil Disturbances

In riots, protests, or civil disturbances, the administration will attempt to de-escalate the situation by offering a forum to discuss student complaints. During times of high tension, however, protocols and normal incident procedures are as follows:

- Teachers should cancel their preparation periods and other duty-free periods to ensure that more teachers make a visible presence in the hallways.
- The Principal will express the following statement to students: "You are hereby notified that the school is closed and you must depart the premises. If you do not depart, you will be arrested."
- After protesters have had a chance to disperse peacefully, police should warn remaining participants that they will be arrested and charged with criminal trespass to land. If participants refuse to leave, appropriate school staff will sign complaints and arrests will be made by police on the scene.

## EXTERNAL VIOLENCE

### Child Abuse

Every staff member who has a reasonable suspicion that a child is abused or neglected will report the matter immediately to the school administration, who in turn will report the matter to SCAN Process, Emergency Room Transport, Follow Procedures **[INSERT PROTOCOLS FOR CONTACTING SOCIAL SERVICE AGENCIES IN YOUR AREA.]**. No school staff member should release a student to the custody of a parent or guardian if he or she believes that sending the child home will put him or her in immediate danger of abuse or neglect. The decision to send a child home should be that of law enforcement or the social service agency Fort Defiance **[INSERT NAME OF AGENCY]**.

### Child Abduction

If a child abduction has been witnessed by a member of the staff or students, the Principal or staff members will call 911 immediately. The Principal or **[HIS/HER]** designee will gather facts about the abduction, obtaining a description of the abductor, his or her vehicle, the circumstances of the abduction, and any statements made during the incident. Parents must be notified immediately.

### Missing Child

If a child is missing, school staff should immediately notify the administration, who will notify 911 and the child's parents if the child is not located promptly. Staff should verify that the child is missing by searching the building and grounds and questioning the children's friends and teachers to determine when the child was last seen and where the child may have gone.

## Terrorism

Although the prospect of terrorism affecting Wide Ruins Community School is remote, staff members should be familiar with some basic information

- Foreign and domestic terrorists target recruitment efforts at young, disaffected people who are easily influenced by political causes. Signs of this influence should be reported.
- Military installations and nuclear plants are considered potential targets of terrorists.
- The U.S. Department of Homeland Security has issued an alert system to

<b>SEVERE</b> (Red)	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Listen to radio/TV for current information/instructions</li> <li>• Be alert to suspicious activity and report it to proper authorities immediately</li> <li>• Close school if recommended to do so by appropriate authorities</li> <li>• 100% identification check (i.e. -driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty</li> <li>• Continue offering lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum</li> <li>• Ensure mental health counselors available for students, staff and faculty</li> </ul>
<b>HIGH</b> (Orange)	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Review emergency plans</li> <li>• Offer Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" lessons in grades K-12</li> <li>• Prepare to handle inquiries from anxious parents and media</li> <li>• Discuss children's fears concerning possible terrorist attacks</li> </ul>
<b>ELEVATED</b> (Yellow)	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower levels</i></li> <li>• Be alert to suspicious activity and report it to the proper authorities</li> <li>• Ensure all emergency supplies stocked and ready</li> <li>• Obtain copies of <a href="#">Terrorism: Preparing for the Unexpected</a> brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty</li> </ul>
<b>GUARDED</b> (Blue)	<ul style="list-style-type: none"> <li>• <i>Complete recommended actions at lower level</i></li> <li>• Be alert to suspicious activity and report it to proper authorities</li> <li>• Conduct safety training/emergency drills following the school's written emergency plan for all grades</li> <li>• Ensure emergency communication plan updated and needed equipment is purchased</li> <li>• Continue offering lessons from "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters</li> </ul>
<b>LOW</b> (Green)	<ul style="list-style-type: none"> <li>• Use Red Cross <a href="#">Emergency Management Guide for Business and Industry</a> to develop written emergency plans to address all hazards including plans to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty.</li> <li>• Initiate offering "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters</li> <li>• Ensure selected staff members take a Red Cross CPR/AED and first aid course</li> </ul>

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.

Depending on the type of attack, standard school-wide emergency protocols will be followed in the event of a terrorist attack.

## Suspicious Packages

Some indicators of suspicious packages are as follows:

- Mailed from a foreign country
- Excessive postage
- Rigid or bulky
- Restrictive markings
- No return address
- Strange odor
- Lopsided or protruding item
- Oily stains, discolorations, or crystallization on wrapping

If a determination has been made that the package is suspicious:

- Do not open, shake or empty the contents.
- Report the incident to the Principal, who may call 911. The dispatcher should be told what you have discovered and what steps you have already taken.
- Keep others away from the package or letter. The Principal or designee will keep the package secure.
- Wash your hands with soap and warm water for one full minute or more. Wash your face and then blow your nose. Everyone who handled the mail should do the same.
- Be prepared to meet with law enforcement or emergency personnel.
- List all people who were in the room or area when the suspicious letter or package was recognized. Give this list to police for follow-up investigation and advice. Make a note of who delivered the package to the school.

If the letter or package is leaking powder, use the following precautions:

- Do not try to clean up the powder. Cover the spilled contents immediately with a plastic bag, using the bag like a sheet of plastic. Do not remove this cover.
- Leave the room, close the door or section off the area, and stand by to prevent others from entering.
- Remain by the sealed area to meet with law enforcement or emergency personnel. Follow their advice concerning personal clean up.



The U.S. Post Office has developed the following poster describing the warning signs of potentially contaminated mail. It is available at [www.usps.com/cpim/ftp/posters/pos84.pdf](http://www.usps.com/cpim/ftp/posters/pos84.pdf)

UNITED STATES POSTAL SERVICE

# SUSPICIOUS MAIL

THESE TIPS CAN HELP PROTECT YOU,  
YOUR BUSINESS, AND YOUR MAILROOM

**IF YOU RECEIVE A SUSPICIOUS LETTER OR PACKAGE:**

- 1** Handle with care.  
Don't shake or bump.
- 2** Isolate it immediately.
- 3** Don't open, smell, touch, or taste.
- 4** Treat it as suspect.  
Call local law enforcement authorities.

**IF YOU SUSPECT THE MAIL MAY CONTAIN:**

<p><b>A BOMB:</b> Evacuate Immediately Call Police Contact Postal Inspectors Call Local Fire Department/HAZMAT Unit</p>	<p><b>A RADIOLOGICAL THREAT:</b> Limit Exposure — Don't Handle Evacuate Area Shield Yourself From Object Call Police Contact Postal Inspectors Call Local Fire Department/HAZMAT Unit</p>	<p><b>A BIOLOGICAL OR CHEMICAL THREAT:</b> Isolate — Don't Handle Evacuate Immediate Area Wash Your Hands With Soap and Warm Water Call Police Contact Postal Inspectors Call Local Fire Department/HAZMAT Unit</p>
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# Utility Emergencies

Protocols for utility emergencies are as follows:

- If you smell gas or hear a blowing or hissing noise coming from a utility line or vent, open a window and quickly notify the maintenance staff and administration, before evacuating the building with your students.
- The maintenance staff should turn off the main gas valve, which should be marked in advance with fluorescent tape and an identifier. Once gas has been turned off, it should be turned back on by a professional.
- If you see sparks or broken or frayed wires, or if you smell hot insulation, the maintenance staff should be notified to turn off the electricity at the main fuse box or circuit breaker.
- Do not step in water in which downed lines or sparks are visible.
- Never touch live wires.
- Do not attempt to rescue a person who is experiencing electrical shock until the power is off.
- If you suspect sewage lines are damaged, avoid using the toilets.
- Do not turn the lights on or off.
- In the event of a power outage, emergency generators will illuminate the school for 24 hours. Exit signs will be lit. Flashlights are available in the emergency kits. Further instructions will be given through megaphones.  
**[DESCRIBE PROTOCOLS RELEVANT TO YOUR SCHOOL.]**



# Weather Emergencies

Protocols for weather emergencies are as follows:

## Earthquakes

- Ensure that shelves in the classroom are fastened securely to the walls. Place large or heavy objects on lower shelves. Keep students away from the shelves.
- If an earthquake begins, instruct the children to take cover under a piece of heavy furniture or against an inside wall and hold on.
- School occupants should stay inside. Trying to leave the building is extremely dangerous.
- If outdoors, move into the open, away from buildings, street lights, and utility wires. Once in the open, stay there until the shaking stops.
- Be prepared for aftershocks. Although smaller than the main shock, aftershocks cause additional damage and may bring weakened structures down.
- Help injured or trapped persons. Administer First Aid when appropriate. Do not move seriously injured persons unless they are in immediate danger of further injury. Call for help.
- Open closet and cupboard doors cautiously.
- Listen to a battery-operated radio or television for the latest emergency information.
- Once secure, stay out of damaged buildings.
- Leave the area if you smell gas or fumes from other chemicals.
- If you smell gas after the earth has settled, instruct children to exit the building and notify the maintenance staff and administration.

## Hurricanes and Flash Floods

- If sufficient warning is given, the entire school community is encouraged to evacuate the area.
- If insufficient warning is given, school occupants should stay at the school if flash floods threaten transportation routes, but not the school itself. Shelter-in-place protocols will be activated.
- Under no circumstance should any one attempt to drive through flash floods. The road may give way or the flooding may be far deeper than it appears, causing the vehicle to sink, float, or get stuck.
- Contact Emergency Responders.

## Tornadoes

During a tornado, the Principal will activate a shelter-in-place alert. In high winds, the greatest threats are from roof failure, breaking glass, and flying debris. According to the National Weather Service, the most dangerous locations are generally large rooms with large expansive roofs such as cafeterias, gymnasiums and auditoriums. The collapse of the room's outer load-bearing wall can lead to the failure of the entire roof.

During this time, school staff should:

- Move children to the lowest level in the school and into interior rooms or interior windowless hallways. All doors should be closed if possible.
- Keep children away from windows, glass doors, skylights, and mirrors.
- Keep windows closed.

**[NOTE: THE SCHOOL SHOULD PERIODICALLY CONDUCT TORNADO DRILLS AND IT SHOULD OBTAIN A WEATHER RADIO THAT CAN RECEIVE WARNINGS FROM THE NATIONAL WEATHER SERVICE. WEATHER INFORMATION IS ALSO AVAILABLE THROUGH TELEVISION OR THE INTERNET AT [HTTP://WWW.WEATHER.GOV/NWR/](http://www.weather.gov/nwr/) A TRANSISTOR RADIO SHOULD BE LOCATED IN THE PRINCIPAL'S OFFICE.]**

The IT person will follow the Weather Conditions, if IT wasn't available, second in command is Ms. Jeannie Lewis, Principal.

**ATTACHEMENTS:**

1. CDC REGULATION CONSIDERATIONS FOR K-12 SCHOOLS: READINESS AND PLANNING TOOL TO BE USED BY WIDE RUINS COMMUNITY SCHOOL
2. CDC SCREENING FORM FOR ALL INDIVIDUALS ENTERING THE BUILDINGS.
3. WIDE RUINS COMMUNITY SCHOOL BUILDING MAPS – ALL BUILDING

**WRCS DISCLAIMER:**

THIS DOCUMENT IS SUBJECT TO REVIEW, CHANGE AND REVISION THROUGHOUT THE YEAR.

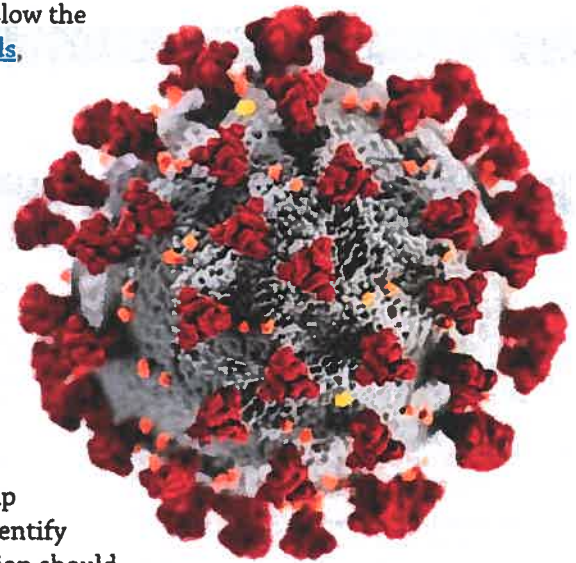
# Considerations for K-12 Schools: Readiness and Planning Tool

## CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.



## Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.



## Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
<b>Point Person(s):</b> _____ <ul style="list-style-type: none"> <li><input type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.</li> <li><input type="checkbox"/> Consult local health officials about the school's approach to planning for COVID-19.</li> <li><input type="checkbox"/> Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.</li> <li><input type="checkbox"/> Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with <u>underlying medical conditions</u> and at <u>higher risk</u> for severe illness.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.</li> <li><input type="checkbox"/> Offer flexible sick leave policies and practices.</li> <li><input type="checkbox"/> Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).</li> </ul> </li> <li><input type="checkbox"/> Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.</li> <li><input type="checkbox"/> Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.</li> <li><input type="checkbox"/> Develop a plan to conduct daily health checks (e.g., temperature screening and/or <u>symptom checking</u>) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</li> </ul>	<b>Point Person(s):</b> _____ <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain supplies including:               <ul style="list-style-type: none"> <li><input type="checkbox"/> soap</li> <li><input type="checkbox"/> hand sanitizer (at least 60% alcohol)</li> <li><input type="checkbox"/> paper towels</li> <li><input type="checkbox"/> tissues</li> <li><input type="checkbox"/> <u>cleaning and disinfection supplies</u></li> <li><input type="checkbox"/> <u>cloth face coverings</u> (as feasible)</li> <li><input type="checkbox"/> no-touch/foot pedal trash cans</li> <li><input type="checkbox"/> no-touch soap/hand sanitizer dispensers</li> <li><input type="checkbox"/> disposable food service items</li> <li><input type="checkbox"/> other: _____</li> </ul> </li> <li><input type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:               <ul style="list-style-type: none"> <li><input type="checkbox"/> buses or other transport vehicles</li> <li><input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings)</li> <li><input type="checkbox"/> communal spaces (e.g., restrooms)</li> <li><input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games)</li> <li><input type="checkbox"/> other: _____</li> </ul> </li> <li><input type="checkbox"/> Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.</li> </ul>	<b>Point Person(s):</b> _____ <ul style="list-style-type: none"> <li><input type="checkbox"/> Educate staff, students, and their families about when they should <u>stay home</u> if they have COVID-19 <u>symptoms</u>, have been diagnosed with COVID-19, are waiting for test results, or have been <u>exposed</u> to someone with symptoms or a confirmed or suspected case, and when they can <u>return</u> to school.</li> <li><input type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.</li> <li><input type="checkbox"/> Teach the importance of <u>handwashing</u> with soap and water for at least 20 seconds.</li> <li><input type="checkbox"/> Teach the importance of <u>social distancing</u> and staying with small groups, if applicable.</li> <li><input type="checkbox"/> Identify who should wear <u>cloth face coverings</u>, and communicate the importance of wearing them. Cloth face coverings should <b>not</b> be placed on:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Children younger than 2 years old</li> <li><input type="checkbox"/> Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help</li> </ul> </li> <li><input type="checkbox"/> Provide information on <u>proper use, removal, and washing of cloth face coverings</u>.</li> <li><input type="checkbox"/> Train staff on all safety protocols.               <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct training virtually or maintain <u>social distancing</u> during training.</li> </ul> </li> <li><input type="checkbox"/> Other: _____</li> </ul>



**Considerations for Schools: General Readiness Assessment**  
(continued from previous page)

Policies and Procedures

- ☐ Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students).
- ☐ Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.
- ☐ Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.
- ☐ Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.
- ☐ Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria.
- ☐ Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).
- ☐ Develop a plan for if someone gets sick or shows symptoms of COVID-19.
- ☐ Other: \_\_\_\_\_

Facilities and Supplies

- ☐ Close communal spaces or develop a plan for staggered use and [cleaning and disinfecting](#).
- ☐ Develop a protocol to ensure [safe and correct use](#) and storage of [cleaners and disinfectants](#), including storing products securely away from students.
- ☐ Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.
- ☐ Ensure all [water systems](#) and features are safe to use after a prolonged facility shutdown.
- ☐ Follow [CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19](#) if applicable.
- ☐ Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- ☐ Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.
- ☐ Space seating at least 6 feet apart and turn desks to face in the same direction.
- ☐ Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
- ☐ Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.
- ☐ Encourage organizations that share the school facilities to follow these considerations.
- ☐ Other: \_\_\_\_\_

## Considerations for Schools: General Readiness Assessment

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging	Gatherings, Visitors, and Events	Action Planning—Notes and Next Steps
<p><b>Point Person(s):</b> _____</p> <p><input type="checkbox"/> Post signs in highly visible locations to <u>promote everyday protective measures</u> and describe how to <u>stop the spread</u> of germs. Signage locations include:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> entrances</li> <li><input type="checkbox"/> dining areas</li> <li><input type="checkbox"/> restrooms</li> <li><input type="checkbox"/> classrooms</li> <li><input type="checkbox"/> administrative offices</li> <li><input type="checkbox"/> cafeteria</li> <li><input type="checkbox"/> auditorium</li> <li><input type="checkbox"/> janitorial staff areas</li> <li><input type="checkbox"/> other _____</li> </ul> <p><input type="checkbox"/> Develop plans to include messages (e.g., <u>videos</u>) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> websites</li> <li><input type="checkbox"/> email</li> <li><input type="checkbox"/> <u>social media accounts</u></li> <li><input type="checkbox"/> other _____</li> </ul> <p><input type="checkbox"/> Develop plans to broadcast regular <u>announcements</u> on reducing the spread of COVID-19 on PA systems or during morning announcements.</p> <p><input type="checkbox"/> Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.</p> <p><input type="checkbox"/> Notify all staff and families of who to contact for questions and concerns related to COVID-19.</p> <p><input type="checkbox"/> Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>Point Person(s):</b> _____</p> <p><input type="checkbox"/> Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held.</p> <p><input type="checkbox"/> Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained.</p> <p><input type="checkbox"/> Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially those who are not from the local geographic area (e.g., community, town, city, country.)</p> <p><input type="checkbox"/> Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.</p> <p><input type="checkbox"/> If offering sporting activities, develop a plan to follow <u>considerations</u> that minimize transmission of COVID-19 to players, families, coaches, and communities.</p> <p><input type="checkbox"/> Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.</p> <p><input type="checkbox"/> Other: _____</p>	<p><b>Point Person(s):</b> _____</p> <p>Use this space to note any required resources and next steps, or potential barriers and opportunities:</p>

## Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training
<b>Point Person(s):</b> _____ <input type="checkbox"/> Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates. <input type="checkbox"/> Ensure a staff person is assigned to respond to COVID-19 concerns. <input type="checkbox"/> Monitor absenteeism of students and staff. <input type="checkbox"/> Ensure roster of trained back-up staff is updated. <input type="checkbox"/> Conduct daily health checks (e.g., temperature screening and/or <u>symptom checking</u> ) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations. <input type="checkbox"/> Ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed. <input type="checkbox"/> Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible. <input type="checkbox"/> Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities. <input type="checkbox"/> Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan. <input type="checkbox"/> Ensure safety for children and youth who need assistance with activities of daily living, as well as their <u>service providers</u> . <input type="checkbox"/> Adhere to and review protocols to limit contact between small groups and with other students' guardians.	<b>Point Person(s):</b> _____ <input type="checkbox"/> Monitor and restock supplies including: <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues <input type="checkbox"/> <u>cleaning and disinfection supplies</u> <input type="checkbox"/> <u>cloth face coverings</u> (as feasible) <input type="checkbox"/> no-touch (preferably covered) trash cans <input type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____ <input type="checkbox"/> Monitor adherence to the schedule for increased, routine cleaning and disinfection of: <input type="checkbox"/> buses or other transport vehicles <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____ <input type="checkbox"/> Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.	<b>Point Person(s):</b> _____ <input type="checkbox"/> Educate staff, students, and their families about when they should <u>stay home</u> if they have COVID-19 <u>symptoms</u> , have been diagnosed with COVID-19, are waiting for test results, or have been <u>exposed</u> to someone with symptoms or a confirmed or suspected case, and when they can <u>return</u> to school. <input type="checkbox"/> Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences. <input type="checkbox"/> Reinforce and monitor <u>handwashing</u> with soap and water for at least 20 seconds. <input type="checkbox"/> Reinforce the importance of social distancing and staying with small groups, if applicable. <input type="checkbox"/> Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds. <input type="checkbox"/> Reinforce the use of <u>cloth face coverings</u> . Cloth face coverings should <b>not</b> be placed on: <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help <input type="checkbox"/> Provide information on <u>proper use, removal, and washing of cloth face coverings</u> . <input type="checkbox"/> Train staff on all safety protocols. <input type="checkbox"/> Conduct training virtually or maintain <u>social distancing</u> during training. <input type="checkbox"/> Other: _____

**Considerations for Schools: Daily/Weekly Readiness Assessment**  
(continued from previous page)

Policies and Procedures	Facilities and Supplies
<input type="checkbox"/> Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible.	<input type="checkbox"/> Monitor <u>safe and correct use</u> and storage of <u>cleaners and disinfectants</u> , including storing products securely away from students.
<input type="checkbox"/> Ensure students eat in separate areas or with their small group.	<input type="checkbox"/> Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
<input type="checkbox"/> Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas.	<input type="checkbox"/> Ensure ventilation systems operate properly.
<input type="checkbox"/> Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users.	<input type="checkbox"/> Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
<input type="checkbox"/> Other: _____	<input type="checkbox"/> In transport vehicles, ensure one student per row, skipping rows when possible.
	<input type="checkbox"/> For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
	<input type="checkbox"/> Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
	<input type="checkbox"/> Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.
	<input type="checkbox"/> Other: _____

## Considerations for Schools: Daily/Weekly Readiness Assessment

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

### Communication and Messaging

Point Person(s): \_\_\_\_\_

- ☐ Continue to post or update **signs** in highly visible locations to **promote everyday protective measures** and describe how to **stop the spread** of germs. Signage locations include:

- ☐ entrances
- ☐ dining areas
- ☐ restrooms
- ☐ classrooms
- ☐ administrative offices
- ☐ cafeteria
- ☐ auditorium
- ☐ janitorial staff areas
- ☐ other \_\_\_\_\_

- ☐ Continue to provide or update messages (e.g., **videos**) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

- ☐ websites
- ☐ email
- ☐ **social media accounts**
- ☐ other \_\_\_\_\_

- ☐ Broadcast regular **announcements** on reducing the spread of COVID-19 on PA systems or during morning announcements.

- ☐ Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.

- ☐ Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.

- ☐ Promote healthy eating, exercising, getting sleep, and finding time to unwind.

- ☐ Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.

- ☐ Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

- ☐ Other: \_\_\_\_\_

### Gatherings, Visitors, and Events

Point Person(s): \_\_\_\_\_

- ☐ Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.

- ☐ Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country).

- ☐ Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.

- ☐ Continue to follow **considerations** for students and staff participating in sporting activities.

- ☐ Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.

- ☐ Other: \_\_\_\_\_

### Action Planning Notes and Next Steps

Point Person(s): \_\_\_\_\_

Use this space to note any required resources and next steps, or potential barriers and opportunities:



## Considerations for Schools: Preparing for if Someone Gets Sick

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick	When Someone Gets Sick	After Someone Gets Sick
<p><b>Point Person(s):</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 <u>symptoms</u>, are diagnosed with COVID-19, are waiting for test results, or have been <u>exposed</u> to someone with symptoms or a confirmed or suspected case.</li> <li><input type="checkbox"/> Develop systems to:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Have individuals self-report to administrators if they have <u>symptoms</u> of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days.</li> <li><input type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.</li> <li><input type="checkbox"/> Develop policies for returning to school after COVID-19 illness. CDC's <u>criteria to discontinue home isolation and quarantine</u> can inform these policies.</li> </ul> </li> <li><input type="checkbox"/> Identify an isolation room or area to separate anyone who has COVID-19 <u>symptoms</u> or who has tested positive but does not have symptoms.</li> <li><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.</li> <li><input type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Point Person(s):</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately separate individuals with COVID-19 <u>symptoms or who test positive for COVID-19</u>.</li> <li><input type="checkbox"/> If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.</li> <li><input type="checkbox"/> If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.</li> <li><input type="checkbox"/> Close off areas used by a sick person and do not use these areas until after <u>cleaning and disinfecting</u> them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).</li> <li><input type="checkbox"/> Advise sick individuals that they should not return to school until they have met CDC's <u>criteria to discontinue home isolation</u>.</li> <li><input type="checkbox"/> Other: _____</li> </ul>	<p><b>Point Person(s):</b> _____</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> In accordance with state and local laws and regulations, notify <u>local health officials</u>, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the <u>Americans with Disabilities Act (ADA)</u>.</li> <li><input type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure.</li> <li><input type="checkbox"/> Advise those who have had <u>close contact</u> with a person diagnosed with COVID-19 to stay home, <u>self-monitor for symptoms</u>, and follow <u>CDC guidance</u> if symptoms develop.</li> <li><input type="checkbox"/> Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure <u>safe and correct</u> use and storage of cleaning and disinfection products, including storing them securely away from children.</li> <li><input type="checkbox"/> Other: _____</li> </ul>

### Notes and Next Steps:

## Considerations for Schools: Special Considerations and Resources

Use the following resources to address any additional considerations specific to your school community.

### Special Considerations

**Point Person(s):** \_\_\_\_\_

Use this space to note any modifications necessary for specific groups within the school community, as well as any other considerations specific to the context of the school community.

### Other Resources

**Point Person(s):** \_\_\_\_\_

- [Latest COVID-19 Information](#)
- [Cleaning and Disinfection](#)
- [Guidance for Businesses and Employers](#)
- [Guidance for Schools and Childcare Centers](#)
- [Guidance for Park Administrators](#)
- [Shared and Congregate Housing](#)
- [COVID-19 Prevention](#)
- [Handwashing Information](#)
- [Face Coverings](#)
- [Social Distancing](#)
- [COVID-19 Frequently Asked Questions](#)
- [People at Higher Risk](#)
- [People with Disabilities](#)
- [Coping with Stress](#)
- [HIPAA and COVID-19](#)
- [CDC communication resources](#)
- [Community Mitigation](#)



# WIDE RUINS COMMUNITY SCHOOL

P.O. Box 309  
Chambers, Arizona 86502

Phone: (928) 652-3251  
Fax: (928) 652-3286

## GOVERNING BOARD

President ..... Glenna Thompson  
Vice-President ..... Kathleen Lee  
Secretary ..... Louise Nelson  
Member ..... Ella Shirley  
Interim Principal ..... Jeannie M. Lewis

## Novel Coronavirus (COVID -19) Screening at Schools and Workplace Facilities

Established: April 16, 2020

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Title: \_\_\_\_\_ Room: \_\_\_\_\_

Comments: \_\_\_\_\_

To ensure the safety of Wide Ruins Community School and its students and employees, daily screening will be incorporated among departments and face-to-face classroom sessions. Complete the following screening and submit to your supervisor upon your arrival to the workplace or classroom. According to the assessment of your screening, your supervisor will determine your active status that day.

### Screening Questions

Answer all the questions:

1	Do you have a fever and respiratory symptoms (e.g., cough or difficult breathing)?	YES <input type="radio"/>	NO <input type="radio"/>
2	Did you recently travel to or from an airport?	YES <input type="radio"/>	NO <input type="radio"/>
3	Do you believe you had contact with someone with possible COVID-19?	YES <input type="radio"/>	NO <input type="radio"/>
4	Did you travel to any Hot Zone locations?	YES <input type="radio"/>	NO <input type="radio"/>

### Assessment

If you answered **No to all questions.**

You may continue your daily activities. The Supervisor/Faculty shall provide guidance and determine if the individual needs to take any necessary precautions to ensure the safety and well-being of the individual, as well as those around them.

If you answered **Yes to one or more.**

Immediately inform your Supervisor or Faculty. Contact one of the following COVID-19 Hotlines to be assessed and receive patient guidance:

- Arizona Poison and Drug Information Center: 1-844-542-8201
- New Mexico COVID-19 Hotline: 1-855-600-3453
- Navajo Nation COVID-19 Hotline: 1-928-871-7814

If you answered **Yes to all questions.**

Seek Medical Care immediately! Do not come to work or any face-to-face class. Update your Supervisor or Faculty of your status (email or phone call).

### Prevent the Spreading – CDC Recommended

1. Avoid close contact with people who are sick.
2. If you are coughing, wear a mask, cover your cough or sneeze with a tissue, then throw the tissue in the trash.
3. Avoid touching your eyes, nose and mouth.
4. Clean and disinfect frequently touched objects and surfaces.
5. Maintain Social Distancing from one another (6 feet recommended by CDC).
6. Stay home when you are sick, except to get medical care. 7. Wash your hands often with soap and water for at least 20 seconds.

**NOTE: Give this to the receptionist prior to coming into the building.**

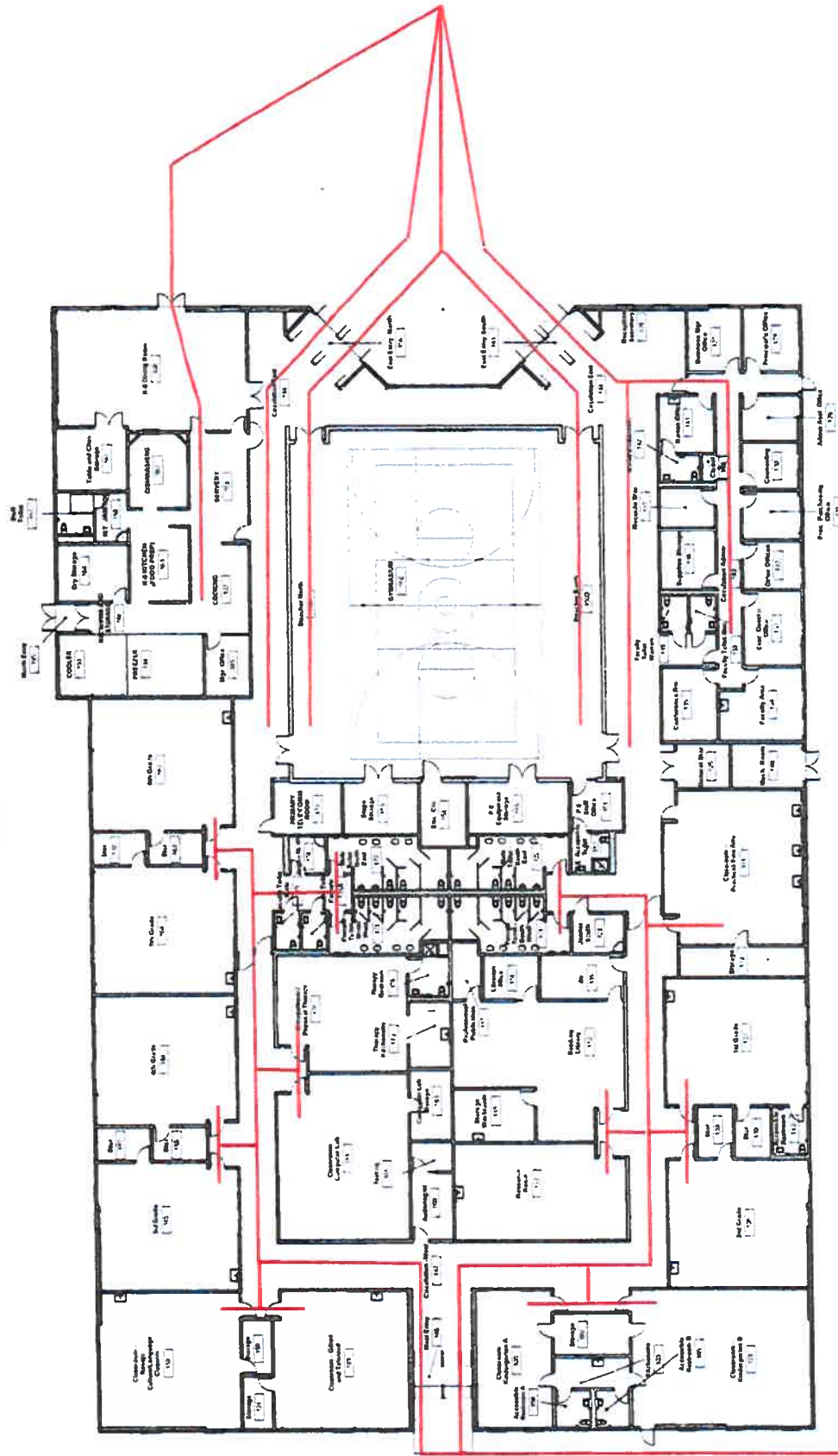








# Emergency Exit Route



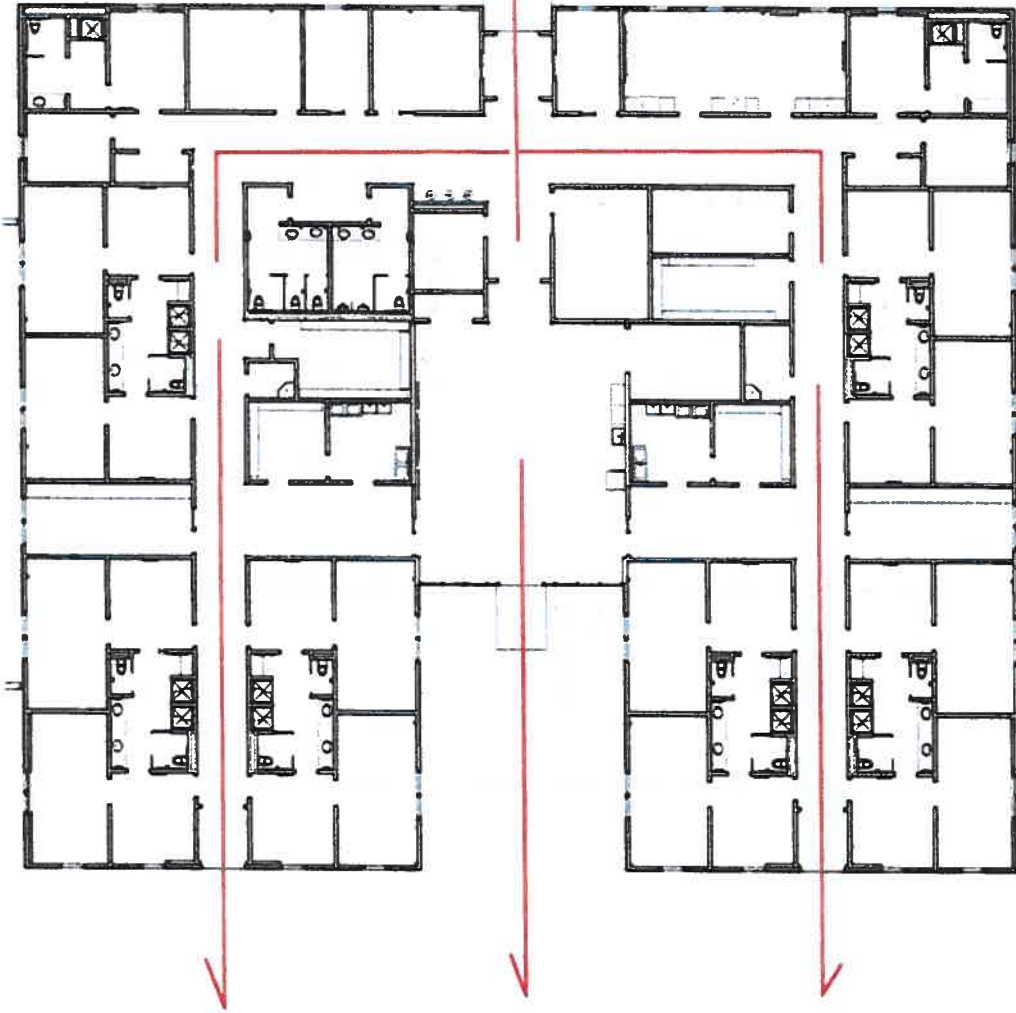
FLOOR PLAN - MULTIPURPOSE  
Scale: 3/16" = 1' - 0"

PROPERTY OF THE UNITED STATES  
DEPARTMENT OF THE INTERIOR  
BUREAU OF LAND MANAGEMENT  
NATIONAL MONUMENTS SYSTEM

DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPM - NAVAJO REGION	BRANCH OF FACILITIES MANAGEMENT GALLUP, NM	WIDE RUINS COMAL SCHOOL CLASSROOM BLDG BLDG # 1951	FMIS BLDG INVENTORY FLOOR PLAN		DATE 03/11/06	DRAWN BY J. L. HARRIS	CHECKED BY J. L. HARRIS	SCALE 3/16" = 1' - 0"	SHEET NO. 43 OF 48
			PROJECT NO. 1951	PROJECT NAME WIDE RUINS COMAL SCHOOL	PROJECT LOCATION NAVAJO NATION, AZ	PROJECT STATUS IN PROGRESS	PROJECT OWNER BLM	PROJECT CONTACT J. L. HARRIS	PROJECT PHONE 505/875-1234



# EMERGENCY EXIT ROUTE



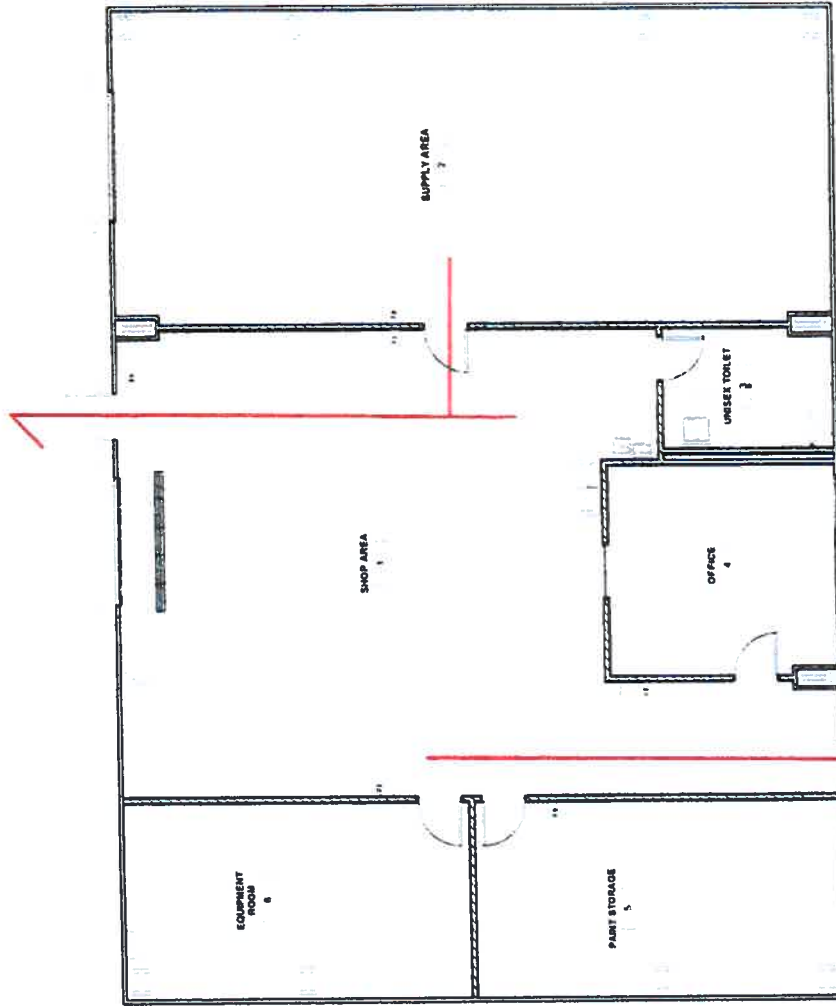
FLOOR PLAN - MULTI-PURPOSE  
Scale: 1/8" = 1'-0"

PROPERTY OF THE UNITED STATES  
GOVERNMENT. NOT TO BE REPRODUCED  
OR TRANSMITTED IN ANY FORM OR BY ANY  
MEANS, ELECTRONIC OR MECHANICAL,  
INCLUDING PHOTOCOPYING, RECORDING,  
OR BY ANY INFORMATION STORAGE  
RETRIEVAL SYSTEM.



DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPMC - NAVAJO REGION	BRANCH OF FACILITIES MANAGEMENT GALLUP, NM	WIND RUIINS COMM SCH DORMITORY BLDG BLDG # 1950	FLOOR INVENTORY				FLOOR PLAN	PROJECT NUMBER 1. 2
			BLDG	ROOM	DATE	BY		

# EMERGENCY EXIT ROUTE



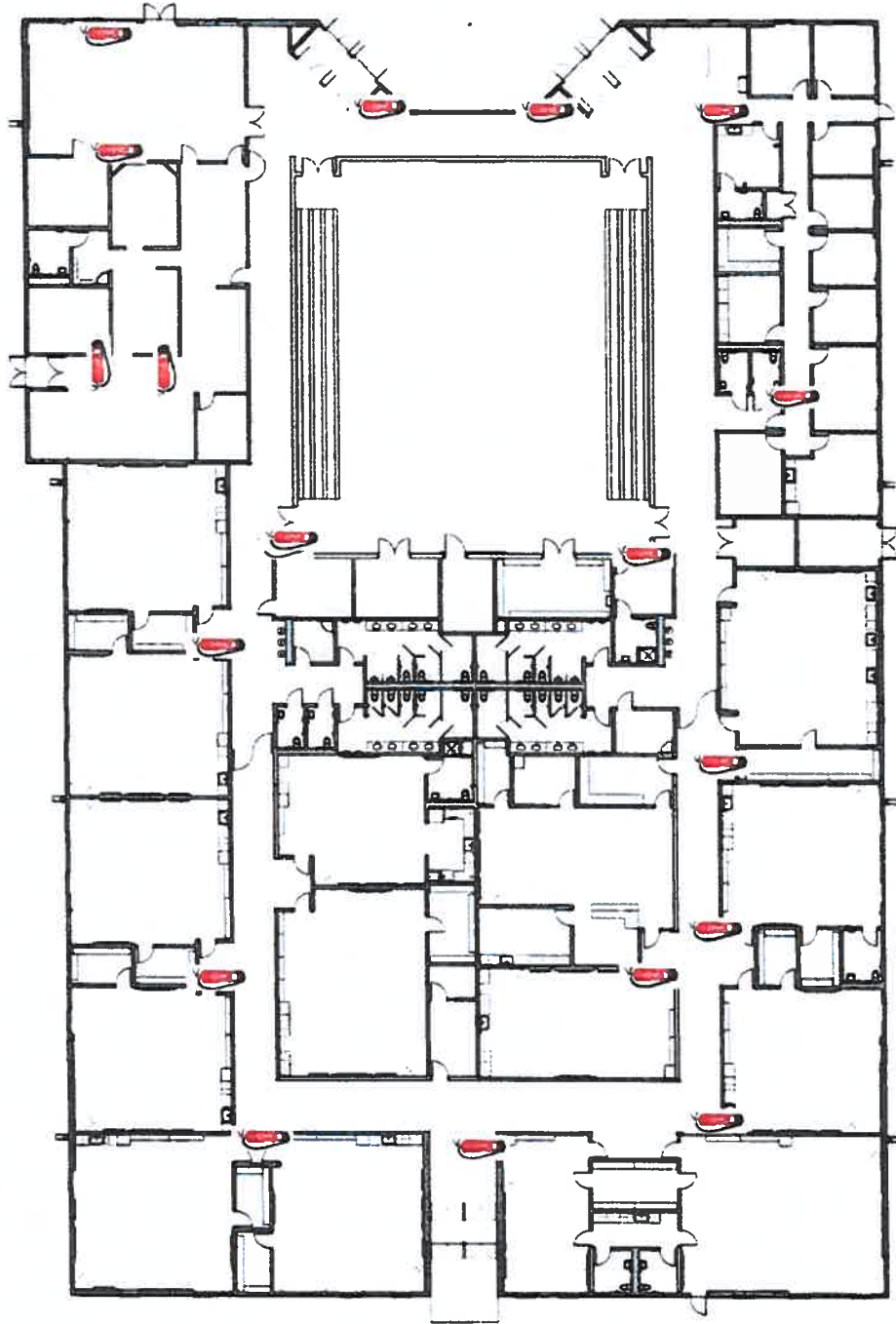
FLOOR PLAN MAINT SHOP BLDG # 1952

Scale: 1/4" = 1'



DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPMC - NAVAJO REGION		BRANCH OF FACILITIES MANAGEMENT GALLUP, NM		WIDE RUINS COMM SCI MAINT SHOP BLDG BLDG # 1952		THIS BLDG INVENTORY FLOOR PLAN		DATE OF REVISION NO. 1 DATE OF REVISION NO. 2 DATE OF REVISION NO. 3	
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# Fire Extinguisher



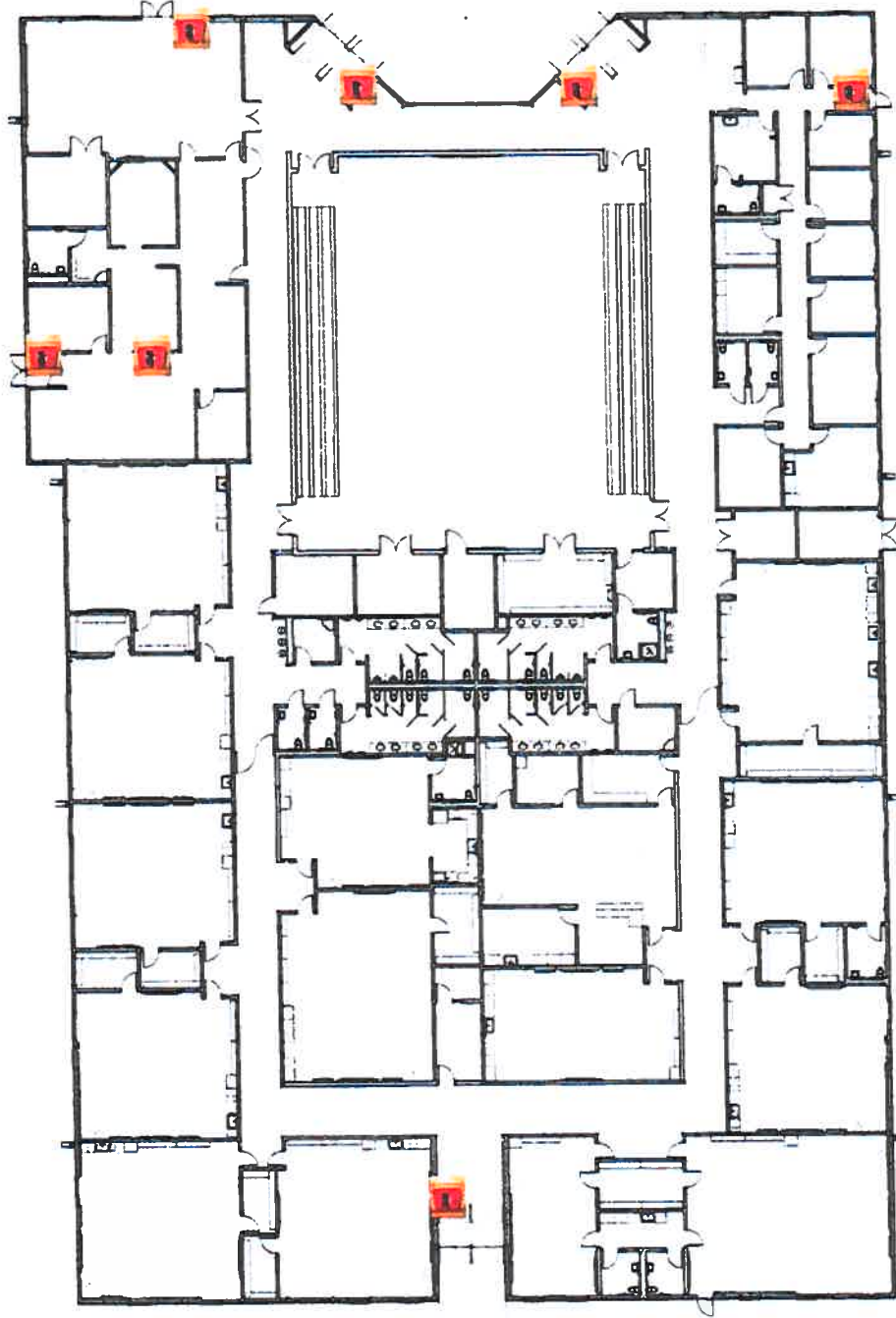
FLOOR PLAN - MULTIPURPOSE  
Scale: 3/16" = 1' - 0"



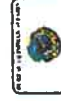
PROPERTY OF THE UNITED STATES  
NOT TO BE REPRODUCED OR  
TRANSMITTED IN ANY FORM OR  
BY ANY MEANS, ELECTRONIC OR  
MECHANICAL, INCLUDING  
PHOTOCOPYING, RECORDING, OR  
BY ANY INFORMATION STORAGE  
RETRIEVAL SYSTEM, WITHOUT  
PERMISSION IN WRITING FROM  
THE ARCHITECT OF THE BUREAU.

DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPMC - NAVAJO REGION	BRANCH OF FACILITIES MANAGEMENT GALLUP, NM	<div data-bbox="1364 945 1443 1155"> <p>PROJECT NO. _____</p> <p>DATE _____</p> <p>BY _____</p> <p>FOR THE BUREAU OF INDIAN AFFAIRS</p> </div>	WIDE RUINS COMM SCHOOL CLASSROOM BLDG BLDG # 1951	FMIS BLDG INVENTORY FLOOR PLAN	<div data-bbox="1364 210 1443 315"> <p>DESIGNED BY _____</p> <p>DATE _____</p> <p>BY _____</p> <p>FOR THE BUREAU OF INDIAN AFFAIRS</p> </div> <div data-bbox="1364 315 1443 420"> <p>PROJECT NO. _____</p> <p>DATE _____</p> <p>BY _____</p> <p>FOR THE BUREAU OF INDIAN AFFAIRS</p> </div>
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# Fire Pull Station



FLOOR PLAN - MULTIPURPOSE  
Scale: 3/16" = 1' - 0"



"PROPERTY OF THE UNITED STATES  
CONSIDERED FOR OFFICE USE ONLY"  
PROPERTY OF THE UNITED STATES  
CONSIDERED FOR OFFICE USE ONLY  
PROPERTY OF THE UNITED STATES  
CONSIDERED FOR OFFICE USE ONLY  
PROPERTY OF THE UNITED STATES  
CONSIDERED FOR OFFICE USE ONLY

DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPMC - NAVAJO REGION	BRANCH OF FACILITIES MANAGEMENT GALLUP, NM	WIDE RUINS COMM SCHOOL CLASSROOM BLDG BLDG # 1951	FMIS BLDG INVENTORY FLOOR PLAN	CHECKED BY DATE DRAWN BY DATE SCALE SHEET NO. TOTAL SHEETS
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# FIRE EXTINGUISHER



FLOOR PLAN - MULTI-PURPOSE  
Scale: 1/8" = 1'-0"

"PROPERTY OF THE UNITED STATES  
GOVERNMENT - NOT TO BE REPRODUCED  
OR TRANSMITTED IN ANY FORM OR BY ANY  
MEANS, ELECTRONIC OR MECHANICAL,  
INCLUDING PHOTOCOPYING, RECORDING,  
OR BY ANY INFORMATION STORAGE  
RETRIEVAL SYSTEM."



DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPMC - NAVAJO REGION	BRANCH OF FACILITIES MANAGEMENT GALLUP, NM	WIDE RUINS COMM SCH DORMITORY BLDG BLDG # 1950	FMIS BLDC INVENTORY		FLOOR PLAN	DATE 10/10/00	BY J. L. H. / J. L. H.	CHECKED BY J. L. H. / J. L. H.	REVIEWED BY J. L. H. / J. L. H.	REVISIONS	PAGE NO. 1	TOTAL PAGES 2



# FIRE PULL STATION



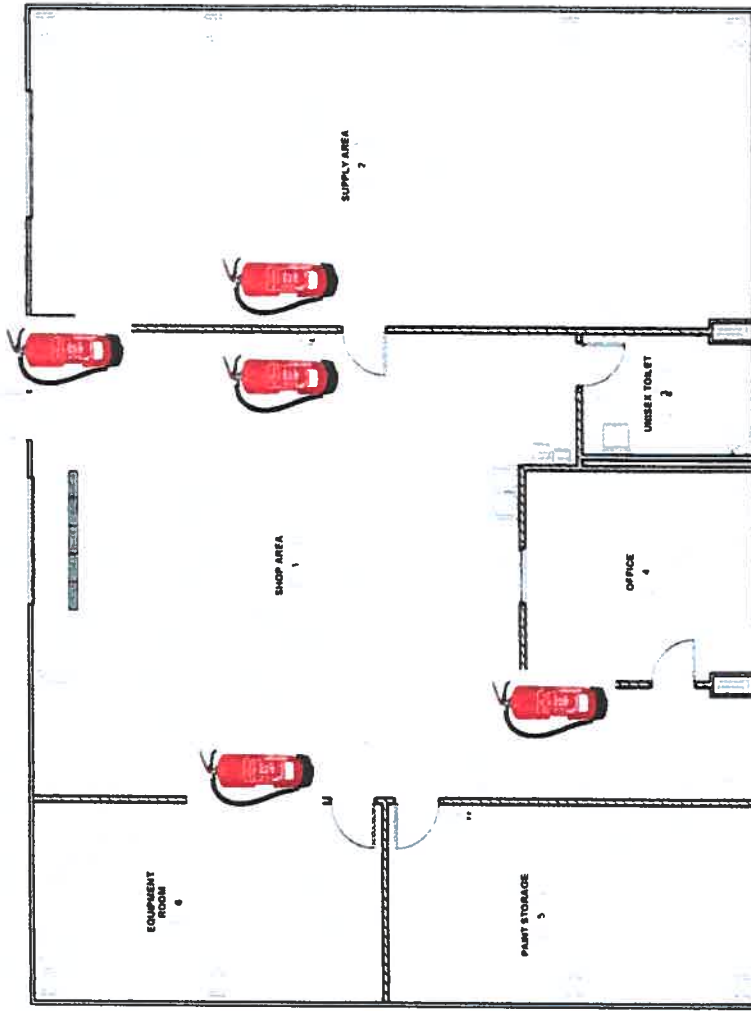
FLOOR PLAN MULTI PURPOSE  
Scale: 1/8" = 1' - 0"

"PROPERTY OF THE UNITED STATES -  
UNIVERSITY AND ARMY USE ONLY -"  
PROPERTY OF THE UNITED STATES  
PROPERTY OF THE ARMY  
PROPERTY OF THE NAVY  
PROPERTY OF THE AIR FORCE  
PROPERTY OF THE MARINE CORPS  
PROPERTY OF THE COAST GUARD  
PROPERTY OF THE NATIONAL GUARD  
PROPERTY OF THE NATIONAL RESERVE  
PROPERTY OF THE NATIONAL DEFENSE  
PROPERTY OF THE NATIONAL ACADEMY  
PROPERTY OF THE NATIONAL INSTITUTE  
PROPERTY OF THE NATIONAL RESEARCH  
PROPERTY OF THE NATIONAL BUREAU  
PROPERTY OF THE NATIONAL CENTER  
PROPERTY OF THE NATIONAL LABORATORY  
PROPERTY OF THE NATIONAL MUSEUM  
PROPERTY OF THE NATIONAL ARCHIVES  
PROPERTY OF THE NATIONAL LIBRARY  
PROPERTY OF THE NATIONAL HISTORICAL  
PROPERTY OF THE NATIONAL MONUMENT  
PROPERTY OF THE NATIONAL PARK  
PROPERTY OF THE NATIONAL RECREATION  
PROPERTY OF THE NATIONAL SYSTEM  
PROPERTY OF THE NATIONAL TRAIL  
PROPERTY OF THE NATIONAL ROUTE  
PROPERTY OF THE NATIONAL HIGHWAY  
PROPERTY OF THE NATIONAL BRIDGE  
PROPERTY OF THE NATIONAL CANAL  
PROPERTY OF THE NATIONAL RAILROAD  
PROPERTY OF THE NATIONAL AIRCRAFT  
PROPERTY OF THE NATIONAL SHIP  
PROPERTY OF THE NATIONAL BOAT  
PROPERTY OF THE NATIONAL YACHT  
PROPERTY OF THE NATIONAL SAILBOAT  
PROPERTY OF THE NATIONAL MOTORBOAT  
PROPERTY OF THE NATIONAL POWERBOAT  
PROPERTY OF THE NATIONAL SPEEDBOAT  
PROPERTY OF THE NATIONAL WAKEBOARD  
PROPERTY OF THE NATIONAL SURFBOARD  
PROPERTY OF THE NATIONAL KAYAK  
PROPERTY OF THE NATIONAL CANOE  
PROPERTY OF THE NATIONAL PADDLEBOAT  
PROPERTY OF THE NATIONAL ROWBOAT  
PROPERTY OF THE NATIONAL SLEDGEBOAT  
PROPERTY OF THE NATIONAL TUGBOAT  
PROPERTY OF THE NATIONAL TOWBOAT  
PROPERTY OF THE NATIONAL BARGE  
PROPERTY OF THE NATIONAL FREIGHTER  
PROPERTY OF THE NATIONAL PASSENGER  
PROPERTY OF THE NATIONAL CRUISE  
PROPERTY OF THE NATIONAL YACHT  
PROPERTY OF THE NATIONAL SAILBOAT  
PROPERTY OF THE NATIONAL MOTORBOAT  
PROPERTY OF THE NATIONAL POWERBOAT  
PROPERTY OF THE NATIONAL SPEEDBOAT  
PROPERTY OF THE NATIONAL WAKEBOARD  
PROPERTY OF THE NATIONAL SURFBOARD  
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PROPERTY OF THE NATIONAL TUGBOAT  
PROPERTY OF THE NATIONAL TOWBOAT  
PROPERTY OF THE NATIONAL BARGE  
PROPERTY OF THE NATIONAL FREIGHTER  
PROPERTY OF THE NATIONAL PASSENGER  
PROPERTY OF THE NATIONAL CRUISE



DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OIMC - NAUATO REGION	BRANCH OF FACILITIES MANAGEMENT OALLUP, NM	WIDE RUINS COMM SCH DORMITORY BLDG BLDG # 1950	FMIS BLDG INVENTORY FLOOR PLAN	Scale: 1/8" = 1' - 0"	DATE: 10/1/50 BY: [Signature] CHECKED BY: [Signature] APPROVED BY: [Signature]	PROJECT NUMBER: 100-2
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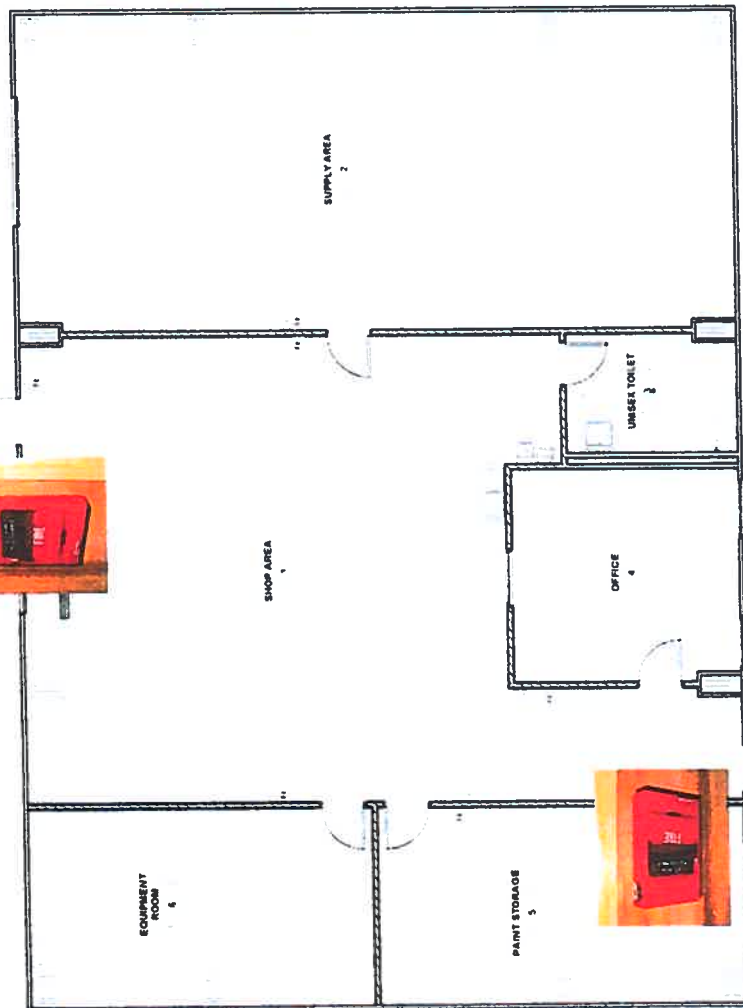
# FIRE EXTINGUISHER



FLOOR PLAN MAINT SHOP BLDG # 1952  
Scale: 1/4" = 1'



DEPARTMENT OF INTERIOR BUREAU OF INDIAN AFFAIRS OPMC - NAVAJO REGION	BRANCH OF FACILITIES MANAGEMENT GALLUP, NM	WIDE RUNS COMM SCH MAINT SHOP BLDG BLDG # 1952	FMIS BLDG INVENTORY FLOOR PLAN		DATE 10/1/82	DRAWN BY J. W. 2
			SCALE 1/4" = 1'	CHECKED BY J. W. 2	APPROVED BY J. W. 2	



FLOOR PLAN MAINT SHOP - BLDG # 1952  
Scale: 1/4" = 1'

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