Arizona District and School Emergency Preparedness and Response Competencies

ARIZONA DEPARTMENT OF EDUCATION

November 2023

CONTENTS

INTRODUCTION

Arizona Department of Education (ADE), Department of School Safety and Social Wellness has developed the Arizona District and School Emergency Preparedness and Response Competencies for K-12 schools and districts in the state of Arizona. The twelve competencies were developed by first conducting an assessment of emergency preparedness guidance, best practices, and capabilities for K – 12 schools. This background research included literature reviews and research related to school continuity of operations, emergency operations planning, and after action reviews and improvement plans from exercises and actual events. Various models and related guidance were reviewed, and themes emerged into the twelve competencies. These competencies were created to provide a framework for assessing, improving, and tracking district and school all-hazards emergency preparedness planning.

The competencies are aligned with the Federal Emergency Management Agency (FEMA) National Preparedness Goal (NPG) mission areas (i.e., prevention, protection, mitigation, response, and recovery) and core capabilities. A crosswalk was designed to capture the intersection between the twelve competencies, the mission areas, and core capabilities. See Appendix A for the crosswalk table.

The competencies are presented in this document (herein referred to as "the competency packet"), which includes three components: introductory material, the twelve competencies, and appendices. The introduction includes brief instructions for end-users of the competencies. The appendices contain the FEMA core capabilities crosswalk, a competency planning tool, and resources used for the development of the competencies. The resources, although compiled at the end of the document, are organized by competency and may be referenced to support ongoing emergency planning.

The twelve competencies span a range of safety, security, preparedness, and response topics and are arranged in alphabetical order in the competency packet. Included within each competency is a description of the competency, overall recommendations, and specific strategies for building capacity within the competency. Each competency ends with a hyperlink that takes the reader to the related resources and tools that support the competency. The following table includes a list of the competencies and their associated descriptions included in this document:

Arizona District and School Emergency Preparedness and Response Competencies

Competency	Description
Community Preparedness and Resilience	Community Preparedness and Resilience is the ability for school districts and schools to help staff, students, and families stave off the potential negative effects of emergencies. This includes engaging the Whole Community, including individuals with disabilities and other access and functional needs (DAFN). It involves more than continuing to persist despite difficulty: it involves resilient students, staff, and families interpreting academic and social challenges in a positive way. Schools serve as sites and sources of community resilience through social wellness programs such as nutrition programs, promoting human development, and caring for children; providing stable employment; and fostering cohesion in the community by strengthening social ties and creating communal experiences.
Continuity of Operations Planning	Continuity of Operations Planning (COOP) is the ability within school districts or schools to ensure they can continue to perform or quickly resume their essential functions during a wide range of emergencies, even when schools may be closed. These are business functions that keep the school running, ensure the school can respond to emergencies, and continue to provide a safe and accessible learning environment under all circumstances.
Cybersecurity	Cybersecurity is the ability to protect systems, networks, and programs from digital attacks. It includes being protected against the criminal or unauthorized use of electronic data, or the measures taken to achieve this. K-12 schools are particularly vulnerable due to, in part, the rapid transition to online learning in response to the COVID-19 pandemic.
Emergency Communications	School-based emergency communications is the ability to communicate timely, accurate, and accessible information to students, families, staff, faculty, and the community about school-related emergency or disaster incidents
Emergency Operations Planning	Emergency Operations Planning is the ability of school districts and schools to develop plans that coordinate with community partners, public health, and emergency management and to direct and support an incident or event. It includes establishing a standardized, scalable system of oversight, organization, and supervision that is consistent with jurisdictional standards and practices and the

Competency	Description
	National Incident Management System (NIMS). Note: Threat- and Hazard-Specific and Functional Annexes to the EOP will be detailed as individual competencies.
Functional Annex Planning	Functional annexes focus on critical operational functions and the courses of action, such as common and specialized procedures, developed to carry them out. While these functions should be described separately, many functions will occur consecutively and may often be performed concurrently. Functional annexes do not repeat content, but rather build on the information within the basic Emergency Operations Plan (EOP). They describe the actions, policies, roles, responsibilities, and processes for each function and discuss how the district or school manages each function before, during, and after an incident.
Integrated Preparedness Program	An Integrated Preparedness Program (IPP) is the ability to document a school district or school's preparedness priorities for a specific multi-year time period. The IPP's continuous improvement process includes the preparedness cycle and identifies POETE (i.e., planning, organizing, equipping, training, and exercising) elements that will help school districts and schools build and sustain the core competencies needed to improve their preparedness priorities.
Leadership Engagement	Leadership Engagement is the ability for school districts and schools to develop and maintain leadership buy-in. This includes policy and program support, resource allocation (e.g., human resources, budget, equipment, etc.), and legislative advocacy. Examples of leadership include positions and individuals such as principals, deans, district superintendents, school boards, and education-based associations and organizations.
Mental and Behavioral Health Support	Mental and behavioral health support is the ability of the district or school to provide mental and behavioral health services to staff, students, and associated community members. This includes fostering a positive school climate, classroom behavior, engagement in learning and students' sense of connectedness and well-being. Mental health is not simply the absence of mental illness but also encompasses wellness promotion; social, emotional, and behavioral health; and the ability to cope with life's challenges.
Risk, Hazard, and Community Assessments	Risk, Hazard, and Community Assessment is the ability of a school district or school to determine and develop strategies to mitigate hazards and emergencies. It includes identifying CMIST

Competency	Description
	(Communication, Maintaining Health, Independence, Support, Transportation) framework resources that may be needed for people with disabilities and other access and functional needs (DAFN), documenting population characteristics, behavioral health assessments, and evaluating community threats and hazards that may impact district or school ability to perform essential functions.
School Safety and Security	School Safety and Security is the ability of the school district or school to develop a comprehensive school safety and security program. This includes promoting and enhancing safe and effective teaching and learning environments for all staff and students by supporting the costs of placing school resource officers, juvenile probation officers, school counselors, and school social workers on school campuses. It also includes security policies, physical infrastructure, and security to mitigate criminal activity.
Threat- and Hazard-Specific Annex Planning	The threat- and hazard-specific annexes are annexes to the Emergency Operations Plan (EOP) and describe the courses of action unique to particular threats and hazards. These annexes should be developed based on a prioritized list of threats and hazards that may include natural hazards, such as wildfires, infectious diseases, and winter precipitation; technological hazards such as power failure or hazardous materials releases from major highways or railroads; and adversarial or human-caused threats, such as active shooters or cyber-attacks.

INSTRUCTIONS

Who should use these competencies?

School districts and schools operate within a matrix of state, local, and tribal government, legal authorities, community characteristics, stakeholders, and diverse demographics that affect their resource needs and emergency planning priorities. The competencies described in this document are intended to assist school districts and individual schools in structuring and reaching their emergency planning goals. Some of the recommendations and strategies are better suited for a district-level person or planning team to implement and some are relevant for implementation at the school level.

Why are they helpful?

The competencies provide a resource and structure for districts and individual schools to assess and advance their emergency preparedness and response capacities. They serve as a state, local, and tribal resource to assess, build, and sustain educational capacity. They are intended to address preparedness and response planning gaps and offer a structure for building resilience to new and emerging emergency threats in the context of their communities.

How do I use them?

By reading the competencies and reviewing the related resources and tools, the emergency planner and planning teams can see the best practices that are recommended by various sources. Using this framework, planners and teams can assess their current school and district plans, procedures, and priorities and identify areas where additional emphasis may be needed and also to see the areas of all-hazards emergency preparedness where they are stronger. Planners and teams may want to use the Competency Planning Tool (Appendix B) to initially assess their program and plans and to set goals and priorities for building resilience in other competency areas.

Most of the competencies recommend establishing leadership support and planning teams at school and district level to provide support and sponsorship of ongoing emergency preparedness work. Finally, not all of the recommendations and strategies need to be utilized by every district or school. Rather, the strategies serve as potential actions that may help districts and schools become better prepared for emergencies and build resilience within their school systems.

How do I track gaps, progress, and priorities?

A Competency Planning Tool is provided in Appendix B and may be used to help identify and track activities for emergency planning priorities over time. It may also be used to identify planning gaps and needed resources, including training, staffing, equipment and supplies, and systems and technology. Additionally, it may inform district or school Integrated Preparedness Plans.

COMMUNITY PREPAREDNESS AND RESILIENCE COMPETENCY

Definition

Community Preparedness and Resilience is the ability for school districts and schools to help staff, students, and families stave off the potential negative effects of emergencies. This includes engaging the Whole Community, including individuals with disabilities and other access and functional needs (DAFN). It involves more than continuing to persist despite difficulty: it involves resilient students, staff, and families interpreting academic and social challenges in a positive way. Schools serve as sites and sources of community resilience through social wellness programs such as nutrition programs, promoting human development, and caring for children; providing stable employment; and fostering cohesion in the community by strengthening social ties and creating communal experiences.

> **This competency connects to the following additional competencies:**
>
> - **Functional Annex Planning**
> - **Leadership Engagement**
> - **Mental and Behavioral Health Support**
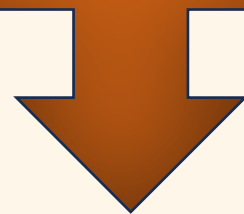
Recommendation #1

Utilize the CMIST (Communication, Maintaining Health, Independence, Support, Transportation) framework to identify the emergency resource needs of people within the school district and individual schools, including people with DAFN. Supporting strategies include:

- Partner with disability and community-based organizations to gather input about the emergency needs of various populations in the district, schools, and community.
- Identify organizations that may assist in providing resources that may be needed within the CMIST framework categories.
- Provide district and school information to students and their families in accessible formats.

Recommendation #2

Ensure that programs supporting student and staff wellness are provided before, during (if possible), and after emergencies. Supporting strategies include:

- Provide federally funded supplemental nutrition through free or reduced-price meals to students.
- If possible, supplement federally funded nutrition programs with snacks, summer lunches, and weekend lunches to support student and family health and nutrition in coordination with other community-based organizations.

- Facilitate physical and mental health services to students, such as vaccinations; management for chronic diseases such as diabetes, asthma, or ADHD; sexual and reproductive health education and services; vision, dental, and mental health screenings and services; nutrition health education; and hypertension screening.
- Facilitate additional services to students, such as occupational therapy; speech and physical therapy; before- and after-school wrap-around services (e.g., health care, English as a Second Language classes, parenting classes, housing and job supports for families and other persons in the community); music lessons; and behavioral therapy.

Recommendation #3

Support child development in partnership with home environments. Supporting strategies include:

- Promote formal academic, civic, and vocational learning for students by providing shared space in which students have opportunities to develop friendships and other meaningful relationships, to develop emotional regulation and executive function skills beyond the family setting, to develop civic knowledge and habits of civic engagement, and to gain valuable workplace skills including group work skills and vocation-specific skills.
- Provide individuals with the knowledge and skills to sustain collective community life and facilitate long-term community resilience by providing individuals with the knowledge and skills necessary for sustaining collective community life, in which high levels of education support greater economic productivity, solutions to social and economic problems, and healthier and longer lives.

Recommendation #4

Provide a source of stable, safe childcare for families to support parental employment and maintain community economic resilience. Supporting strategies include:

- Maintain, as possible, a stable, safe environment for children of working and unemployed parents to mitigate the stress of economic hardships and to allow parents to seek and maintain employment; and provide a community environment conducive to economic recovery.

Recommendation #5

Provide a source of stable employment to community members. Supporting strategies include:

- Recruit and maintain certified and non-certified staff to sustain educational programs, provide other school services, and facilitate the economic viability of the community.

Recommendation #6

Facilitate community resilience by fostering social cohesion. Supporting strategies include:

- Strengthen social ties at the playground or bus stop and create communal experiences such as holiday concerts, sports teams, school plays and productions, potlucks and clean-up days, proms, and graduations.

Related resources for this competency.

CONTINUITY OF OPERATIONS PLANNING COMPETENCY

Definition

Continuity of Operations Planning (COOP) is the ability within school districts or schools to ensure they can continue to perform or quickly resume their essential functions during a wide range of emergencies, even when schools may be closed. These are business functions that keep the school running, ensure the school can respond to emergencies, and continue to provide a safe and accessible learning environment under all circumstances.

Recommendation #1

Utilize a school/district planning team to develop, maintain, and exercise a comprehensive COOP. The COOP Annex serves as a Functional Annex within the district or school emergency operations plan (EOP). Supporting strategies are as follows:
- Utilize the full breadth of available Arizona Department of Education COOP Resources and other relevant COOP guidance and resources when developing the district or school COOP, including:
  - Arizona Department of Education COOP Resources:
    - 2021 COOP Training Video
    - 2022 COOP Workshop Presentation
    - ADE School Continuity of Operations Planning (COOP) Training Videos
    - ADE Continuity of Operations Planning (COOP) Templates and Tools
      - ADE Continuity of Operations Plan Template
      - ADE Continuity of Operations Plan Guidelines
      - ADE Essential Function Tracker Spreadsheet
      - Business Impact Analysis Tool
      - Pandemic Influenza Continuity of Operations Annex Template
- Understand the key elements of Continuity Phases: readiness and preparedness, activation, operations, and reconstitution and conduct multi-year strategic planning for both short- and long-term goals and objectives for district or school continuity strategy and program.
- Follow Arizona Department of Education's COOP Functional Annex Guidelines when developing the district or school COOP Annex or COOP Plan.
  - Implement the six step process:

This competency connects to the following additional competencies:

- **Community Preparedness and Resilience**
- **Emergency Communications**
- **Emergency Operations Planning**
- **Functional Annex Planning**
- **Leadership Engagement**
- **Mental and Behavioral Health Support**

CONTINUITY OF OPERATIONS PLANNING
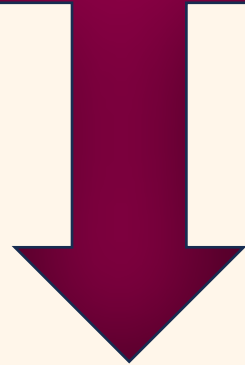
1. Form a collaborative planning team.
2. Understand the situation.
3. Determine goals and objectives.
4. Plan development.
5. Plan preparation, review, and approval.
6. Plan implementation and maintenance.

- Consider the following nine key elements:
    1. *Define essential functions:* Identify essential functions including business services, communications, IT and systems support, facilities maintenance, safety and security, and continuity of learning.
    2. *Create orders of succession:* Provide two backups for each leadership successor (school board and district admin should approve the list of alternates).
    3. *Create delegations of authority:* this document should be reviewed by the district's legal team.
    4. *Identify alternate facilities/locations:* this could be an alternate facility for learning or administrative functions or a virtual strategy including remote learning or telework for essential functions that can operate remotely.
    5. *Establish communications plans:* Include internal and external communications; multiple methods for communicating with the whole school community; establish an emergency notification system with call-down rosters; and consider county and state radio frequency satellite phones as alternate communications methods.
    6. *Plan for accessing vital (essential) records:* Include emergency operations records and legal/financial records; take preventative measures to protect key documents and ensure alternate versions are available during and after an emergency; conduct semi-annual tests to determine whether offsite information can be functional within 12-16 hours.
    7. *Plan for human capital management:* Address considerations when assigned staff to cover essential functions; set expectations about human capital during an emergency; and ensure staff have advanced training regarding their assigned essential functions.
    8. *Plan for devolution:* Include triggers to activate devolution; determine how many staff are required to perform other identified essential functions; determine who has the authority to order devolution and under what conditions; and identify the resources required to assist should devolution occur.
    9. *Develop your comprehensive recovery plan: Ensure* returning to normal operations is outlined in the plan; consider sufficient number of students and staff, adequate number of safe and healthy facilities, and sufficient and operating business and financial systems.

CONTINUITY OF OPERATIONS PLANNING

- Utilize the Business Impact Analysis (BIA) tool to prioritize district or school essential functions based on the degree of impact and time in which impacts begin to happen. This process also includes calculating a business impact score for each essential function which results in functions with high scores having the most significant impacts. Emergency and mitigation plans and procedures should then focus on these prioritized essential functions.
- Design COOP to be activated at any time and sustained for up to 30 days, ensuring students receive applicable related services in the event of a prolonged closure.
- Ensure COOP addresses the [accessible and inclusive planning considerations](#) of students, staff, and faculty with disabilities and other access and functional needs, including documenting the legal requirements of the Americans with Disabilities Act and the Individuals with Disabilities Education Act.
- List planning considerations for how the district or school will absorb space for staff and equipment when only a portion of a school is closed.
- Specifically delineate the differences between the district or school emergency operations plan and COOP, especially as it relates to the active response and the resulting recovery. A strong emergency management and first responder mindset can make it challenging to move past the immediate response and focus on the actions and priorities of the COOP and recovery operations.
- Consider that school facilities and assets may be requested to support community services such as emergency shelters and school buses being used for transportation and evacuation. Establish related policies and procedures to protect and recover school assets such as establishing agreements and cleaning and repairing.
- Ensure plan addresses tactical and operational communications including:
  - Developing redundant capabilities to ensure connectivity is feasible even if one method of communication fails.
  - Test communications prior to activating the COOP.
  - Provision of computers, hardware, and stable internet access for all students, especially in rural areas and tribal land.
- Address staffing as a key component of COOP planning, including:
  - Accounting for all staff.
  - Identifying minimum staffing and key personnel for determining the "tipping point" for the performance of essential functions.
  - Identifying non-certified personnel willing to work in revised roles as needed.
  - Planning for human resources considerations such as staff turnover, staff shortages, and expedited hiring protocols.
  - Ensuring staff receive advanced training regarding their assigned essential functions and the technology and soft skills to support remote learning.

Recommendation #2

Develop and implement strategies to ensure continuity of learning during school closures or disruptions. Supporting strategies are as follows:

- Establish expectations and develop a plan with related policies and procedures for continuity of learning during prolonged school closure or student dismissal.
- Document the strategies the district or school will take to deliver educational content to students across the age spectrum including strategies to maintain student engagement.
- List steps that the district or school will take to assess students with special education needs in reviewing, revising, or creating IEPs in accordance with the Individuals with Disabilities Education Act and other academic standards.
- Describe the process the district or school will use to evaluate student academic progress and understanding with respect to state academic standards, advancing grade levels, and graduation levels.
- Identify position(s) of who will have the primary responsibility for development and/or delivery of distance learning educational content in the district or school.
- Describe the technological resources available for continuing education and distance learning, including cybersecurity considerations, hardware/software availability, technology support, and stable internet access for all students and faculty.
- Understand and plan for the connection between continuity of learning and the support that is needed to bolster continuity of learning expectations of students (e.g., mental and behavioral health and nutrition programs).

Recommendation #3

Develop and implement strategies to address continuity of nutrition services during school closures or disruptions. Supporting strategies are as follows:

- Establish expectations and develop a plan with related policies and procedures for continuity of nutrition during prolonged school closure or student dismissal.
- Encourage school nutrition staff and leadership to seek out and attend meetings, calls, and consortia that address continuity of nutrition during school closures or disruptions.
- List the steps, strategies, and resources the district or school will take to prevent a lapse in food security and provide nutrition assistance to students who normally would receive free meals through USDA's school/child care feeding programs (e.g., National School Lunch Program, School Breakfast Program, Child and Adult Care Food Program).
- Utilize the flexibility, assistance, and administrative waivers provided by the U.S. Department of Agriculture Child Nutrition Programs to offer meal service during unanticipated school closures and/or supply chain issues.
- Identify and plan for alternative continuity of nutrition services strategies such as:
  - Expanding meal service to 7 days per week.

- Maximizing reach by home delivery, contactless delivery.
- Situating meal delivery sites in central community locals such as school parking lots, community centers, libraries, apartment complexes, and churches.

Recommendation #4

Develop and implement strategies for restoring the learning environment, school re-opening, and reconstitution of essential functions. Supporting strategies are as follows:

- Establish expectations and develop a plan with related policies and procedures for school re-opening and reconstitution of essential functions after prolonged school closure or student dismissal, including:
  - Documenting legal authorities.
  - Identifying the number of students and staff needed for reopening.
  - Identifying the minimum number of staffed facilities needed for reopening.
  - Identifying the required business and financial systems to be operating.
  - Identifying and documenting any grants and funding opportunities that may be available to re-open schools.
- Document the process for recovering, cleaning, and repairing district and school facilities if utilized for community services or damaged during an emergency.
- Describe the communication plan for reopening schools/reconvening students, including utilizing pre-approved messaging and identifying the district or school spokesperson and backup who will provide messages during the recovery stage.
- Describe the process the district or school will utilize to assess students' levels with respect to state academic standards, advancing grade levels, and graduation.
- List steps that the district or school will use to screen and refer students for behavioral and mental health services.
- Document the process that the district or school will use to assess students with special needs in reviewing, revising, or creating IEPs.

Related resources for this competency.

CYBERSECURITY COMPETENCY

Definition

Cybersecurity is the ability to protect systems, networks, and programs from digital attacks. It includes being protected against the criminal or unauthorized use of electronic data, or the measures taken to achieve this. K-12 schools are particularly vulnerable due to, in part, the rapid transition to online learning in response to the COVID-19 pandemic.

This competency connects to the following additional competencies:

- **Continuity of Operations Planning**
- **Emergency Operations Planning**
- **Functional Annex Planning**
- **Integrated Preparedness Program**
- **Leadership Engagement**
- **School Safety and Security**

Recommendation #1

Ensure school district cybersecurity strategies are aligned with the district's emergency operations plan. Supporting strategies are as follows:

- School district cybersecurity strategies should be documented within the emergency operations plan (EOP) Cybersecurity Functional Annex.
- Ensure cybersecurity scenarios are integrated in school based exercises, testing key elements of the Cybersecurity Functional Annex. Update the plan with strengths, areas for improvement, and recommendations.
- Incorporate cybersecurity-based exercises into the district's Integrated Preparedness Program (IPP) strategies.

Recommendation #2

Implement cybersecurity strategies at the school district and individual school level. Supporting strategies are as follows:

- Promote and enhance cybersecurity strategies and allocation of resources among school district, school board, and other leadership.
- Elevate cybersecurity risk management as a top priority for administrators, superintendents, and other leaders, and encourage leadership to establish and reinforce a cybersecure culture.
- Advocate for specifically earmarked funding and allocation of resources for a robust and resilient IT infrastructure that aims to mitigate or eliminate cybersecurity risks.
- Work with the Arizona Department of Education (ADE) and Arizona Department of Emergency and Military Affairs (AzDEMA) to conduct cybersecurity
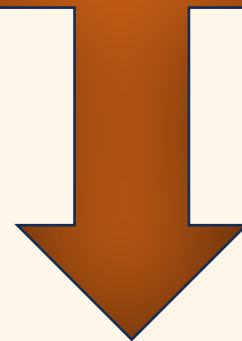
- assessments that highlight barriers and areas for improvement and integrate them into the district's ongoing cybersecurity strategies.
- Implement Multi-Factor Authentication (MFA) for school board members, districtwide and individual school personnel. MFA requires all network users utilizing a username and password, plus another form of verification such as text code.
- Invest in chief information security officer (CISO) positions that have the internal expertise to match current cybersecurity challenges. The CISO is responsible for monitoring district network activity for any forms of cyber attacks or intrusions.
- Invest in security software and hardware, such as firewalls and intrusion detection systems, and enterprise-class and hardware-enabled security measures that protect devices below the operating system.
- Identify and promote professional development opportunities surrounding cybersecurity for district and school IT professionals.
- Identify and promote good security hygiene practices, awareness, and training among students, staff, and faculty.
- Ensure leadership is aware of and is in compliance with security and privacy regulations such as the Family Educational Rights and Privacy Act (FERPA); ARS §15-1045 (Education database; pupil privacy); and §15-1046 (Student data privacy; definitions).
- Recognize that low-income districts may be more vulnerable to cyberattacks and need focused support given lack of financial resources. There can be an extreme disparity in talent availability and funding, with a clear divide between larger and smaller districts.
- Educate leadership to the inherit risks of cyberattacks, including monetary losses, loss of learning and instruction, and a diminished public image and trust from community members.

Recommendation #3

Utilize the resources, guidance, and recommendations available to school districts and schools from the U.S. Department of Homeland Security's Cybersecurity & Infrastructure Security Agency (CISA). Supporting strategies are as follows:
- Implement recommendations from CISA's Protecting Our Future, Partnering to Safeguard K-12 Organizations from Cybersecurity Threats
  - Invest in the most impactful security measures and build toward a mature cybersecurity plan, such as:
    - Deploying multi-factor authentication (MFA)
    - Mitigating known exploited vulnerabilities
    - Implementing and testing backups
    - Regularly exercising an incident response plan
    - Implementing a strong cybersecurity training program
  - Recognize and actively address resource constraints
    - Work with the state planning committee to leverage the State and Local Cybersecurity Grant Program (SLCGP).

- Utilize free or low-cost services to make near-term improvements in resource-constrained environments.
- Expect and call for technology providers to enable strong security controls by default for no additional charge.
- Minimize the burden of security by migrating IT services to more secure cloud versions.

- Focus on collaborating and information sharing
  - Join relevant collaboration groups, such as MS-ISAC and K12 SIX.
  - Work with other information-sharing organizations, such as fusion centers, state school safety centers, other state and regional agencies, and associations.
  - Build a strong and enduring relationship with CISA and FBI regional cybersecurity personnel.
- Report cyber incidents utilizing the Sharing Cyber Event Information: Observe, Act, Report guidance.

Related resources for this competency.

CYBERSECURITY

EMERGENCY COMMUNICATIONS COMPETENCY

Definition

School-based emergency communications is the ability to communicate timely, accurate, and accessible information to students, families, staff, faculty, and the community about school-related emergency or disaster incidents.
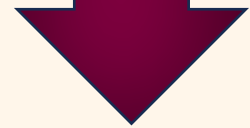
Recommendation #1

Develop and maintain a comprehensive, tested, and regularly exercised Communications and Warning Annex. Ideally, this Annex is a Functional Annex within the district or school emergency operations plan (EOP). Supporting strategies are as follows:

- Align the Communications and Warning Annex with the Guide for Developing High-Quality School Emergency Operations Plans, including key planning elements such as:
  - Integrate the school's communications systems into the local disaster and response law enforcement communication networks.
  - Ensure relevant staff members can operate communications equipment.
  - Communicate with students, families, and the broader community before, during, and after an emergency.
  - Account for technology barriers faced by students, staff, parents, and guardians.
  - Document the process of how the school communicates and coordinates messages with the media. Consider practices such as:
    - Developing media partnerships before an incident.
    - Identifying and training a public information officer (PIO).
    - Adhering to the district's media policy.
    - Having a pre-approved process for writing, reviewing, and disseminating information.
    - Developing templates and information accessible in more than one language and format.
    - Releasing accurate, timely, and redundant information.
    - List the steps the district or school follows to develop and disseminate communications to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours.

This competency connects to the following additional competencies:

- **Continuity of Operations Planning**
- **Emergency Operations Planning**
- **Functional Annex Planning**
- **Risk, Hazard, and Community Assessments**

- Ensure effective and accessible communication strategies reach individuals with disabilities and other access and functional needs. Consider the following:
    - Cognitive/developmental – simple diagrams or pictures that show evacuation routes with directional arrows.
    - Hearing – sign language training or basic hand signals to indicate an emergency and what to do.
    - Speech/auditory – preplan the best way for the student to communicate and have written emergency and evacuation instructions on a card easily available.
    - Visual – have individuals ready to alert and lead the student. Use Braille signage or audible directions.
    - Mobility – arrange furniture to provide barrier-free paths. Train staff and have a backup wheelchair.
    - Complex medical needs – communicate additional supports for students in an emergency, which may include back-up medical planning, equipment/supplies including electronically dependent equipment, and medications.
- Integrate checklist and strategies listed within the Arizona Department of Education's Emergency Operations Plan Template for *Functional Annex Specific Procedures for Communication and Warning Procedures* with the district or school Communications and Warning Annex.
- Ensure plan includes the following key elements:
    - How, when, and by what modality the school or district provides information to internal stakeholders (staff, students, visitors, the district office, other nearby schools, parents, caregivers, vendors, and the community) and external stakeholders (media, community support groups, next-day communications).
    - Multiple methods for communicating with the whole school community.
    - An emergency notification system with the ability to disseminate and receive information via multiple modalities such as text, email, or app notifications.
    - Redundant and alternative methods to maintain communications with city, county, or state such as 800mHz radio, satellite phones, etc.
    - Utilizing social media in communication efforts.
- Develop pre-scripted communication templates for multiple scenarios such as school closure, start/release time changes, reopening, or alternative site pickup.
- Describe how the district or school notifies and communicates with the school community during emergencies (e.g., public address systems for internal notifications, an app, or another system).
- Include family members and caregivers on advisory committees to assist in the development of best practices for emergency notification and communication. Work with families to create communication plans where districts and schools:
    - Account for language and technology barriers, recognizing that not all families have the same linguistic capabilities or access to technology.

- Develop communication plans collaboratively with the school, the district, families, caregivers, and the public information officer.
- Promote school programs and inform families of their roles and responsibilities.
- Parents should know which platforms the school will use to disseminate information before, during, and after an emergency.
- Ensure that parents update their emergency contact information if this information changes at any time during the school year. Often, parents and caregivers do not know how to make updates, so clearly explaining how to do this will help to promote better communication.
- Document how notifications and communications will work during non-traditional times such as after hours, weekends, after-school events, athletic events, club meetings, and field trips. This may entail how the district or school will communicate with parents and students visiting the school from other schools.

Recommendation #2

Develop and implement strategies to maintain internal and external tactical communications. Supporting strategies are as follows:
- Identify primary and alternate communications systems.
- If necessary, plan for and implement non-emergency external communications (e.g., surge of calls to the office and creating a call center to handle high call volume).
- Review and document the coordination and integration of school and public safety communications such as:
  - School resource officers being equipped with a school radio or having access to the school radio channel.
  - Establish a collaborative process for rapid communication between first responders and school via 911, school resource officers, or radio.
  - Consider adding key emergency support agencies to school and district emergency notification system.
  - Schools and districts share closed-circuit television (CCTV) feeds, digital floor plans, and other critical information with key support agencies.
- Consider the various types of warning and notification systems typically utilized in school such as:
  - National Oceanic and Atmospheric Administration (NOAA) weather radio
  - Emergency management email list or LISTSERVs
  - School resource officers or law enforcement contacts for information
  - School bus radios
  - "See Something, Say Something" campaigns
  - Tip lines, apps, and other reporting mechanisms
  - Fire alarm systems
  - Public address systems
  - Outdoor warning sirens

- Personal duress alarms
- Lockdown systems
- Ensure all tactical and operational communications are tested prior to enacting any portions of the district or school emergency operations plans. Consider the following when exercising communications and warning systems:
    - Test public address (PA) systems (both internal and external).
    - Participate in statewide/regional drills.
    - Work with local emergency management on a communication tabletop or functional exercise.
    - Conduct an emergency contact call, text, or email notification drill.
    - Conduct emergency Website load tests.
    - Test all emergency notification system capabilities.
    - Explain to parents/caregivers why drills and exercises are important and statutorily required.
    - Notify and coordinate with local first responders.
    - Communicate with parents/caregivers after drills.
    - Conduct an after action process and make improvements to plans and procedures.

Recommendation #3

Develop and implement strategies for district and school spokespersons and communications staff to coordinate and provide timely, accurate, and accessible communications to students, families, staff, faculty, and the community. Supporting strategies are as follows:

- Ensure district and school spokespersons, public information officers, and other communications staff receive information updates from other public information groups (i.e., through their peers at local public health departments and local emergency management agencies as appropriate).
- Leverage communications networks as a conduit to disseminate information to parents and legal guardians through wellness calls, parent liaisons, virtual mentoring, social media, and email distribution lists, and other school community platforms.
- Prepare and document strategies for handling media inquiries and on-scene presence. Media personnel should be directed by district or school public information officers or designees.
- Provide training for district or school spokespersons and communication staff including National Incident Management System (NIMS) and Incident Command System (ICS) training.
- Clearly communicate policies and procedures about school closures, dismissal of students, reopening schools, and reconvening students.
- Provide ongoing communications about key health information to specific audiences including designating key positions and lines of authority for receipt of and responsibility for dissemination of health information.

EMERGENCY COMMUNICATIONS

- List the steps the district or school will take to provide ongoing communication about education-related issues (such as declarations of emergency which would trigger school closures) including designating key positions and lines of authority for receipt of and responsibility for dissemination of education information.
- Adhere to good communication principles during an incident such as clear and consistent communication information via multiple platforms to support communication and warning, even if only to say there is no update.
- Ensure messages and public information is culturally responsive, accessible, and available. Check for the following:
  - Communications strategies that include disseminating messages in languages other than English.
  - Words, phrases, or images that could be offensive or stereotypic of the cultural or religious traditions, beliefs, or practices of the intended audience.
  - Words, phrases, or images that may be confusing or misleading or have a different meaning for the intended audience.
  - Toll-free numbers or reference Web pages, when applicable, included in the document in the language of the intended audience.
  - Resources such as teletypewriters or chat functions available. Many social media platforms provide options for closed-captioning, alternate text, etc., and many websites offer free services to facilitate or to check accessibility.
  - Materials translated into the preferred language of the intended audience. A native speaker should review once the material has been translated.
- Ensure the district or school emergency notification system alerts parents of school emergencies and provides them with instructions on what they need to do after an emergency. This may be done through a start of year memo sent home to parents.

Related resources for this competency.

EMERGENCY OPERATIONS PLANNING COMPETENCY

Definition

Emergency Operations Planning is the ability of school districts and schools to develop plans that coordinate with community partners, public health, and emergency management and to direct and support an incident or event. It includes establishing a standardized, scalable system of oversight, organization, and supervision that is consistent with jurisdictional standards and practices and the National Incident Management System (NIMS). Note: Threat- and Hazard-Specific and Functional Annexes to the EOP will be detailed as individual competencies.

The EOP competency has elements that are supported by all of the other competencies.

Requirement #1

Satisfy the Arizona Revised Statute 15-341(A)(31) requiring each school site to have an emergency operations plan (EOP) that meets the minimum state requirements. Arizona Department of Education (ADE) and the Arizona Department of Emergency & Military Affairs (AZDEMA) are responsible for developing the minimum standards for school emergency operations plans in Arizona. Required activities are as follows:

- The ICS shall be used to manage emergencies that occur on school properties.
  - The Incident Command System (ICS) is a component of NIMS. NIMS is a systematic, proactive approach to guide all levels of government, nongovernmental organizations (NGOs), and the private sector to work together to prevent, protect against, mitigate, respond to, and recover from the effects of incidents. NIMS provides a consistent foundation for all incidents ranging from daily occurrences to incidents requiring a coordinated local, state, tribal, or federal response. NIMS is organized into three major components:
    - Resource Management
    - Command and Coordination, including the ICS
    - Communications and Information Management
- Guidance for NIMS and ICS:
  - The school district governing board and/or superintendent shall develop a procedure or policy that ICS will be used to manage school emergencies.
  - ICS training is required for each individual who is assigned a function within the school or district ICS organizational structure.
    - At a minimum district/school employees identified to fill a role within the ICS structure must successfully pass the following Federal Emergency Management Agency (FEMA) Independent Study (IS) course: IS 100c, Introduction to ICS.

- It is recommended that district personnel who fill a role within the ICS structure and desire additional training complete the following: IS 200, Basic ICS and IS 700, NIMS.
- IS courses may be taken online at: https://training.fema.gov/is/crslist.aspx?lang=en
- Develop an EOP with the following components. It is recommended, although not required, that each site EOP follow the format of the ADE EOP Template (listed in the resources).
  - An Introduction that includes:
    - Table of Contents.
    - Approval statement with dated signature of superintendent and/or principal.
    - District level signature page with superintendent or district designee signature.
    - Consider providing applicable plan information to your local community support agencies such as public health, law enforcement, fire services, and emergency management.
  - Purpose
    - State the purpose and/or procedures of the emergency operations plan and the scope for which it applies.
  - EOP Activation and Communication
    - List the school's or district's policy and/or procedure for activation of the EOP.
    - Identify the title of those approved to activate the EOP.
    - List the order of succession by title.
    - List communication methods for warning staff of an emergency and policy and procedure for emergency notification to 911, or local emergency response agencies.
  - Situation Overview
    - State the number of students and employees normally present on campus, and any scheduled daily differences in population, such as before and after school programs to include clubs and athletics.
    - Identify the number of access and functional needs (AFN) and limited-English proficient students and staff per building.
    - Consider collaboration with your local community support agencies (i.e., public health, law enforcement, fire services, and emergency management) as you complete a hazard analysis of your school grounds and buildings, as well as the surrounding community, including natural and human related hazards.
  - Direction, Control, and Coordination
    - Create an ICS organizational chart for your site, which will include a chain of command and alternates to implement and carry out the plan.
    - At a minimum include the following:

- Incident Commander
- Public Information Officer
- Safety Officer
- Liaison Officer
- Operations Section
- Finance/Admin Section
- Logistics Section
- Planning Section

- Designate primary and alternate on-site command posts and staging areas.
- Identify persons to be notified during an emergency. List their agency, name, title, and contact information. (Guidance: This would include district level personnel as well as first responders and public safety agency personnel. The school site should make no more than two calls, those being to the 911 center and district office.)
- Utilize plain language for commands that alert staff and students to emergency responses. Code words shall not be used. Responses may include:
  - Evacuation (on-site, off-site, reverse)
  - Lockdown (Guidance: Terminology may vary regionally, e.g., the use of Hard Lockdown or Soft Lockdown to differentiate the type of lockdown.)
  - Shelter-In-Place
- Designate primary and alternate evacuation routes and assembly areas.
- Designate primary and alternate on-site and off-site relocation areas, other necessary response, or recovery sites, and how students/staff would be moved or transported. (Guidance: Other necessary sites may include medical triage, mental/behavioral health, etc.)
- Describe how access and functional needs (AFN), limited or non-English proficient students and staff will be provided for. (Guidance: AFN planning forms and limited-English speaking picture cards may be found on the ADE website.)
- To assist students and staff, provide classroom guides for quick reference. Post guides in each classroom, indoor assembly area and school transportation vehicle. (Guidance: Courses of action in the classroom guide should align with the school EOP.)
- Develop procedures for off campus emergencies (e.g., field trips, bus accidents, etc.) and response procedures for before and after school programs. (Guidance: State who is in charge during an off-campus emergency. Inform parent/guardian how to find information at the district/school level if an accident or incident occurs during a field trip.)

- - Develop and train staff, to include substitute teachers, and parent/guardian on parent-guardian/student reunification. (Guidance: Specific policies and procedures must be in place to dictate the release of students to parents/guardians.)
- EOP attachments to include:
  - ICS structure and ICS position responsibilities.
  - Student roster with parent/legal guardian phone numbers.
  - Master schedule.
  - Faculty/staff with emergency phone numbers. (Guidance: It is recommended to conduct a test of these contacts at least annually.)
  - Community emergency phone numbers:
    - General emergency number – 911
    - Ambulance
    - Poison control center
    - Police department/Sheriff/State police
    - Fire department
    - Local hospital
    - Public health department
    - (Guidance: Add other emergency phone numbers that serve your community.)
  - Map(s) of relocation site(s) to include the identification of assembly areas, staging areas, request/release gates, medical and mental/behavioral health services, command post, and parent/guardian parking.
  - Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of emergency utility shut-off valve locations, heat plants, boilers, generators, flammable liquid storage, other hazardous materials, fire-fighting equipment placement, Automatic External Defibrillators (AEDs), Stop the Bleed Kit, first aid facilities, and property and building access points. (Guidance: Note location and distribution of site plan or blueprint.)
  - List with the names, title, address, telephone numbers and organizational responsibilities for emergency operations personnel.
  - Sample statements/letters for use in notifying faculty, students, parents/guardians, and media about an emergency.
  - Student accountability /release forms.
- Plan Maintenance should include:
  - Conduct an annual review of the EOP and EOP attachments. Additionally, update plan as needed when lessons learned were identified after an emergency response, training, or exercise event.
  - Collaborate with local emergency management, fire, law enforcement and public health agencies as needed when addressing hazard, threat, or risk assessments, plan development or revision, training, and exercises.

- Conduct annual training of all staff, to include substitute teachers, on warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS).
- Annually review and provide training of your ICS for those with assigned responsibilities.
- Annually practice as identified below each of the listed emergency response drills with students and staff:
  - Lockdown – three per school year. One of which shall occur when students are outside of the classroom.
  - Shelter-in-Place – One per school year.
  - Evacuation – Follow evacuation drill requirements provided by the fire marshal for your jurisdiction.
- Although not required, districts should consider conducting one parent/guardian student reunification drill each school year.
- Best practice is to complete a debriefing after each drill to identify strengths and weaknesses in your plan. The plan should be updated based upon recommendations from the debriefing.
- Complete and document the annual review and evaluation of plan and provide stakeholders with revisions.

Recommendation #1

Develop a cohesive emergency planning process. Supporting strategies are as follows:
- Ensure that individual school EOPs align with their district EOPs.
- Engage district and school leadership in EOP develop, review, and approval processes.
- Align district and school EOPS with the templates provided on the ADE website. Ensure that the roles and responsibilities of district and school-level staff are included in the EOP.
- Partner with disability and community-based organizations to gather input about the emergency needs of various DAFN populations in the district, schools, and community.
- Monitor district and school progress in EOP development activities. Create a checklist of EOP development activities and responsibilities to track the progress of district and school EOP planning and development.
- Follow the 6-step planning process outlined in the FEMA Guide for Developing High-Quality School Emergency Operations Plans (listed in resources). Districts should provide guidance, training, and support for individual school EOP development.
  - Step 1: Form a Collaborative Team. Provide training on six-step planning process, common terms and conditions, NIMS and ICS, define and assign roles and responsibilities, and set expectations and/or requirements for district/school planning teams.

- The core planning team at the school or district level oversees the development and maintenance of the EOP, other annexes, and training and exercise initiatives. Core planning team may include:
    - Administrators, district/school leadership or managers, educators, school psychologists, facility managers, school resource officers, and/or emergency planners.
- An extended planning team may be convened to provide subject matter expertise for hazard or functional annexes, plans, trainings, and exercises. Extended planning team members may include:
    - District/school essential function staff (e.g., food and nutrition services and transportation services), fire and law enforcement representatives, directors of community organizations, local emergency managers, family services representatives, school district representatives, students, and parents.
- All planning teams should include people with limited English proficiency, people with disabilities, other access and functional needs, and people from diverse racial, ethnic, and religious communities.

- Step 2: Understand the Situation. Identify and prioritize threats and hazards, use a collaborative process, designate some threats and hazards as mandatory, provide a master list of all potential threats and hazards, and a site-specific customized school list.
- Step 3: Determine Goals and Objectives. School goals and objectives should align with their districts. Develop goals and objectives for selected threats and hazards, identify cross-cutting functions and related goals and objectives, create list of functional annexes that should be developed, and develop three common goals and objectives for each cross-cutting function to be used by the schools.
- Step 4: Plan Development (Identifying Courses of Action). Develop customized courses of action (scenario-based planning) at each school, support school planning teams by creating model sets of goals and objectives, help to coordinate courses of action with other schools, and inform schools of support, services, and functions that the district will provide in certain scenarios. (Note: If needed, establish formal agreements with community partners.)
- Step 5: Plan Preparation, Review, and Approval. Establish a process and framework for district-level review and approval of plans, help to create an exercise program, determine a common school EOP format for the district, and develop a framework for reviewing and approving.
- Step 6: Plan Implementation and Maintenance. Coordinate training on roles and responsibilities before, during, and after emergencies, develop policies and procedures to support and strengthen schools' training programs, coordinate more complex drills and exercises, and help schools to develop an exercise schedule.

Recommendation #2

Develop cohesive response strategies. Supporting strategies are as follows:
- Assign a crisis management person to the ICS in the school EOP.
- Identify emergency plans (e.g., Continuity of Operations Plan (COOP), functional and hazard specific annexes) that will be co-activated with the EOP. There are separate competencies for Functional and Hazard-Specific Plans.
- Identify organizations that may assist in providing resources that may be needed within the CMIST framework categories.
- Provide district and school information to students and their families in accessible formats.

Recommendation #3

Include the CMIST (Communication, Maintaining Health, Independence, Support, Transportation) framework when developing the EOP in order to meet, if possible, the emergency resource needs of people with DAFN within the school district and individual schools. The CMIST Framework consists of the following five categories:

1. *C = Communication*
   - Individuals with communication needs may speak American Sign Language (ASL), have limited English proficiency (LEP), use braille print or use other auxiliary aids and devices to communicate or navigate their environment. These individuals may have limited ability to hear announcements, see signs, understand messages, or verbalize their concerns.
2. *M = Maintaining Health*
   - Individuals may require specific medications, supplies, services, durable medical equipment (DME), electricity for life-maintaining equipment, breastfeeding and infant/childcare, or nutrition in order to reduce negative impacts of a disaster or public health emergency on individuals' health.
3. *I = Independence*
   - When relocating adults with disabilities to medical care settings and when discharging them home or into the community, it is crucial to ensure continuity of access to necessary mobility devices or assistive technology, vision and communication aids, and services animals that assist the individual in maintaining their independence.
4. *S = Support*
   - Early identification and planning for AFN can help to reduce the negative impacts of a public health emergency on individuals' self-determination and general well-being. Some people may have lost caregiver assistance during a hospital stay and require additional support post-discharge; some individuals may find it difficult to cope in a new or strange environment or have difficulty understanding or

remembering; and some individuals may have experienced trauma or be victims of abuse.

- As a result, they may need additional personal care assistance; experience higher levels of distress and need support for anxiety, psychological, or behavioral health needs; or require a trauma-informed approach or support for personal safety, health, and welfare post-discharge. Such supports should be provided with deference to the person-centered discharge plan developed with the individual.

5. *T = Transportation*
   - Individuals may lack access to personal transportation, be unable to drive due to decreased or impaired mobility that may come with age and/or disability, temporary conditions or injury, or because of legal restriction. Disasters and public health emergencies can significantly reduce transportation options in some communities, which may inhibit individuals from accessing services and staying connected. Disaster planning requires coordination with mass transit and accessible transportation services providers.

Related resources for this competency.

FUNCTIONAL ANNEX PLANNING COMPETENCY

Definition

Functional annexes focus on critical operational functions and the courses of action, such as common and specialized procedures, developed to carry them out. While these functions should be described separately, many functions will occur consecutively and may often be performed concurrently. Functional annexes do not repeat content, but rather build on the information within the basic Emergency Operations Plan (EOP). They describe the actions, policies, roles, responsibilities, and processes for each function and discuss how the district or school manages each function before, during, and after an incident.

Recommendation #1

Develop functional annexes to the EOP that focus on critical operational functions and the courses of action developed to carry them out. Supporting strategies are as follows:
- Develop functional annexes that address:
  - Situations under which the procedures may be used.
  - Who has the authority to activate the procedure.
  - Specific actions to be taken when the procedures are implemented.
- The following functional annexes support district and school Emergency Operations Plans (EOPs):
  - Accounting for All Persons Annex
  - Communications and Warning Annex
  - Continuity of Operations (COOP) Annex
  - Evacuation Annex
  - Family Reunification Annex
  - Lockdown Annex
  - Public Health, Medical, and Mental Health Annex
  - Recovery Annex
  - Security Annex
  - Shelter-In-Place Annex
- Include the following steps in functional annex development:
  - Identify and outline response, recovery, and other procedures that the district/school might need before, during, or after an incident.

This competency connects to the following additional competencies:
- **Community Preparedness and Resilience**
- **Continuity of Operations Planning**
- **Cybersecurity**
- **Emergency Communications**
- **Emergency Operations Planning**
- **Integrated Preparedness Program**
- **Mental and Behavioral Health Support**
- **School Safety and Security**
- **Threat- and Hazard-Specific Annex Planning**
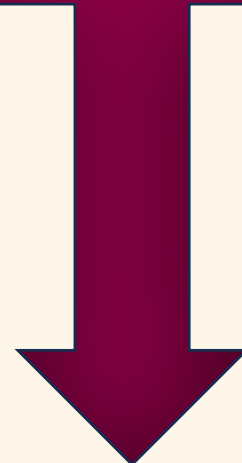
- Identify the title, goal, objectives, and courses of action for those procedures.
- Conduct training and exercises to test and refine the procedures, once developed.
- Approve and disseminate the procedures after revisions are complete.
- Develop an Accounting for All Persons Annex: Plan the courses of action for accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How staff will determine who is in attendance at the assembly area.
    - What to do when a student, staff member, or guest cannot be located.
    - How staff will report to the assembly supervisor.
    - How and when students will be dismissed or released.
- Develop a Communications and Warning Annex: Plan for communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How the school's communications system integrates into the local disaster and response law enforcement communication networks (e.g., fire department and law enforcement staff).
    - How to ensure relevant staff members can operate communications equipment.
    - How the school will communicate with students, families, and the broader community before, during, and after an emergency.
    - How to account for technology barriers faced by students, staff, parents, and guardians.
    - How to effectively address language access barriers faced by students, staff, parents, and guardians.
    - How the school will handle the media (e.g., district or school Public Information Officer [PIO]).
    - How impacts on students will be communicated to the community, including the impact on activities related to the school but not necessarily at the school or during regular school hours (i.e., church use of school property and athletic events).
    - How the school will ensure effective communication with individuals with disabilities and others with access and functional needs (e.g., coordinating with first responders and local emergency managers to provide sign language interpreters for use during press conferences, publishing only accessible documents, ensuring information on websites is accessible).

- Develop a Continuity of Operations (COOP) Annex: Plan how to ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How the COOP annex will be designed so that it can be activated at any time and sustained for up to 30 days.
    - How the COOP annex will set priorities for re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
    - How the COOP annex will ensure students receive applicable related services in the event of a prolonged closure.
- Develop an Evacuation Annex: Plan the courses of action to evacuate school buildings and grounds. There are different types of evacuation, including on-site evacuation in which the school buildings and grounds are evacuated; off-site evacuation which focuses on relocating students, staff members, and visitors to a predetermined off-site relocation center; and reverse evacuation which focuses on moving students and staff from an outside location to inside the school facility.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How to safely move students and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.
    - How to evacuate when the primary evacuation route is unusable.
    - How to evacuate students who are not with a teacher or staff member.
    - How to evacuate individuals with disabilities (along with service animals and assistive devices, e.g., wheelchairs) and others with access and functional needs, including language, transportation, and medical needs.
- Develop a Family Reunification Annex: Plan how students will be reunited with their families or guardians.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How to inform families and guardians about the reunification process in advance, and how to clearly describe their roles and responsibilities in reunification.
    - How to verify that an adult is authorized to take custody of a student.
    - How to facilitate communication between the parent check-in and the student assembly and reunion areas.
    - How to ensure students do not leave on their own.
    - How to protect the privacy of students and parents from the media.

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- How to reduce confusion during the reunification process.
- How frequently families will be updated.
- How to account for technology barriers faced by students, staff, parents, and guardians.
- How to effectively address language access barriers faced by students, staff, parents, and guardians.

- Develop a Lockdown Annex: Plan the courses of action to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How to lock all exterior doors, and when it may or may not be safe to do so.
    - How particular classroom and building characteristics (i.e., windows, doors) impact possible lockdown courses of action.
    - What to do when a threat materializes inside the school.
    - When to use the different variations of a lockdown (e.g., when outside activities are curtailed, doors are locked, and visitors are closely monitored, but all other school activities continue as normal).

- Develop a Public Health, Medical, and Mental Health Annex: Plan how to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - What the role of staff members is in providing first aid during an emergency.
    - Where emergency medical supplies (e.g., first aid kits, AEDs) will be located and who is responsible for purchasing and maintaining those materials.
    - Which staff have relevant training or experience, such as in first aid or CPR.
    - How the school will secure a sufficient number of counselors in the event of an emergency.
    - How the school will promptly share and report information about outbreaks or epidemics or other unusual medical situations to the local health department.
    - How the school will support the needs of students identified by the threat assessment team.

- Develop a Recovery Annex: Plan how to recover from an emergency. The four most fundamental kinds of recovery are academic recovery, physical recovery, fiscal recovery, and psychological and emotional recovery.

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- The planning team should consider the following when developing goals, objectives, and courses of action:
  - Academic recovery:
    - When the school should be closed and reopened, and who has the authority to do so.
    - What temporary space(s) the school may use if school buildings cannot be immediately reopened.
    - How to provide alternate educational programming in the event that students cannot physically reconvene.
  - Physical recovery:
    - How to document school assets, including physically accessible facilities, in case of damage.
    - Which personnel have expert knowledge of the schools' assets, and how and where they will access records to verify current assets after disaster strikes.
    - How the school will work with utility and insurance companies before an emergency to support a quicker recovery.
  - Fiscal recovery:
    - How district leadership will be included (e.g., superintendent, chief business officer, personnel director, and risk manager).
    - How staff will receive timely and factual information regarding returning to work.
    - What sources the school may access for emergency relief funding.
  - Psychological and emotional recovery:
    - Who will serve as the team leader.
    - Where counseling and psychological first aid will be provided. Psychological first aid is a process that can be quickly learned and applied by educators to assist with emotional recovery. It involves five simple steps:
      - Listen – Provide an opportunity to share experiences and express feelings.
      - Protect – Protect individuals from further trauma and help reestablish feelings of physical and emotional safety.
      - Connect – Help individuals reestablish supportive connections.
      - Model calm and optimistic behavior.
      - Teach – help individuals understand the normal range of stress reactions.
    - Inclusion of a psychological and emotional recovery team that can help in the healing process by:
      - Reducing fear—Helping to restore confidence in the safety of the environment by discussing security

measures and addressing fears that an incident may occur again.

- o Facilitating grieving—Formulating a policy on funerals and other memorials, helping plan incident- and age-appropriate activities, and obtaining as needed the services of trained counselors and other experts from the community.
- o Supporting loved ones—Answering questions about the incident and the response and offering advice on addressing children's needs.
- o Promoting the primary mission—Promoting the focus on learning by supporting a return to regular schedules and calling in substitute personnel as needed.
- o Planning for immediate after-incident actions—Identifying and contacting any at-risk survivors, holding meetings with family or the community, and updating the district/school EOP.
- o Establishing a casualty and fatality process—Determining who tells loved ones about casualties and fatalities.
- o Planning for post incident response actions, including identifying and contacting any at-risk students, holding meetings with parents or the community, and revising the school EOP.

- How teachers will create a calm and supportive environment for the students, share basic information about the incident, provide psychological first aid (if trained), and identify students and staff who may need immediate crisis counseling.
- Who will provide trained counselors.
- How to address the immediate, short-, and long-term counseling needs of students, staff, and families.
- How to handle commemorations, memorial activities, or permanent markers and/or memorial structures (if any will be allowed). This includes concerns such as when a commemoration site will be closed, what will be done with notes and tributes, and how students will be informed in advance.
- How memorial activities will strike a balance among honoring the loss, resuming school and class routines and schedules, and maintaining hope for the future.
- How the Public Health, Medical, and Mental Health Annex will inform the actions and plans of the Recovery Annex.

- Develop a Security Annex: Plan the courses of action to implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.
    - How to make sure the building is physically secure (including implementation of Crime Prevention Through Environmental Design [CPTED]). CPTED principles include:
      - Natural surveillance – Arranging physical features to maximize visibility.
      - Natural access control – Guiding people with signage, well-marked entrances and exits, and landscaping while limiting access to certain areas by using real or symbolic barriers.
      - Territoriality reinforcement – Clearly delineating space, expressing pride and ownership, and creating a welcoming environment.
      - Management and maintenance – Ensuring building services function properly and safely, and the exterior is properly maintained and organized with landscaping and plantings maintained and trimmed.
    - How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws).
- Develop a Shelter-in-Place Annex: Plan courses of action for when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).
  - The planning team should consider the following when developing goals, objectives, and courses of action:
    - What supplies will be needed to seal the room and to provide for the needs of students and staff (e.g., water).

- How sheltering-in-place can affect individuals with disabilities and others with access and functional needs, such as students who require the regular administration of medication, durable medical equipment, and personal assistant services.
- How to move students when the primary route is unusable.
- How to locate and move students who are not with a teacher or staff member.
- Consider the need for and integration of "safe rooms" for protection against extreme wind hazards (such as a tornado or hurricane) in order to provide immediate life-safety protection when evacuation is not an option.
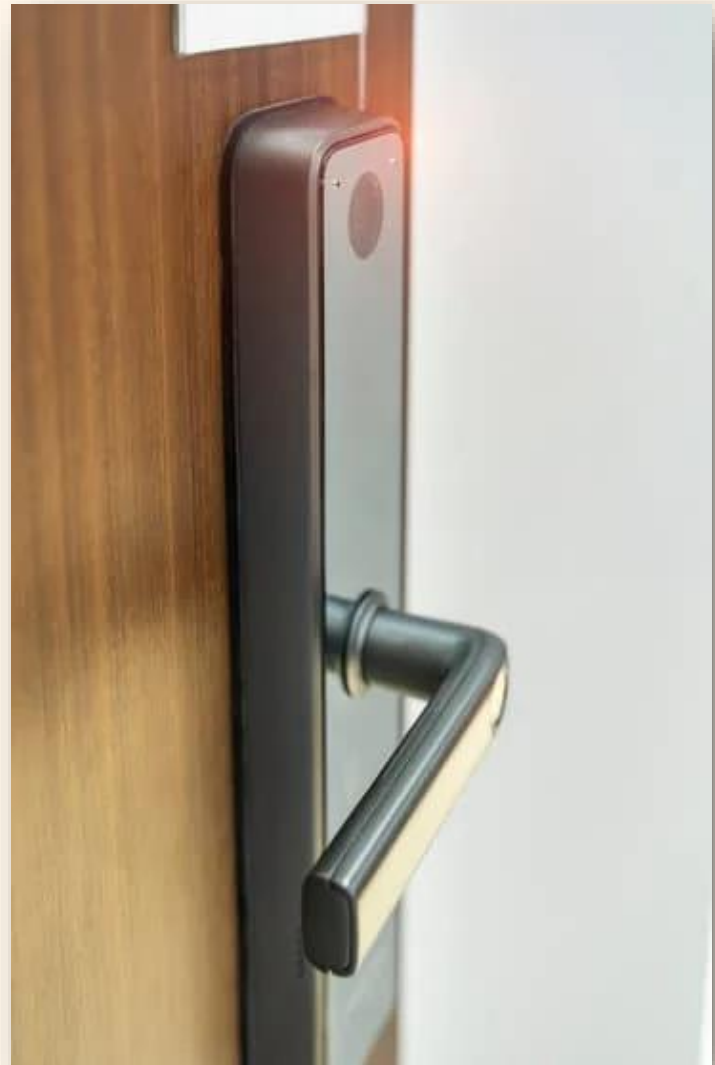
Related resources for this competency.

INTEGRATED PREPAREDNESS PROGRAM COMPETENCY

Definition

An Integrated Preparedness Program (IPP) is the ability to document a school district or school's preparedness priorities for a specific multi-year time period. The IPP's continuous improvement process includes the preparedness cycle and identifies POETE (i.e., planning, organizing, equipping, training, and exercising) elements that will help school districts and schools build and sustain the core competencies needed to improve their preparedness priorities.

Recommendation #1

Develop and update the school district and school Emergency Operations Plan (EOP) (and associated functional and hazard annexes), Continuity of Operations Plan (COOP), and other related emergency plans. Supporting strategies are as follows:

- Conduct an annual IPP meeting. Document the preparedness priorities for a specific multi-year time period. Develop and document short- and long-term goals and objectives for the IPP.
- Work with district and school leadership, school boards, and school board elected officials to adopt a multi-year Integrated Preparedness Program (IPP) that protects the documented emergency preparedness strategies and programs across multiple election cycles.
- Review and update EOPs, COOP, and other related emergency plans on an annual basis. Additionally, update plans as needed when lessons learned were identified after actual emergencies; changes have been made in policy, personnel, organizational structures, processes, facilities or equipment; formal updates of planning guidance or standards have been finalized; formal exercises have taken place; changes in the school and surrounding community have occurred; threats of hazards change or new ones emerge; or ongoing assessments generate new information.
- Integrate planning efforts with individuals or organizations supporting people with access and functional needs, including ensuring the needs of special education students and staff with disabilities are met.
- Collaborate with local emergency management, fire, law enforcement, and public health agencies for plan development and updates.

This competency connects to the following additional competencies:

- **Continuity of Operations Planning**
- **Emergency Operations Planning**
- **Functional Annex Planning**
- **Leadership Engagement**
- **Threat- and Hazard-Specific Annex Planning**
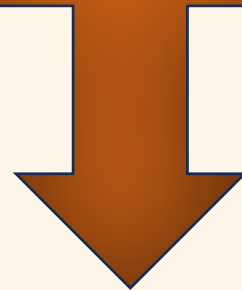
- Ensure plan updates include notification of changes between review periods by documenting changes in various plan sections such as Record of Change and Record of Distribution tables.
- Share updated plans with partners and stakeholders such as school and district officials, staff, vendors, and other community partners including law enforcement, emergency management, and public health.

Recommendation #2

Prioritize and conduct trainings that support the IPP on an annual basis. Supporting strategies are as follows:

- Conduct annual training of all staff, including substitute teachers, on warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (i.e., incident command system [ICS]), particularly ensuring staff with assigned ICS roles have advanced ICS training opportunities.
- Use an all hazards approach to training using threats, hazards, and vulnerabilities identified through hazard and risk assessments.
- Ensure teachers are trained in remote learning.
- Ensure staff have advanced training within their assigned essential functions (related to COOP), including school-employed mental health professionals and other educators.
- Integrate training efforts with individual or organizations supporting people with access and functional needs, including ensuring the needs of special education students and staff with disabilities are met.
- Collaborate with local emergency management, fire, law enforcement, and public health agencies for trainings.
- Consider train-the-trainer programs to build local/regional capacity.

Recommendation #3

Prioritize and conduct drills, exercises, evaluations, and corrective actions that support the IPP. Supporting strategies are as follows:

- Follow the Arizona Department of Education's *Drills and Exercises: Guidelines for Schools*.
- Conduct annual exercises and drills to test planning and training components of the IPP.
- Use an all hazards approach to exercises using threats, hazards, and vulnerabilities identified through hazard and risk assessments.
- Annually practice the following with students and staff:
  - Lockdown: three (3) per school year. One (1) of which must occur when students are outside the classroom.
  - Shelter-in-Place: one (1) per school year.

- Evacuation: follow evacuation drill requirements provided by the local fire marshal.
- Consider conducting one (1) parent/guardian student reunification drill each school year.
- Communicate exercise information to staff, students, parents, and other preparedness partners in advance of an exercise or drill to avoid confusion or concern.
- Consider exercising under different and non-ideal conditions (e.g., times of day, weather conditions, points in the academic calendar, absence of key personnel, and various school events).
- Conduct a debriefing after each drill or exercise and develop after action reports and improvement plans to identify gaps, strengths, areas for improvement, and recommendations to incorporate into emergency plans and trainings.
- Ensure exercises focus on the EOP and COOP interface.
- Ensure both tactical and operational communications are tested during exercises and drills.
- Integrate exercise efforts with individuals or organizations supporting people with access and functional needs, including ensuring the needs of special education students and staff with disabilities are met.
- Collaborate with local emergency management, fire, law enforcement, and public health agencies in emergency exercises and drills.
- Exercise and evaluate safety crisis teams and plans.
- Ensure exercises test and evaluate recovery efforts.

Related resources for this competency.

LEADERSHIP ENGAGEMENT COMPETENCY

Definition

Leadership Engagement is the ability for school districts and schools to develop and maintain leadership buy-in. This includes policy and program support, resource allocation (e.g., human resources, budget, equipment, etc.), and legislative advocacy. Examples of leadership include positions and individuals such as principals, deans, district superintendents, school boards, and education-based associations and organizations.

This competency connects to the following additional competencies:

- **Continuity of Operations Planning**
- **Emergency Operations Planning**

Recommendation #1

Develop and maintain engagement of leadership at the state, county, district, and individual school level in promoting and creating a culture of emergency preparedness. Supporting strategies are as follows:

- Identify, assign, and train district leaders on specific emergency response roles and responsibilities with the goal of familiarizing officials with their role in supporting incident management within the National Incident Management System (NIMS).
- Educate district and school leadership on the importance of continuity of operations planning which ensures the continuation of school district and school essential functions and delivery of services.
- Encourage leadership positions to invest, direct, and prioritize financial and human resources toward the district or school continuity and emergency preparedness programs.
- Encourage district and school leadership to support, direct, and set expectations for staff to participate in emergency preparedness and continuity of operations planning teams.
- Encourage leadership positions to serve as liaisons to local emergency operations centers and establish working partnerships with law enforcement, fire, emergency medical services, emergency management, public health, and nearby healthcare facilities.
- Establish district-wide agreements (i.e., memoranda of understanding, intergovernmental service agreements, contracts, etc.) with fire, emergency medical services, emergency management, public health, nearby healthcare facilities, key vendors, and other neighboring school districts to share resources and facilities such as family reunification sites, student assistance centers, and student behavioral health assistance.
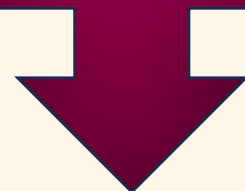
Recommendation #2

Develop and maintain engagement of leadership at the school board level. Supporting strategies are as follows:

- Brief school board members and district superintendents on the importance of aligning emergency preparedness roles and responsibilities to further establish a culture of preparedness and readiness.
- Gain an understanding of the relationship between school boards, municipal elected officials, and local boards of supervisors to advocate for and promote a culture of preparedness within schools.
- Encourage collaboration between district superintendents and school board members in order to implement a shared vision of emergency preparedness.
- Encourage the school board to adopt policies that require a minimum level of incident command system training throughout the district and school sites. Minimum levels may include at least IS 100. For school staff assigned to fill roles within ICS structures, advanced training may include IS 200 and 700.
- Establish ongoing board sessions to review current policies and practices that support staff and student safety and the individual academic, and behavioral health needs of students.
- Collaborate with district and school leadership and school boards members to adopt a multi-year Integrated Preparedness Program (IPP) that protects emergency preparedness strategies and programs across multiple election cycles.

Recommendation #3

Increase readiness standardization across district and schools utilizing resources of school-related member organizations that promote emergency preparedness within their service areas and among their membership base. Supporting strategies are as follows:

- Encourage involvement in school-related member organizations such as the Arizona School Boards Association, Arizona Association of School Business Officials, and Arizona School Administrators.
- Engage school and community organizations such as parent-teacher organizations (PTOs), booster clubs, and other parent/ guardian groups to better understand and promote emergency preparedness strategies and overall readiness.

Related resources for this competency.

MENTAL AND BEHAVIORAL HEALTH SUPPORT COMPETENCY

Definition

Mental and behavioral health support is the ability of the district or school to provide mental and behavioral health services to staff, students, and associated community members. This includes fostering a positive school climate, classroom behavior, engagement in learning and students' sense of connectedness and well-being. Mental health is not simply the absence of mental illness but also encompasses wellness promotion; behavioral health; and the ability to cope with life's challenges.

This competency connects to the following additional competencies:

- **Community Preparedness and Resilience**
- **Emergency Operations Planning**
- **Functional Annex Planning**
- **Leadership Engagement**
- **School Safety and Security**

Recommendation #1

Develop a comprehensive school mental and behavioral health services program at the district or school level. Supporting strategies are as follows:

- Develop a sustainable, effective mental and behavioral program utilizing the elements below:
  - Develop a clear vision statement that will guide decisions.
  - Perform a needs assessment.
  - Bring ideas and assessment results to the administrative team and engage leadership, including School Boards.
  - Formulate a plan to make available day-to-day mental and behavioral health services to address immediate mental and behavioral health needs and facilitate student, staff, and community disaster resilience. Provide a continuum of school mental and behavioral health services to address the breadth of students' needs as part of a multitiered system of supports (MTSS).
  - Engage in the district's/school's emergency planning activities, especially in developing the psychological and emotional recovery section of the Recovery Plan in the Functional Annexes to the district/school Emergency Operations Plan (EOP).
  - Ensure the Recovery Plan contains the elements found in the psychological and emotional recovery section as well as elements in this competency
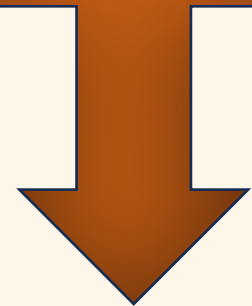
- Build staff capacity for after-school counseling services, groups, and intensive counseling. Employ school psychologists with specialized training in child development, mental health, learning, diversity, culturally responsive services, and school systems and law that can use these elements' interactions to shape children's behavior, learning, and overall adjustment.
- Develop multi-disciplinary crisis teams that work on preparedness, prevention, response, and recovery.
- Train staff, school safety and crisis teams, and other responders in Psychological First Aid and Trauma-Informed Care for schools. A resource list is found in Training and Resources at the end of this competency.
- Communicate with staff, parents, and community leaders during crises.
- Form advisory committees to gather parent, community, and student input. Partners should include parents, district/school representatives, school resource officer (SRO), a primary care provider/pediatrician, a psychiatrist, a psychologist, and selected students.
- Consider pet therapy after determining and resolving needed liability protections within the district or school.
- Collect data to evaluate program effectiveness and assist in determining priorities. The Data-Based Decision Making listed in the resources at the end of this competency may assist in deciding which data to collect and how to collect the data.
- Work with district/school planners to include the mental and behavioral health program (including safety and crisis teams) in emergency exercises and training opportunities to identify strengths and areas for improvement in the program.
- Consider utilizing ADE resources such as training resources for youth mental health first aid and suicide prevention, Suicide Alertness for Everyone (SafeTALK), Project AWARE, and other mental health and wellness resources. These resources are available at the ADE website listed in the resources section of this document.

Related resources for this competency.

RISK, HAZARD, AND COMMUNITY ASSESSMENTS COMPETENCY

Definition

Conducting Risk, Hazard, and Community Assessments includes evaluating and prioritizing threats and hazards that are most likely to impact students, staff, or visitors on school property. Evaluation of district/school risks and vulnerabilities incudes reviewing existing community and jurisdictional assessments, understanding community characteristics and behavioral health assessments, and identifying CMIST (Communication, Maintaining Health, Independence, Support, Transportation) framework resources that help meet the needs of people with disabilities and other access and functional needs (DAFN).

This competency connects to the following additional competencies:

- **Continuity of Operations Planning**
- **Emergency Operations Planning**
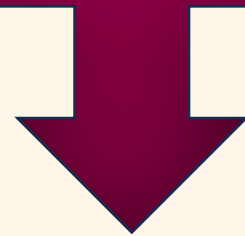- **Threat- and Hazard-Specific Annex Planning**

Recommendation #1

Understand the situation by identifying possible threats and hazards, assessing the risk and vulnerabilities, prioritizing threats and hazards, and relaying the results of the assessment to community stakeholders. Supporting strategies are as follows:

- Draw upon existing information and data from the surrounding community, and any new data specific to the district/school facilities. The following steps can be undertaken to begin the hazard and risk assessment process:
  - Identify threats and hazards that may impact the surrounding community and the specific district/school community.
    - Review county and/or city hazard mitigation plans and historical threats and hazards faced by the community in the past.
    - Use local, state, and national resources to understand additional threats and hazards to the district/school community (e.g., Safe and Sound Schools reports, utilities, emergency management, public health, first responders, etc.).
  - Evaluate the risk posed by the threats and hazards that have been identified, including the impact on the delivery of educational and support services by school districts and individual schools.
    - Understand the probability that each specific threat or hazard will occur; the effects it will likely have, including the severity of the impact; the time frame to warn the district/school community; and the length of impact. This evaluation will help the district/school understand their unique vulnerabilities (e.g., impacts to staff,

- - students, facilities, equipment/supplies, systems, etc.) related to a specific threat or hazard.
  - Consider conducting the following assessments: site assessment, culture and climate assessment, school threat assessment, capacity assessment, behavioral health threats, and capacity assessments as part of the overall threat, hazard, and community assessment process.
  - Consolidate all threat and hazard assessment data into a format that will allow for the comparison of the identified threats and hazards. A table of threats and hazards is suggested, including the following data: probability, magnitude, time, duration, and follow-on (e.g., cascading effects).
- Prioritize the risks by comparing the data on each threat/hazard. Consider assigning index numbers (e.g., a scale of 1-4) to rank the different categories of information and quantify the risks of a threat or hazard. This allows for more precise comparison and prioritization and will help the district/school planning team understand which hazards to address in the planning process.
- Share the assessment results with community stakeholders and response partners that may be responding to an emergency at the district/school.

Recommendation #2

Identify jurisdictional partners and stakeholders that may provide resources and services in order to reduce and mitigate disruptions in the delivery of educational services. Supporting strategies are as follows:
- Refer to existing assessments from the county health department, for example the county's Community Health Needs Assessment and/or Community Health Improvement Plan. These types of assessments capture the health of the population as a whole with a focus on sub-populations that face elevated health risks (e.g., DAFN, children, etc.).
- Partner with disability organizations and other community-based organizations to gather information and discuss strategies to mitigate the impact of emergency interruptions to the delivery of educational services to DAFN populations. Utilize the CMIST framework to assist in identifying needed resources (refer to Emergency Operations Planning Competency, Recommendation #3 for more details on CMIST).
- Utilize the threat and hazard risk assessment, community assessments, and other collected information to develop and prioritize strategies to mitigate the

- impacts of emergencies that interrupt the delivery of educational services and subsequent community impacts.

Related resources for this competency.

SCHOOL SAFETY AND SECURITY COMPETENCY

Definition

School Safety and Security is the ability of the school district or school to develop a comprehensive school safety and security program. This includes promoting and enhancing safe and effective teaching and learning environments for all staff and students by supporting the costs of placing school resource officers, juvenile probation officers, school counselors, and school social workers on school campuses. It also includes security policies, physical infrastructure, and security to mitigate criminal activity.
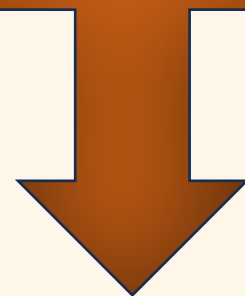
This competency connects to the following additional competencies:

- **Continuity of Operations Planning**
- **Emergency Operations Planning**
- **Integrated Preparedness Planning**
- **Risk, Hazard, and Community Assessments**

Recommendation #1

Promote and enhance safe and effective teaching and learning environments for all staff and students by placing school resource officers (SROs), juvenile probation officers (JPOs), school counselors, and school social workers on school campuses. Supporting strategies are as follows:

- For those school districts that participate in the Arizona Department of Education School Safety Program, ensure all Safety Program Requirements are met in accordance with Arizona Revised Statute (ARS) § 15-154 and as outlined in the *School Safety Program SRO/JRO Guidance Manual*, revised April 2023.
- Place SROs and JPOs on school grounds to contribute to safe school environments that are conducive to teaching and learning.
- Ensure SROs and JPOs maintain a visible presence on campus; deter delinquent and violent behaviors; serve as an available resource to the school and community; and provide students and staff with Law-Related Education (LRE) instruction and training.
- Ensure SROs and JPOs develop positive interactive relationships with the students, the staff, and the community that they serve.
- Ensure there is a clear line of authority between the school administrators and SROs/JPOs on school policy violations versus law violations.
- Develop procedures for ongoing communication between the SROs/JPOs and school administrators to ensure timely and uniform reporting of criminal activities.

Recommendation #2

Plan and implement prevention and mitigation strategies by coordinating the following actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat. Supporting strategies for school districts are as follows:

- Coordinate efforts for prevention and mitigation through collaboration with stakeholders representing the district's local, state, and regional partners.
- Establish a functioning school district safety and security committee with responsibilities that include ensuring compliance with local, state, and federal mandates.
- Regularly assess school climate and implement relevant, scientifically research-based curricula, programs, and practices to create a positive, safe, and disciplined environment conducive to learning.
- Have processes in place to identify and appropriately assist/address individuals who exhibit signs of violent, harmful, or risky behaviors, and/or pose a threat of committing criminal activity.
- As part of emergency operations planning, complete a threat and hazard identification and risk assessment (THIRA) of all school district facilities, properties, and their surrounding environment to identify potential hazards from natural, technological, and human-caused incidents, including violence and property crime.
- Utilize the results of the THIRA to develop specific mitigation and prevention activities and plans as part of the multi-hazard emergency operations plan (EOP).
- Using trained staff and/or appropriate partners, systematically perform safety and security, self-assessments/audits of facilities, to identify and address safety and security issues and report results to the appropriate district personnel.
- Develop access control and visitor management procedures for each facility; train staff and provide periodic evaluations to ensure compliance of those procedures.

Recommendation #3

Plan and implement preparedness strategies and strengthen capabilities by planning, organizing, equipping, training, exercising, and evaluating. Strategies for school districts are as follows:

- Develop multi-hazard preparedness activities, plans, and practices consistent with and inclusive of the National Incident Management System (NIMS) objectives.
- Integrate the needs of students, staff and visitors with disabilities and others with access and functional needs into all aspects of the district's comprehensive emergency management program including planning, training, and exercising.
  - Ensure the multi-hazard EOP includes:
    - Policies and/or procedures to address public health incidents.

- ▪ Current maps and floor plans that show evacuation options and utility shut-offs at all district facilities and properties.
- ▪ Procedures for emergency notification, public information, and communication with all stakeholders.
- ▪ Processes for accounting for all persons on school campus or district property, staff and student reunification, and release.
- ▪ A comprehensive multi-hazard exercise/drill program in compliance with local, state, and federal mandates.
- Educate all stakeholders about the district's safety and emergency management practices.
- Adopt mutual-aid agreements, memoranda of understanding, interjurisdictional/inter-local agreements, and other agreements to support comprehensive emergency preparedness.
- Document, maintain, and replenish emergency supplies, go-kits, and equipment.
- Maintain an emergency management contact that is responsible for the emergency management program coordination and oversight.
- Ensure that each school site has a designated emergency management program liaison.

Recommendation #4

Plan and implement response strategies by coordinating the following actions taken to resolve an incident. Supporting strategies for school districts are as follows:
- Assess each incident/event, then determine and activate an appropriate response.
- Establish response guidance that empowers staff to initiate protective actions.
- Initiate internal and/or external notification as necessary.
- Implement NIMS objectives and integrate the use of the Incident Command System (ICS) into all response actions.
- Take action to preserve the scene following an incident or potential crime.
- Initiate public information procedures and processes to gather, verify, coordinate, and disseminate information during an incident.
- Monitor, document, reassess, and adjust response strategy, as necessary.

Recommendation #5

Plan and implement recovery strategies by coordinating the following actions taken to restore the learning environment and support functions. Supporting strategies for school districts are as follows:
- Adopt and implement policies, plans, and procedures for recovery and continuity of operations to continue school functions during and after an incident.
- Adopt and implement policies, plans, and/or procedures for resource requests and management during and after an incident.

- Adopt and implement policies, plans, and/or procedures for emotional and physical health recovery needs for students and staff after an incident.
- Adopt and implement policies, plans, and/or procedures for after-action reviews and corrective action plans following an exercise/drill or incident.
- Conduct safety audits and determine the school facilities and buildings that can be used and plan for repairing those that are damaged.

Recommendation #6

Focus on courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from inside and outside the school, including ensuring security policies and physical infrastructure are in place to mitigate criminal activity. Supporting strategies are as follows:

- Ensure agreements with law enforcement agencies address the daily role of law enforcement officers in and around the school.
- Ensure school buildings are physically secure through implementing Crime Prevention Through Environmental Design (CPTED) principles.
  - The four principles of CPTED are:
    - Natural surveillance
    - Natural access control
    - Territorial reinforcement
    - Maintenance and management
  - CPTED fundamentals also include the "Three D" (3-D) Approach - a simple space assessment guide that determines the appropriateness of how a space is designed and used. The 3-D concept is based on three functions or dimensions of human space: Designation, Definition, and Design.
- Ensure policies and procedures are in place to get students and staff to and from school safely.
- Implement strategies to keep prohibited items out of school and school grounds.
- Develop policies and procedures to respond to threats identified by behavioral threat assessment teams.
- Determine and document how information will be shared with law enforcement officers or other responders, considering requirements or limitations of applicable privacy laws.
- Conduct school security assessments such as the U.S. Department of Homeland Security's Cybersecurity and Infrastructure Security Agency (CISA) K-12 School Security Assessment Tool. The tool focuses on protection (keeping people and property safe from threats and emergencies) and mitigation (reducing the damage or harm from safety-related incidents) and will help apply the three physical security strategies of detection, delay, and response.
- Adopt a system-based approach to layered physical security as outlined in CISA's *K-12 School Security Guide, 3rd Edition, 2022*. Some key elements include:

- Ensuring that physical security equipment and technology, site and building design features, personnel and staff, policies and procedures, and training programs work cohesively to provide security benefits.
- Building a multi-disciplinary team that will lead the physical security planning process, ensuring that the needs of diverse stakeholders are met, and that response capabilities are enhanced.
- Recognize that physical security is a component of the broader school safety system, which also includes activities to prevent threats and respond to and recover from the consequences of a diverse set of safety incidents.

- Implement strategies to enhance safety reporting programs and encourage bystander reporting among students and other members of the school community as outlined in CISA's K-12 Bystander Reporting Toolkit. This toolkit can be used to inform safety planning for K-12 schools and is applicable to diverse geographical contexts ranging from rural to urban, and to schools and districts at various levels of maturity in their approach to reporting.

Related resources for this competency.

THREAT- AND HAZARD-SPECIFIC ANNEX PLANNING COMPETENCY

Definition

The threat- and hazard-specific annexes are annexes to the Emergency Operations Plan (EOP) and describe the courses of action unique to particular threats and hazards. These annexes should be developed based on a prioritized list of threats and hazards that may include natural hazards, such as wildfires, infectious diseases, and winter precipitation; technological hazards such as power failure or hazardous materials releases from major highways or railroads; and adversarial or human-caused threats, such as active shooters or cyber-attacks.
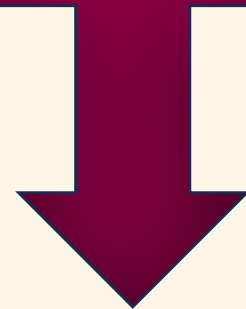
Recommendation #1

Convene a planning team that includes district, school, subject matter experts (SMEs), and community partners knowledgeable about the specific threats, hazards, and responses throughout the planning process. Supporting strategies are as follows:

- Utilize an expanded planning team, in addition to the core planning team, which includes district and school community partners and SMEs such as public safety, emergency management, fire and emergency medical services, public health, and disability organizations when developing threat- and hazard-specific annexes. The expanded team should:
  - Review the information gathered from the district or school threat and hazard assessments.
  - Consider what information is already included in any functional annexes that have been developed. This information does not need to be included in the threat- and hazard-specific annex. Instead, the applicable functional annex should be referenced.
  - Identify gaps in the provided information.
- The core planning team, working in conjunction with relevant SMEs on the expanded team should:
  - Identify types of threat and hazard incidents that will require unique procedures within the EOP. The EOP should be co-activated with threat- and hazard-specific annex.
  - Identify the title, goal, objective, and courses of action, including responsibilities, communication, and specific actions.

This competency connects to the following additional competencies:

- **Cybersecurity**
- **Emergency Operations Planning**
- **Functional Annex Planning**
- **Integrated Preparedness Program**
- **Risk, Hazard, and Community Assessments**

- Provide a brief summary of how the critical operational functions will be incorporated into the threat- or hazard-specific annex.

Recommendation #2

Determine threats/hazards that present unique challenges or unique procedures, roles, or responsibilities. Supporting strategies are as follows:

- Create threat- hazard-specific annexes only if the given challenges are not sufficiently addressed in the basic EOP or functional annexes. If there is a functional annex that applies to one of the threat- and hazard-specific annexes, the annex should include it by reference.
- Annexes do not need to repeat information presented in the basic plan or functional annexes. The annexes should include only unique information. Examples may include:
  - Abduction
  - Active shooter/Armed intruder
  - Animals
  - Bomb Threat
  - Civil Unrest
  - Extreme Heat
  - Fire
  - Flooding
  - Gas Leak
  - Hazardous Materials Incident
  - Hostage
  - Mass casualty
  - Missing Student
  - Pandemic/Disease Outbreak
  - Power Outage or Utility Failure
  - Radiological/Nuclear Power Plant Event
  - Serious Injury/Death
  - Severe Weather
  - Suicide
  - Suspicious Persons or Package/Mail
  - Weapons on Campus
  - Wildfire
  - Workplace (school) violence

Recommendation #3

Develop and test the threat- and hazard-specific annexes. Utilize the same plan organization and Incident Command Structure as the basic EOP, but do not repeat information already in the EOP. Supporting strategies are as follows:

- The threat- and hazard-specific annexes should:
    - Summarize where and how the given threat or hazard is likely to affect the district or school.
    - Focus on the needs for the given threat or hazard.
    - Include any local, state, tribal, and federal legal requirements.
    - Include any supporting documents.
    - Address unique or specific response details, risk areas and evacuation routes, provisions for emergency public information, and describe any other protective actions.
    - Include any unique procedures that are required for the specific threat or hazard.
    - The annexes may include maps, charts, checklists, inventories, or other work aids.
    - Test and refine the procedures.
    - Approve and disseminate the procedures.

Related resources for this competency.

APPENDIX A: ADE COMPETENCIES AND FEMA NATIONAL PREPAREDNESS GOAL CORE CAPABILITIES CROSSWALK

Related Competencies / Core Capabilities	Community Preparedness and Resilience	Continuity of Operations Planning	Cybersecurity	Emergency Comms	Emergency Operations Planning	Functional Annex Planning	Integrated Preparedness Program	Leadership Engagement	Mental and Behavioral Health Support	Risk, Hazard, and Community Assessments	School Safety and Security	Threat- and Hazard-Specific Annexes
Planning (All Mission Areas (MAs))		X	X		X	X	X	X				X
Public Information and Warning (All Mission Areas)				X				X				
Operational Coordination (All Mission Areas)					X	X						X
Interdiction & Disruption (MA: Prevention, Protection)			X								X	
Access Control & Identity Verification (MA: Protection)			X								X	
Cybersecurity (MA: Protection)			X									
Physical Protective Measures (MA: Protection)											X	
Risk Mgmt for Protection Programs and Activities (MA: Protection)			X							X		
Supply Chain Integrity and Security (MA: Protection)		X										
Community Resilience (MA: Mitigation)	X							X	X			

Related Competencies / Core Capabilities	Community Preparedness and Resilience	Continuity of Operations Planning	Cybersecurity	Emergency Comms	Emergency Operations Planning	Functional Annex Planning	Integrated Preparedness Program	Leadership Engagement	Mental and Behavioral Health Support	Risk, Hazard, and Community Assessments	School Safety and Security	Threat- and Hazard-Specific Annexes
Long-term Vulnerability Reduction (MA: Mitigation)			X								X	
Risk and Disaster Resilience Assessment (MA: Mitigation)			X							X	X	
Threats & Hazards Identification (MA: Mitigation)										X	X	
Critical Transportation (MA: Response)		X										
Env. Response/Health & Safety (MA: Response)											X	X
On-scene Security, Protection, and Law Enforcement (MA: Response)											X	
Operational Communications (MA: Response)				X							X	
Public Health, Healthcare, and Emergency Medical Services (MA: Response)												X
Situational Assessment (MA: Response)			X		X			X			X	
Economic Recovery (MA: Recovery)	X		X					X				
Health and Social Services (MA: Recovery)	X							X	X			

APPENDIX A: ADE COMPETENCIES AND FEMA NATIONAL PREPAREDNESS GOAL CORE CAPABILITIES CROSSWALK

APPENDIX B: COMPETENCY PLANNING TOOL

This planning tool aligns with all twelve competencies and provides a structure for evaluating current emergency planning work, identifying gaps, and tracking progress toward meeting competency recommendations.

Community Preparedness and Resilience	
Recommendation #1	**Utilize the CMIST (Communication, Maintaining Health, Independence, Support, Transportation) framework to identify the emergency resource needs of people within the school district and individual schools, including people with DAFN.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	**Ensure that programs supporting student and staff wellness are provided before, during (if possible), and after emergencies.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #3	**Support child development in partnership with home environments.**
Current Status	
Actions Taken and Dates	

Next Steps and Target Dates	
Notes	
Recommendation #4	**Provide a source of stable, safe childcare for families to support parental employment and maintain community economic resilience.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #5	**Provide a source of stable employment to community members.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #6	**Facilitate community resilience by fostering social cohesion.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

APPENDIX B: COMPETENCY PLANNING TOOL

Continuity of Operations Planning (COOP)	
Recommendation #1	**Utilize a school/district planning team to develop, maintain, and exercise a comprehensive COOP. The COOP Annex serves as a Functional Annex within the district or school emergency operations plan (EOP).**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	**Develop and implement strategies to ensure continuity of learning during school closures or disruptions.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #3	**Develop and implement strategies to address continuity of nutrition services during school closures or disruptions.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Recommendation #4	Develop and implement strategies for restoring the learning environment, school re-opening, and reconstitution of essential functions.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Emergency Communications	
Recommendation #1	Develop and maintain a comprehensive, tested, and regularly exercised Communications and Warning Annex. Ideally, this Annex is a Functional Annex within the district or school emergency operations plan (EOP).
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	Develop and implement strategies to maintain internal and external tactical communications.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Recommendation #3	Develop and implement strategies for district and school spokespersons and communications staff to coordinate and provide timely, accurate, and accessible communications to students, families, staff, faculty, and the community.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Cybersecurity	
Recommendation #1	Ensure school district cybersecurity strategies are aligned with the district's emergency operations plan.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	Implement cybersecurity strategies at the school district and individual school level.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Recommendation #3	Utilize the resources, guidance, and recommendations available to school districts and schools from the U.S. Department of Homeland Security's Cybersecurity & Infrastructure Security Agency (CISA).
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Emergency Operations Planning	
Requirement #1	Satisfy the Arizona Revised Statute 15-341(A)(31) requiring each school site to have an emergency operations plan (EOP) that meets the minimum state requirements. Arizona Department of Education (ADE) and the Arizona Department of Emergency & Military Affairs (AZDEMA) are responsible for developing the minimum standards for school emergency operations plans in Arizona.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #1	Develop a cohesive emergency planning process.
Current Status	
Actions Taken and Dates	

Next Steps and Target Dates	
Notes	
Recommendation #2	**Develop cohesive response strategies.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #3	**Include the CMIST (Communication, Maintaining Health, Independence, Support, Transportation) framework when developing the EOP in order to meet, if possible, the emergency resource needs of people with DAFN within the school district and individual schools.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Functional Planning Annex	
Recommendation #1	**Develop functional annexes to the EOP that focus on critical operational functions and the courses of action developed to carry them out.**
Current Status	

Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Integrated Preparedness Program	
Recommendation. #1	**Develop and update the school district and school Emergency Operations Plan (EOP) (and associated functional and hazard annexes), Continuity of Operations Plan (COOP), and other related emergency plans.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	**Prioritize and conduct trainings that support the IPP on an annual basis.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #3	**Prioritize and conduct drills, exercises, evaluations, and corrective actions that support the IPP.**
Current Status	

Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Leadership Engagement	
Recommendation #1	**Develop and maintain engagement of leadership at the state, county, district, and individual school level in promoting and creating a culture of emergency preparedness.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	**Develop and maintain engagement of leadership at the school board level.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #3	**Increase readiness standardization across district and schools utilizing resources of school-related member organizations that promote emergency preparedness within their service areas and among their membership base**
Current Status	

Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Mental and Behavioral Health Support	
Recommendation #1	**Develop a comprehensive school mental and behavioral health services program at the district or school level.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Risk, Hazard, and Community Assessment	
Recommendation #1	**Understand the situation by identifying possible threats and hazards, assessing the risk and vulnerabilities, prioritizing threats and hazards, and relaying the results of the assessment to community stakeholders**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Recommendation #2	Identify jurisdictional partners and stakeholders that may provide resources and services in order to reduce and mitigate disruptions in the delivery of educational services.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

School Safety and Security	
Recommendation #1	Promote and enhance safe and effective teaching and learning environments for all staff and students by placing school resource officers (SROs), juvenile probation officers (JPOs), school counselors, and school social workers on school campuses.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #2	Plan and implement prevention and mitigation strategies by coordinating the following actions taken to decrease the likelihood that an incident will occur or to reduce the loss of life or damage to property from any hazard or threat.
Current Status	
Actions Taken and Dates	

Next Steps and Target Dates	
Notes	
Recommendation #3	**Plan and implement preparedness strategies by coordinating the following actions taken to plan, equip, organize, train, exercise, evaluate, and improve capabilities.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #4	**Plan and implement response strategies by coordinating the following actions taken to resolve an incident.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation #5	**Plan and implement recovery strategies by coordinating the following actions taken to restore the learning environment and support functions.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

APPENDIX B: COMPETENCY PLANNING TOOL

Recommendation #6	Focus on courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from inside and outside the school, including ensuring security policies and physical infrastructure are in place to mitigate criminal activity.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

Threat- and Hazard-Specific Annex Planning	
Recommendation #1	Convene a planning team that includes district, school, subject matter experts (SMEs), and community partners knowledgeable about the specific threats, hazards, and responses throughout the planning process.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	
Recommendation. #2	Determine threats/hazards that present unique challenges or unique procedures, roles, or responsibilities.
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	

Notes	
Recommendation #3	**Develop and test the threat- and hazard-specific annexes. Utilize the same plan organization and Incident Command Structure as the basic EOP, but do not repeat information already in the EOP.**
Current Status	
Actions Taken and Dates	
Next Steps and Target Dates	
Notes	

APPENDIX C: RESOURCES

Competency	Resources
Community Preparedness and Resilience	- A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action, FDOC 104-008-1, December 2011, U.S. Department of Homeland Security, FEMA https://www.fema.gov/sites/default/files/2020-07/fema_whole-community_120211.pdf - COVID -19 Rapid Response Impact Initiative, White Paper 20, Schools During the COVID-19 Pandemic: Sites and Sources of Community Resilience, June 11, 2020, Edmond J. Safra Center for Ethics, Harvard University https://ethics.harvard.edu/files/center-for-ethics/files/20schoolsduringpandemic2.pdf#:~:text=Pandemic-resilient%20schools%20can%20%28and%20are%20essential%20to%29%20contribute,human%20development%2C%20child%20care%2C%20employment%2C%20and%20democratic%20solidarity - The CMIST Framework, U.S. Department of Health and Human Services, Office of the ASPR https://www.phe.gov/emergency/events/COVID19/atrisk/discharge-planning/Pages/CMIST-framework.aspx
Continuity of Operations Planning	- Access Functional Needs Guidance Documents for Emergency Response Plans https://www.azed.gov/wellness/docsforemergencyresponseplans - ADE Continuity of Operations Planning COOP Functional Annex Guidelines, 2016 https://www.azed.gov/sites/default/files/2020/03/Continuity%20of%20Operations%20Plan.pdf?id=5e5febe803e2b318348c8f0d - Child Nutrition Waiver Update to Address Meal Service During Unanticipated School Closures and Supply Chain Issues https://www.fns.usda.gov/cn/update-to-address-meal-service-during-unanticipated-school-closures-supply-chain-issues - Continuity Guidance Circular February 2018, FEMA National Continuity Programs https://www.fema.gov/sites/default/files/2020-10/continuity-guidance-circular-2018.pdf - County of Fairfax COVID-19 Pandemic After Action Report and Improvement Plan https://www.fairfaxcounty.gov/emergencymanagement/sites/emergencymanagement/files/assets/images/covid/aar/fairfax%20county%20covid%20aar%20final.pdf

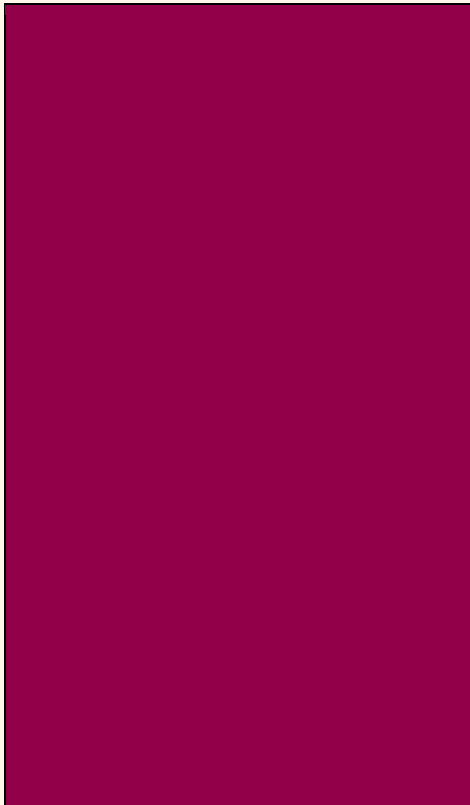|	
	• Meal Service During Unanticipated School Closures https://www.fns.usda.gov/cn/meal-service-during-unanticipated-school-closures • San Joaquin County COVID-19 Pandemic Response Action After Report/Improvement Plan https://www.sjcphs.org/Covid19/documents/20230119_SJC_COVID19_AAR%20_FINAL%20_122922.pdf • School Closures During COVID-19: Opportunities for Innovation in Meal Service https://ajph.aphapublications.org/doi/full/10.2105/AJPH.2020.305875 • US Department of Education, REMS COOP; Guide for Developing High Quality Emergency Operations Plans for K-12 Schools https://rems.ed.gov/GuideK12.aspx
Cybersecurity	• ARS §15-1045 (Education database; pupil privacy) https://www.azleg.gov/ars/15/01045.htm • ARS §15-1046 (Student data privacy; definitions) https://www.azleg.gov/viewdocument/?docName=https://www.azleg.gov/ars/15/01046.htm • Cybersecurity in Education https://www.intel.com/content/www/us/en/education/it-in-education/cyber-security.html#:~:text=Cybersecurity%20Takeaways,protection%20in%20K%E2%80%9312%20schools • DEMA Cyber Joint Task Force https://dema.az.gov/Joint-Task-Force-Arizona/cyber-joint-task-force • Family Educational Rights and Privacy Act (FERPA) https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html • K12 SIX https://www.k12six.org/ • MS-ISAC https://learn.cisecurity.org/ms-isac-registration • Penetration Testing and Vulnerability Assessment for K-12 Arizona https://www.azed.gov/odtl/cjtf • Protecting Our Future, Partnering to Safeguard K-12 Organizations from Cybersecurity Threats https://www.cisa.gov/sites/default/files/2023-01/K-12report_FINAL_V2_508c_0.pdf • Sharing Cyber Event Information: Observe, Act, Report https://www.cisa.gov/resources-tools/resources/sharing-cyber-event-information-observe-act-report • State and Local Cybersecurity Grant Program (SLCGP) https://www.cisa.gov/state-and-local-cybersecurity-grant-program

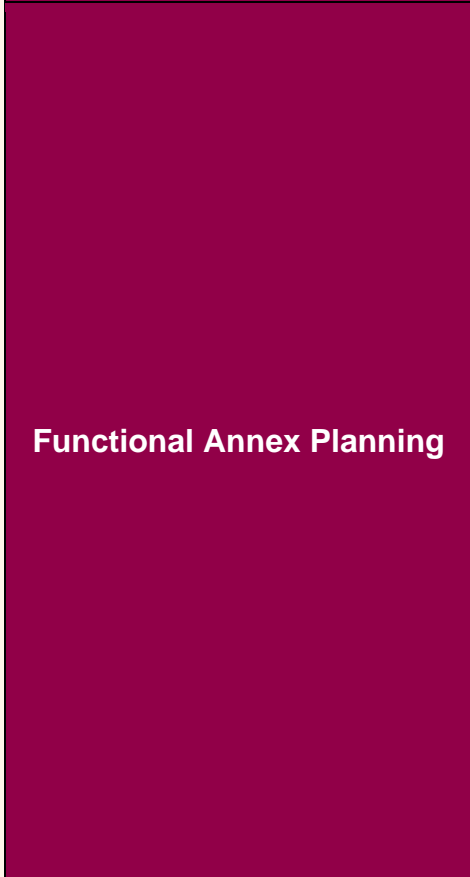|	
	• The Current Cyber Threats to Schools: https://www.9ine.com/newsblog/the-current-cyber-threats-to-schools#:~:text=With%20the%20rise%20of%20online,facing%20schools%20today%20is%20ransomware • Top 5 K-12 Cybersecurity Threats Schools Are Facing https://corporatetraining.usf.edu/blog/top-5-k-12-cybersecurity-threats-schools-are-facing
Emergency Communications	• ADE EOP Functional Annex Specific Procedures https://www.azed.gov/wellness/sep/emergency-operations-continuity-operations-planning • County of Fairfax COVID-19 Pandemic After Action Report and Improvement Plan https://www.fairfaxcounty.gov/emergencymanagement/sites/emergencymanagement/files/assets/images/covid/aar/fairfax%20county%20covid%20aar%20final.pdf • Managing Emergency Communications, Alerts, and Warnings/Notifications https://rems.ed.gov/ResourcesAlertsCommAndWarnings.aspx • REMS TA Center, Virtual Training by Request – Communications and Warning Considerations for Your K-12 Emergency Operations Plan https://rems.ed.gov/docs/Communications-Training-Flyer_508c.pdf • The REMS Guide for Developing High Quality EOPs for K-12: Communications and Warnings Annex https://rems.ed.gov/docs/School_Guide_508C.pdf
Emergency Operations Planning	• A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action, FDOC 104-008-1, December 2011, U.S. Department of Homeland Security, FEMA https://www.fema.gov/sites/default/files/2020-07/fema_whole-community_120211.pdf • Arizona Department of Education, Arizona School Emergency Operations Plans Minimum Requirements https://www.azed.gov/sites/default/files/2019/08/AZ%20School%20EOP%20Minimum%20Requirements%20-%20FINAL.pdf?id=5d54571e1dcb250abc4a8245 • Arizona Department of Education, Emergency Operations Plan Template • Developing and Maintaining Emergency Operations Plans, Comprehensive Preparedness Guide (CPG) 101, September 2021, Version 3.0, U.S. Department of Homeland Security, Federal Emergency Management Agency (FEMA). https://www.fema.gov/sites/default/files/documents/fema_cpg-101-v3-developing-maintaining-eops.pdf

APPENDIX C: RESOURCES

	• Final - 2019 Emergency Operations Plan Template (4).docx (live.com) https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.azed.gov%2Fsites%2Fdefault%2Ffiles%2F2022%2F02%2FFinal%2520-%25202019%2520Emergency%2520Operations%2520Plan%2520Template%2520%25284%2529.docx&wdOrigin=BROWSELINK • Guide for Developing High-Quality School Emergency Operations Plans, 2013, U.S. Department of Education, U.S. Department of Health and Human Services, U.S. Department of Homeland Security, U.S. Department of Justice, Federal Bureau of Investigation, Federal Emergency Management Agency https://rems.ed.gov/docs/School_Guide_508C.pdf • The CMIST Framework, U.S. Department of Health and Human Services https://www.phe.gov/emergency/events/COVID19/atrisk/discharge-planning/Pages/CMIST-framework.aspx • U.S. Department of Health and Human Services, The CMIST Framework https://www.phe.gov/emergency/events/COVID19/atrisk/discharge-planning/Pages/CMIST-framework.aspx
Functional Annex Planning	• Arizona Department of Education, EOP – Section II, Functional Annex Specific Procedures. Final 2019 EOP - SECTION II (002).docx (live.com) https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.azed.gov%2Fsites%2Fdefault%2Ffiles%2F2019%2F04%2FFinal%25202019%2520EOP%2520-%2520SECTION%2520II%2520%2528002%2529.docx%3Fid%3D5ca7c0c11dcb2502486fd477%23%3A~%3Atext%3DFunctional%2520annexes%2520address%2520all-hazard%2520critical%2520operational%2520functions%252C%2520including%253A%2Cpolicies%252C%2520processes%252C%2520roles%252C%2520and%2520responsibilities%2520for%2520that%2520function.&wdOrigin=BROWSELINK • Federal Emergency Management Agency, Multihazard Emergency Planning for Schools. Unit 5: Developing Procedures and Functional Annexes (msema.org) https://www.msema.org/wp-content/uploads/2018/10/sm_05_developingfunctional_nov2013.pdf • *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, 2013 https://rems.ed.gov/docs/IHE_Guide_508C.pdf • Psychological First Aid for Schools (PFA-s) Field Operations Guide, The National Child Traumatic Stress Network (NCTSN)

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	https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide • Readiness and Emergency Management for Schools (REMS) Functional Annexes | School Guide at a Glance | Readiness and Emergency Management for Schools Technical Assistance Center (ed.gov) https://rems.ed.gov/K12FuncAnnex.aspx#:~:text=Functional%20annexes%20focus%20on%20critical%20operational%20functions%20and,may%20need%20to%20prepare%20additional%20or%20different%20annexes
Integrated Preparedness Program	• ADE Continuity of Operations Planning COOP Functional Annex Guidelines, 2016 https://www.azed.gov/sites/default/files/2020/03/Continuity%20of%20Operations%20Plan.pdf?id=5e5febe803e2b318348c8f0d • Arizona Department of Education's *Drills and Exercises: Guidelines for Schools* document https://www.azed.gov/sites/default/files/2017/06/final-ex-guidance-june-4.pdf?id=595519a53217e10f0055e46a • Arizona Department of Education's School Preparedness Webpage https://www.azed.gov/wellness/sep • Arizona Emergency Operations Plans EOP Minimum Requirements https://www.azed.gov/sites/default/files/2019/08/AZ%20School%20EOP%20Minimum%20Requirements%20-%20FINAL.pdf?id=5d54571e1dcb250abc4a8245 • Continuity Guidance Circular February 2018, FEMA National Continuity Programs https://www.fema.gov/sites/default/files/2020-10/continuity-guidance-circular-2018.pdf • FEMA's Developing and Maintaining Emergency Operations Plans (CPG 101), Version 3.0, September 2021 https://www.fema.gov/sites/default/files/documents/fema_cpg-101-v3-developing-maintaining-eops.pdf • Natural Disaster Resources https://www.ed.gov/hurricane-help • Practical Information on Crisis Planning: A Guide for Schools and Communities https://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf • Readiness and Emergency Management for Schools (REMS) Technical Assistance Center https://rems.ed.gov/ • REMS Specialized Training Package: https://rems.ed.gov/TrainingPackage.aspx

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	• US Department of Education, REMS COOP; Guide for Developing High Quality Emergency Operations Plans for K-12 Schools https://rems.ed.gov/GuideK12.aspx
Leadership Engagement	• Arizona Association of School Business Officials https://www.aasbo.org/ • Arizona School Administrators https://www.azsa.org/ • Arizona School Boards Association https://azsba.org/ • FEMA, G 0402 NIMS Overview for Senior Officials https://training.fema.gov/gstate/xcr3wnlp/g0402%20-%20ics-402%20-%20incident%20command%20system%20(ics)%20overview%20for%20executives%20and%20senior%20officials/04%20ig/g402_complete_ig.pdf
Mental and Behavioral Health Support	• ADE Mental Health and Wellness Resources https://www.azed.gov/wellness/mental-health • Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists (nasponline.org) https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-and-behavioral-health/additional-resources/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists • Data-Based Decision Making by Anastasia Kalamaros Skalski and Montina Romero, Principal Leadership, January 2011 • Mental Health Resources for K-12 Schools SchoolSafety.gov_Mental-Health-Resources-for-K12-Schools_Infographic_May-2022.pdf • Mental Health Technology Transfer Center Network https://mhttcnetwork.org/centers/mhttc-network-coordinating-office/national-school-mental-health-implementation-guidance • National Association of School Psychologists. (2021). *Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists* [handout]. Author. https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-and-behavioral-health/additional-resources/comprehensive-school-based-mental-and-behavioral-health-services-and-school-psychologists
Risk, Hazard, and Community Assessments	• Arizona Department of Education https://www.azed.gov/wellness/sep/schoolthreatassessment • Multihazard Emergency Planning for Schools Site Index, Hazard Analysis and Mitigation

	https://training.fema.gov/programs/emischool/el361toolkit/siteindex.htm • National Center for School Safety https://www.nc2s.org/topic-area/threat-assessment/ • Readiness and Emergency Management for Schools (REMS) Technical Assistance Center https://rems.ed.gov/K12PPStep02.aspx • Substance Abuse and Mental Health Services Administration https://www.samhsa.gov/mental-health/how-to-talk/educators
School Safety and Security	• CISA K-12 Bystander Reporting Toolkit https://www.cisa.gov/sites/default/files/2023-05/CISA-USSS%20K-12%20Bystander%20Reporting%20Toolkit_508.pdf • CISA K-12 School Security Assessment Tool https://www.cisa.gov/school-security-assessment-tool • *CISA K-12 School Security Guide*, 3rd Edition, 2022 https://www.cisa.gov/sites/default/files/2022-11/k12-school-security-guide-3rd-edition-022022-508.pdf • School Safety Program SRO/JPO Guidance Manual: https://www.azed.gov/sites/default/files/2021/09/SSP%20Guidance%20Manual%20for%20SRO%20JPO%20schools.pdf • Texas Unified School Safety and Security Standards: https://locker.txssc.txstate.edu/16c24b2113315b13ea8f384a6e73c40c/Texas-Unified-School-Safety-and-Security-Standards-Revised-1-2018.pdf • The National Crime Prevention Council: Crime Prevention Through Environmental Design (CPTED) principles https://rems.ed.gov/docs/Mobile_docs/CPTED-Guidebook.pdf • US Department of Education, REMS COOP; Guide for Developing High Quality Emergency Operations Plans for K-12 Schools https://rems.ed.gov/GuideK12.aspx
Threat- and Hazard-Specific Annex Planning	• Arizona Department of Education, Final - 2019 Emergency Operations Plan Template (4).docx (live.com) https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.azed.gov%2Fsites%2Fdefault%2Ffiles%2F2022%2F02%2FFinal%2520-%25202019%2520Emergency%2520Operations%2520Plan%2520Template%2520%25284%2529.docx&wdOrigin=BROWSELINK • Federal Emergency Management Agency, Multihazard Emergency Planning for Schools https://www.msema.org/wp-content/uploads/2018/10/sm_06_developinghazard_nov2013.pdf • *Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education*, 2013

	https://rems.ed.gov/docs/IHE_Guide_508C.pdf • Threat- and Hazard-Specific Annexes https://rems.ed.gov/IHEThreatAndHazardAnnex.aspx