

Canon City Schools
Fremont RE-1
Emergency Operations Plan
Updated August 2022

Signature Page

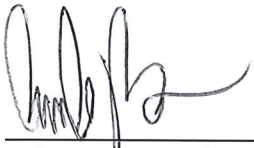
This district Emergency Operations Plan has been completed and approved through a collaboration of efforts in the community. The undersigned formally recognize and adopt the school EOP and thereby grant both the authority and responsibility to school officials to perform their tasks before, during and after an incident. This plan has been developed with collaboration from the Colorado School Safety Resource Center.



Superintendent
Adam Hartman



Board Of Education President
Robin Reeser



Support Services Director
Paula Buser

Approval & Implementation

This district EOP, which supersedes all other plans, has been written through a collaborative process to provide for the safety and security of students, staff, faculty, visitors and other community stakeholders while in or using the facilities.

The Canon City Schools Fremont RE-1 acknowledges that despite prevention and mitigation efforts, crises can occur and that this plan, based on best practices, will be used by all school employees to identify their roles, responsibilities and the procedures used during an emergency.

The following individuals are authorized to make changes to the plan **with** approval of district administration:

Superintendent's Secretary

Operations Secretary

Business Services Secretary

The following individuals are authorized to make modifications to the plan **without** the approval of district administration:

Superintendent

Board of Education President

Support Services Director

Change#	Date:	Name:	Summary of Change:
1	11/6/2015	Planning Team: Paula Buser, Jeff Peterson, Toby Meister, Sgt, Tim Bell, SRO Steve Huskey, Fire Inspector Tim Slaugenhaupt	Added response protocol for power failure incident to All-Hazard Quick Guide
2	11/6/2015	Planning Team: Paula Buser, Jeff Peterson, Toby Meister, Sgt, Tim Bell, SRO Steve Huskey, Fire Inspector Tim Slaugenhaupt	Added response protocol for weather related emergency to All-Hazard Quick Guide.
3	11/11/2015	Planning Team	Participated in CSSRC EOP Workshop to create Basic Plan and revise and update current plan.
4	1/20/2016	Planning Team	Planning team met to finalize Basic Plan. Next step will be to present to Superintendent.
5	7/6/2016	Paula Buser	Paula updated new personnel/duty information for the 16-17 school year.
6	7/12/2017	Paula Buser	Paula updated new personnel/duty information for the 17-18 school year.
7	1/1/2018	Paula Buser	Updates/ Additions of Functional Annexes. Updates to ICS Team.
8	11/15/2018	Paula Buser	Added Medical/Outbreak Functional Annex. Updates to contacts and ICS Team.
9	2/20/2020	Paula Buser	Updates to contacts and ICS Team. Update to signature page with new BOE President.
10	8/1/2022	Paula Buser	Updates to contacts and ICS Team. Update to signature page with new Superintendent and BOE President. Updates all annexes with new protocols and procedures
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(Copies of this plan will be made available to parents, community members and the media without sensitive materials and in accordance with public records laws.)

Purpose Statement

The purpose of the Canon City Schools Fremont RE-1 Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the district and its employees, students, and families. Developing, maintaining, training, and exercising the plan to empower everyone involved in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents/guardians and other members of the community with assurances that Canon City Schools Fremont RE-1 has established guidelines and procedures to respond to threats and hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and threat/hazard-specific annexes outline an organized, systematic method to address threats, hazards, and vulnerabilities before, during, and after an incident. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Canon City Schools Fremont RE- 1 regularly schedules in-service training for faculty and staff and provides training for students and parents/guardians throughout the school year.

Lastly, developing, maintaining, and exercising the School EOP increases Canon City Schools Fremont RE-1 legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

Scope

The Canon City Schools Fremont RE-1 Emergency Operations Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific threat/hazard vulnerabilities and responses/recovery.

1. Definitions

Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

Incident: An occurrence, caused by either human action or natural phenomena that may bring about harm and may require action. Incidents can include major disasters, emergencies, terrorist attacks, terrorist threats, fires, floods, hazardous materials accidents, earthquakes, hurricanes, tornadoes, tropical storms, public health and medical emergencies, and other occurrences requiring an emergency response. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

Threat: A natural or manmade occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property.

Vulnerability: Characteristics of the school that could make it more susceptible to the identified threats and hazards.

2. School Board Policy Statement

The Canon City Schools Fremont RE-1 Emergency Operations Plan operates within the framework of the Canon City Schools Fremont RE-1 School Board policy.

Situation Overview

1. District Population

Canon City Schools Fremont RE-1 current enrollment is approximately 3400 in grades PK-12 located in The Canon City School District, Canon City, Colorado. These students are supported by a committed staff and faculty consisting of:

Teachers and specialists

Administrators Office/support

Staff Instructional Assistants

Nutrition staff

Maintenance and custodial staff

Technology staff

Other staff

Canon City Schools Fremont RE-1 is committed to the safe evacuation and transport of students and staff with access and functional needs, which includes students/staff with:

- Limited English proficiency,
- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Deafness or hearing loss,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

Classrooms containing students and staff that require additional assistance during an incident will be accommodated appropriately. Staff members have been trained to provide assistance during drills, exercises, and incidents. All staff members are required to know evacuation routes.

Situation Overview

2. Threat/Hazard Assessments Summary

Canon City Schools Fremont RE-1 is exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.

The district completes regular site assessments to identify any circumstances within the district that may present unique problems or potential risk to people or property. The interior and exterior portions of all buildings and grounds are assessed for potential threats/hazards that may impact the site, the staff, and the students.

The district also conducts a culture and climate assessment to determine student and staff perceptions of safety and to identify problem behaviors needing to be addressed.

The table on the following page briefly discusses Canon City Schools, Fremont RE-1 high-priority threats/hazards of severe storm/utility outage, fire, active shooter, bus accident

High Priority Hazards

Hazard Type	Description
Severe Storm Utility Outage	Canon City and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by Canon City School District, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Fire	Fire hazards are the most prevalent types of threat/hazard.
Active Assailant	While an active assailant incident has never occurred in the Canon City School District, our district, like any district, is vulnerable. This is not limited to just an active shooter, it could be any individual with the intent to physically harm others.
Bus Accident	Based on Canon School District Fremont RE-1 geographic difference, a transportation accident is something that could occur.

Hostile Individual	Many parents/individuals have a lot of stress in their lives which can lead to impatience and short tempers with school personnel regarding student behavior, attendance and more.
Student Threat	A student were to pose a threat to themselves or others in the school.
Prison Event	With a high amount of prisons in our county, an event such as an escape or attack could impact our community.

Situation Overview

3. Resources

Canon City Schools, Fremont RE-1 leadership and planning team realize the importance of having agreements in advance in order to access critical resources in the case of an incident. Canon City Schools, Fremont RE-1 has agreements (formal or informal) in place with community businesses and organizations to provide needed services including but not limited to: counseling, food, water, supplies, transportation, mental health, reunification, security and shelter.

These organizations include but are not limited to:

Walmart, The Abbey, E Free Church, DOC, Solvista Health, Gateway To Success, PCC, Fremont County Emergency Management, CCPD, Fremont County Sheriff Office, Canon City Fire Department, AMR.

All the contact information for these agencies is in the districtwide Reunification Binders.

Planning Assumptions and Limitations

1. Planning Assumptions

Stating the planning assumptions allows Canon City Schools, Fremont RE-1 to deviate from the plan if certain assumptions prove not to be true during operations. The District EOP assumes:

- The district community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazard Assessments Summary, as well as lesser threats/hazards that may develop in the future.
- A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the district affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, a school(s) may have to rely on its own resources to be self-sustaining for up to 24 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- Actions taken before an incident, such as creating a positive district environment and conducting fire inspections, will stop or reduce incident-related losses.
- Maintaining the District EOP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the district's readiness to respond to incidents.
- A spirit of volunteerism among district employees, students, and families will result in their providing assistance and support to incident management efforts.

2. Limitations

It is the policy of Canon City Schools, Fremont RE-1 that no guarantee is implied by this plan of a perfect incident management system. Because personnel and resources may be overwhelmed, Canon City Schools, Fremont RE-1 can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

Mitigation

Concept of Operations

This plan is based upon the concept that the incident management functions that must be performed by the district generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

A. National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly before, during, and after an incident, regardless of cause, size, location, or complexity, in order to protect and mitigate the impact on life or property. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

Canon City Schools, Fremont RE-1 recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, responders, and emergency managers.

Canon City Schools, Fremont RE-1 work with local government agencies to remain NIMS compliant. NIMS compliance for schools and school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff who assumes roles on safety teams will complete online ICS I00S training. ICS I00S. An Introduction to ICS for Schools is recommended for all persons with a responsibility in a school EOP or designated in a school incident command structure. ICS I00S is a Web-based course available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- IS 362 Multi-Hazard Emergency Planning for Schools will be taken by the administration responsible for developing a Safe School, Readiness and Incident Management Plan. This course is also available free from the Federal Emergency Management Agency (FEMA) Emergency Management Institute.
- Participate in the local government's NIMS preparedness program and incorporate the school plan into the community EOP.
- Train and exercise the plan within the district and also in cooperation with community agencies. All staff and students are expected to participate in training and exercising the plan's procedures

and threat/hazard-specific incident plans. The district is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Concept of Operations

B. Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Canon City Schools, Fremont RE-1 may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management.

The Incident Command System (ICS) will be used to manage all incidents and major planned events.
[Note: The ICS approach can be used before, during, and after an incident.]

The Incident Commander at Canon City Schools, Fremont RE-1 will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

C. Initial Response

District personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from school district and local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating this EOP at the school level, including common and specialized procedures as well as threat/hazard-specific procedures. Modifications for school level effectiveness will be made as necessary to the plan.

D. Purpose

The primary purpose of actions taken before an emergency is to prevent, protect from, and mitigate the impact on life or property.

The primary purpose of actions taken during an emergency is to respond to the emergency and minimize its impact on life or property; and

The primary purpose of actions taken after an emergency is to recover from its impact on life or property.

Organization & Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

The district/school will not be able to manage all the aspects associated with an incident without assistance. The district/school relies on key district personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District staff may be required to remain at a school to assist in an incident. In the event that this District EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

A. District Administrator

The Superintendent will serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the Superintendent to focus on policy-level activities and interfacing with the school district, other agencies, and parents/guardians. The Superintendent shall coordinate between the Superintendent's office and the Incident Commander.

B. Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or the fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the principal and other officials informed of the situation.

Organization & Assignment of Responsibilities

C. Teachers

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

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.

D. Instructional Support Staff

Responsibilities include assisting teachers as directed.

E. Counselors, Social Workers, Behavioral Health Professionals and Psychologists

Counselors, social workers, behavioral health professionals and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.

- Render first aid and Psychological First Aid if necessary. Counselors will be trained in Psychological First Aid.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Organization & Assignment of Responsibilities

F. Health Techs

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

G. Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or appropriate supervisor.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

H. School Secretary/Office Staff

Responsibilities include:

- Assist in the school site assessments.
- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.

I. Nutrition Service/Cafeteria Workers

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident. Execute assignments as directed by the Incident Commander or ICS supervisor.

Organization & Assignment of Responsibilities

J. Bus Drivers

Responsibilities include:

- Supervise the care of students if disaster occurs while students are in the bus.
- Transfer students to new location when directed.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Transport individuals in need of medical attention.

K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

L. Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of the high priority threats and hazards and how to take measures to protect against and mitigate those threats and hazards.
- Take an active part in school incident response/recovery activities, as age appropriate.

M. Parents/Guardians

Responsibilities include:

- Encourage and support school safety, violence prevention, and incident preparedness programs within the district.
- Participate in volunteer service projects for promoting school incident preparedness.
- Provide the district with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce district training and ensure family safety.
- Understand their roles during a district emergency.

Crisis Teams Roles/Responsibilities within the ICS

Some of the roles and responsibilities that each school crisis team member may assume in the event of a crisis situation are listed below. Some personnel may assume more than one role and perform several tasks. Required tasks may depend on the type of crisis situation a school is experiencing. Please note the suggested staff members who might be assigned the roles below but training and personality characteristics should be taken into consideration when selecting specific staff members to fulfill roles. Staff members must be trained for their role.

Incident Commander (Superintendent and/or the following: Director Support Services, Principal.

- Assesses the situation and engages appropriate crisis response protocol
- Communicates with higher level administrators
- Monitors implementation of the response plan
- Implements crisis team phone tree to assemble the team
- Serves as liaison with public safety and response agencies to coordinates responses in a unified command
- Assigns duties to team according to ICS structure
- Reviews and approves public information releases with District Public Information Officer
- Coordinates with School Security and Safety Officer for the safety of students and staff
- Reviews and approves communication with staff and students
- Approves appropriate requests for additional resources
- May also serve as Finance ("the payer") and approve funds

*May or may not also be crisis team chair/coordinator

Media Coordinator (Superintendents Executive Secretary/Principals Secretary)

- Works as the media contact for the district and/or school
- Coordinates the interview schedule with the press, as needed
- Keeps record of communication requested and released
- Serves as link with the City/County/State Media Outlets

District Public Information Officer (Superintendent, Asst. Superintendent and/or Director of Support Services)

- Briefs the media, if necessary
- Prepares/reviews public information releases/
- Serves as link with the City/County/State Public Information Officers
 - Engages and monitors communication with victims and families

School Safety Coordinator (SRO, Operations Director, Support Services Director or Designee)

- Assigns, supervises, and coordinates school security (with local law enforcement if necessary)
- Secures incident site, perimeter
- Maintains liaison with public safety agencies on operational issues
- Briefs incident commander and key officials on security issues and investigation
- Collaborates with local law enforcement
- Supervises crowd and traffic control and access management
- Supervises safe and organized movement of students and staff, as needed
- Assembles students and staff for information sharing and/or safety
 - Knows evacuation plans/routes/procedures, security measures, alternative site plans
 - Reports weather, emergency conditions, obstacles or others concerns
 - Other duties associated with protection of life, property and information

Operations Team:

(Superintendent's Secretary, HR Director, Special Services Director/Designated School Personnel)

- Leads or provides the functions in the Operations section
- Reviews effectiveness of response and interventions
- Coordinates with planning and logistics coordinator to assure resources are available
- Communicates with district and/or community level team(s)
- Leads team in debriefing after a crisis occurs
- Documents activities
 - Identifies and coordinates staff who have First Aid/CPR/EMT training
 - Coordinates the emergency card/emergency information procedure with the Principal/Site Administrator
 - Maintains trauma bags and supplies with beginning of year and mid-year check
 - Works with special education staff, school mental health staff and counselors to identify and plan for individuals who may need evacuation assistance
 - Coordinates medical triage in the event of an emergency
 - Provides direct medical care
 - Arranges for additional medical support from trained staff
 - Liaisons with Emergency Medical Responders
 - Requests additional supplies, as needed
 - Knows and provides for student and staff medical needs
 - Documents medical and transport activities
 - Evaluates for additional training needs
 - Develops system for releasing students to parents
 - Designates a Reunion Site/Center
 - Checks Emergency cards for name of person/s authorized to pick up student

- Releases student to authorized person (checks and verifies ID with name listed on student emergency card)
- Maintains a student release log

Student Care and Recovery Coordinator (*Special Services Director/School Counselor, Psych, Case Manager, Social Worker, Behavioral Health Professional*)

- Determines the psychological impact on students and staff and the nature of care and recovery services needed
- Contacts District Crisis Recovery Coordinator when incident occurs to discuss care and recovery needs
- Develops a plan for care and recovery using appropriate resources
- Maintains a crisis resource notebook with readily available resources and handouts
- Works with district and/or community resources
- Mobilizes mental health/counseling resource personnel
- Establishes and coordinates best practices in classroom information meetings, caregiver trainings, group and individual psychological first aid throughout the event to reduce panic and lessen trauma
- Identifies resources to manage grief and the healing process, as needed
- Coordinates best practice psychological recovery services, as needed.
- Prepares for memorial services and long-term support, as needed.
- Communicates resources available to administration, staff, students and parents/guardians.
- Maintains records of referrals and services provided.
- Assesses additional training needs of the school recovery team

Student Supervision Coordinator (*Business Services Secretary/School Secretary*)

- Accounts for all students and staff
- Works with safety officer
- Coordinates supervision and duties of teachers not with students

Logistics Team: (*Operations Director/C&A Director/Assistant Principal or assigned school personnel*)

Logistics Team Leader

- Leads or provides the functions of the Logistics section
- Works with Building Engineer for facilities needs
- Works with office personnel for supplies and equipment needs
- Monitors supplies and equipment needs
- Coordinates access with district personnel
- Coordinates access to and distribution of supplies during an emergency
- Documents activities of Logistics section

Facilities Coordinator (*Maintenance Team Member/Building Custodian*)

- Locks entrances/exits, helps secure building (supplemented by security and staff in secondary schools)
- Knows floor plan of building and locations of shut-off valves (e.g. gas, electrical, furnace, alarm system)
- Communicates with district maintenance.
- Helps move objects to help with response.

Supplies and Equipment Coordinator (*District RN/Health Tech*)

- Coordinates requests for copying, documentation instruments, parent letters, etc.
- Locates identified support supplies to help implement crisis plan and response
- Purchases necessary supplies
- Maintains the emergency response kits (Go-Kits)

Transportation Coordinator (*Transportation Manager, Operations Director*)

- Coordinates the assembly and transport of students.

Food and Water Coordinator (*Nutrition Services Manager/Nutrition Personnel*)

- Coordinates the acquisition, preparation and distribution of food and water during shelter-in-place

IT/Planning Team Leader (*Chief Information Officer/IT Manager or Designee*)

In a small emergency or small school another team leader or district personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Assure deployment and operation of technology resources during an event
- Collects and evaluates information related to development of the crises
- Evaluates status of resources
- Helps to think ahead of current status and prepare for future change to situation

Finance Team Leader (*Chief Financial Officer or Designee*)

In a small emergency or small school another team leader or district personnel may fulfill these duties; in a larger emergency or larger school this position may be assigned, as needed

- Gathers and documents anticipated crisis related planning expenses
- Documents and tracks expenses related to crisis planning and development
- Tracks and records expenses incurred when a crisis event occurs
- Completes paperwork to seek reimbursement, if available.

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District ICS Team						
Role in JCS	Name	Position	E-mail	Office Phone	Cell Phone	District/School Office Phone
INCIDENT COMMANDER	Adam Hartman	Superintendent	N/A	719-276-5705	719-429-3839	719-276-5700
Alternate	Paula Buser	District Administrator	N/A	719--276-5715	719-429-7159	719-276-5700
PIO (District)	Adam Hartman	Superintendent	N/A	719-276-5705	719-429-3839	719-276-5700
Alternate	Paula Buser	Director of Support Services	N/A	719-276-5715	719-429-7159	719-276-5700
	Adam Hartman	Asst. Supt.	N/A	719-276-5710	719-429-3839	719-276-5700
Safety Coordinator	Scott Morton	Director of Operations	N/A	719-276-5812	719-458-5119	719-276-5822
Alternate	Paula Buser	Director of Support Services	N/A	719-276-5715	719-429-7159	719-276-5700
	SRO's	School Resource Officers				
IT Leader	Shaun Kohl	Chief Information Officer	N/A	719-276-5708	719-252-0911	719-276-5700
Alternate	Mike Fry	IT Specialist	N/A	719-276-6164	719-429-3645	719-276-6164
Finance Leader	Heidi Anderson	Chief Financial Officer	N/A	719-276-5707	719-431-7239	719-276-5700
Alternate	Keri Peterson	Manager of Accounting	N/A	719-276-5712	719-671-3764	719-276-5700
OPERATIONS TEAM LEADER	Jamie Davis	Director of Human Resources	N/A	719-276-5703	719-6429-4989	719-276-5700
Alternate	Kristin Solano	Superintendents Secretary	N/A	719-276-5704	719-429-9276	719-276-5700
Emergency Medical Coordinator (nurse)	Trish Sallie	District Nurse	N/A	719-276-6172	719-242-4025	719-276-6178
Alternate	A Selected School Health Tech					

Student Care & Recovery Coordinator	Tim Renn	Director of Special Services	N/A	719-276-5716	970-631-1995	719-276-5700
Alternate	Behavioral Health Staff					
Student Supervision/ Student/Parent Reunion Coordinator	Heidi Forward-K...	Special Services	N/A	719-276-5717	719-371-3192	719-276-5700
Alternate	Kristen Solano	Superintendent's Secretary	N/A	719-276-5704	719-429-9276	719-276-5700
LOGISTICS TEAM LEADER	Scott Morton	Manager of Operations	N/A	719-276-5812	719-458-5119	719-276-5810
Alternate	Patty Pacheco	Operations Secretary	N/A	719-276-5822	719-371-2856	719-276-5822
Facilities Coordinator	Cody Dornhecker	Maintenance Worker	N/A	719-250-1077	719 -250-1077	719-276-5810
Alternate	Building Custodians	Click here to enter text.				
Transportation Coordinator	David Steifel	Transportation Manager	N/A	719-276-5818	719-4371-1867	719-276-5817
Alternate	Rhonda Beel	Transportation	N/A	719-276-5817	719-429-2280	719-276-5817
Food & Water Coordinator (Office Personnel, Cafeteria Staff)	Janelle Grooms	Manager of Nutrition Services	N/A	719-276-5813	719-431-0497	719-276-5814
Alternate	Michael Geeseman	Warehouse Nutrition Services	N/A	719-276-5815	719-221-2316	719-276-5815

Information Collection, Analysis, and Dissemination

In complex incidents, Canon City Schools, Fremont RE-1 will:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

District Emergency Operations Plan (EOP)

The Canon City Schools, Fremont RE-1 maintains a district Emergency Operations Plan (EOP) to address threats/hazards and incidents. The Canon City Schools, Fremont RE-1 EOP has been developed to fit in the case of a large-scale incident. Staff members that maintain and exercise the plan are in frequent contact with district administration.

Coordination with Responders

An important component of the Canon City Schools, Fremont RE-1 EOP is a set of interagency agreements with various county agencies to aid timely communication. Agreements with these agencies and services (including such county governmental agencies as mental health, law enforcement, and fire departments) help coordinate services between the agencies and the school. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authorities of the responder community, command will be transferred upon the arrival of qualified responders. A transfer of command briefing shall occur. The schools Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Source and Use of Resources

Canon City Schools, Fremont RE-1 will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

Information Collection, Analysis, and Dissemination

Canon City Schools, Fremont Re-1 will collect, analyze, and disseminate information before, during, and after an incident.

1. Types of Information

Before and during an incident the superintendent or designee, of Canon City Schools, Fremont RE-1 will monitor the weather, local law enforcement alerts, and crime reports. This information will be analyzed and shared with the essential district personnel with any immediate actions required identified.

List of information resources:

- o School Facebook/website
- o Twitter
- o Flash Alert
- o Local Media/Radio
- o Notify Me School Messenger System

After an incident Canon City Schools, Fremont RE-1 will monitor Websites and hotlines of mental health, emergency management, and relief agencies, as well as the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

List of Websites, hotlines and other sources of information:

- o Police Dept.
- o Fire Dept.
- o Emergency Management Services
- o Local Media/Radio

Training & Exercises

Canon City Schools, Fremont RE-1 understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that school personnel and community responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program and applicable Colorado statutes.

Training and exercises will be documented including date(s), type of training or exercise, and location can be found in the Training and Exercise Functional Annex of this document.

1. Training

All Canon City Schools, Fremont RE-1 staff, students, and parents/guardians will receive training during the school year to better prepare them for an incident.

A. Staff Training

Basic training and refresher training sessions will be conducted at every opportunity for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Training for designated staff will include:

- o FEMA online IS-100: Introduction to the Incident Command System for Schools.
- o Participation in monthly/quarterly safety drills during the school year.
- o FEMA online IS-362: Multi Hazard Emergency Planning for Schools
- o Threat/hazard and incident awareness training for all staff.
- o Orientation to the School EOP.
- o Threat Assessment Protocol.
- o First aid and CPR.
- o Team training to address specific incident response or recovery activities, such as Family Reunification and Relocation.
- o Psychological First Aid for Schools for school counselors and other designated staff.
- o Additional FEMA online course training will be encouraged.

All Canon City Schools, Fremont RE-1 staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. Staff will receive training in how to prepare a personal and family emergency plan.

Training & Exercises

8. Student Training

All students will receive age-appropriate training on the importance of preparedness and participating in exercises.

- o Full participation in building level drills
- o Awareness discussions in classrooms
- o Additional appropriate training as available

C. Parent/Guardian Training

Parents/guardians will be provided the opportunity to take training courses on some of the school's response procedures via the school Web site or other method as provided by the school.

2. Exercises

Standard Response Protocol lockdown drills will be conducted within the first school quarter (prior to October 31st) of each school year and at least once per semester. The details of training are maintained in Canon City Schools, Fremont RE-1 office of Support Services and the Operations Office. According to the Colorado Division of Fire Prevention and Control, schools are to conduct a fire drill within the first 10 days of school and then one each month for the rest of the school year. They do permit schools to replace two fire drills a year with another emergency drill.

Approved parent/guardian volunteers and community members will also be incorporated into larger exercise plan.

Administration, Finance, and Logistics

1. Agreements and Contracts

If school resources prove to be inadequate during an incident, Canon City Schools, Fremont RE-1 will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials and are in writing. Agreements and contracts identify the school and district officials authorized to request assistance pursuant to those documents.

All pre-negotiated agreements and contracts are located in our Support Services Office.

2. Recordkeeping

A. Administrative Controls

Canon City Schools, Fremont RE-1 is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

B. Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

3. Incident Costs

A. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Administration, Finance, and Logistics

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,
- Equipment operations costs,
- Costs for leased or rented equipment,
- Costs for contract services to support incident management operations, and
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

4. Preservation of Records

In order to continue normal school operations following incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records will be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

Plan Development & Maintenance

The planning team is responsible for the overall maintenance and revision of the Canon City Schools, Fremont RE-1 EOP and for coordinating training and exercising of the School EOP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The Canon City Schools, Fremont RE-1 School Board and superintendent, are responsible for approving and disseminating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

1. Approval and Dissemination of the Plan

The School Board, together with the superintendent or designee will approve and disseminate the plan and its annexes:

A. Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the planning team.

B. Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The planning team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

2. Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the planning team, emergency management representative(s), law enforcement representative(s), and others deemed appropriate by school administration.

The District EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threats, hazards, resources and capabilities, or school structure occur.

Authorities & References

The following regulations are the State authorizations and mandates upon which this School EOP is based. These authorities and references provide a legal basis for incident management operations and activities.

- Colorado Safe Schools Act (CRS 22-32-109.1, SB 00-133) with subsequent amendments
- Senate Bill 08-181- Coordination Among Agencies when Responding to School Emergencies (NIMS)
- Senate Bill 11-173 - Concerning Interoperable Communications in Schools

Current regulations as of January 2015 ensure information is updated as new legislation is passed.

- Senate Bill 213 - Claire Davis School Safety Act
- Senate Bill 15-214
-
- [Click here to enter text.](#)

Functional Annexes

Communications & Warnings

Goal

To communicate quickly and effectively with all stakeholders. Be accessible, be prepared, be honest, be brief, stick to the facts and stress student and staff safety.

Courses of Action

- During an emergency, the school district may rely on outside agencies to provide assistance to the school district. For all emergencies at the school, 911 should be called or texted to obtain outside assistance. If a person called a non-emergency number critical help may be delayed and the potential for loss of life or property damage would be increased
- Have knowledge of the district Communication protocol documents/procedures.
- Designate one staff member as the school/district spokesperson
- Designate an area for the media, both inside and outside the building
- Know what is being done to help students cope.
- Maintain student confidentiality at all times
- Remember that very few things are ever "off the record" and the interview is not over until the reporter leaves

Functional Annexes

Hold In Place

Goal (Before)

Have procedures and resources in place.

Objective

Make sure that all staff are aware of the procedure and have access to appropriate resources.

Goal (During)

To provide self-protection inside of a building. Have constant communication with administration and law enforcement.

Objective

All students and staff stay in their classroom/current location until further instructions.

Goal (After)

Staff and students are safe and return to business as usual

Objective

Make sure staff are aware of procedures.

Courses of Action

- When students and staff hear "Hold in Place", they are to stay in their classroom/current location until further instructions.
- Close and lock classroom doors.
- Take attendance.
- Notify the front office of missing, extra or injured students.

Specialized Procedures

Have resources in place for students and staff with medical needs. Have staff identified that have gone through training to help with social/emotional needs of building.

Functional Annexes

Secure

Goal (Before)

Have procedures in place and practice for the secure.

Objective

Make sure all staff and students are aware and have practiced the procedure

Goal (During)

To secure the perimeter to safeguard students and staff from an external threat

Keep constant communication with District Admin and Law Enforcement.

Objective

Make sure students and staff stay in a locked building until given further instructions.

Goal (After)

Business can resume normal operations but if needed family reunification will take place.

Objective

Students will be safe from external threats and return to business as usual.

Courses of Action

- All exterior doors will be locked
- No entry or exit will be allowed until the secure is lifted or modified entry and exit are approved by the district
- It is business as usual inside the building
- Keep all lines of communication open with both our administration and the police department
- Listen for directives from administration or law enforcement

Specialized Procedures

We will need to put in place modified procedures if the secure does not lift by the end of the school day. Walkers will remain at the school until a parent/guardian can pick them up.

Functional Annexes

Lockdown (Locks, Lights, Out of Sight)

Goal (Before)

Have procedures in place and practiced for the lockdown of the school. Have emergency supply buckets strategically placed near the lockdown area in every classroom.

Objective

Make sure students and staff are aware of the procedure and have practiced the lockdown drill. Staff and students know where to go when they are in the hall, outside, in the cafeteria and in the bathroom.

Goal (During)

To secure individual rooms and keep students and staff safe in a quiet place when there is a threat inside the building.

Have students and staff stay in their assigned safe place until the door is opened with a key by a police officer or administrator.

Have students that are outside safely evacuate to an identified alternate off campus location.

Notify Me system and social media used to notify parents/community.

Objective

Make sure students and staff stay calm and quiet during this time. Safe place will be dark away from windows and line of sight.

The lockdown alarm system will be activated to announce lockdown. Or lockdown at the sound of a gun, yelling of adult or slamming of doors etc. Notify administration office if possible.

Goal (After)

Have students safely evacuated and reunified with their parents/guardians. Continue to meet the mental health needs of our staff and students. Debriefing with law enforcement and administration

Objective

Make sure all staff and students are able to access mental health counseling. Notify Me call to parents/guardians--social media.

Courses of Action

- Locks, Lights, Out of Sight
- Lock doors, turn off lights, close interior windows/shades, move students away from windows and interior doors
- Students and staff get out of sight
- Maintain silence and take roll to account for students
- DO NOT answer or open the door. 1st responder will give instructions when appropriate after they make entry into the room.

Functional Annexes

- Staff and students stay hidden and silent until direct instructions are given by 1st responders.
- Directives will come from the police department and administration in regards to the reunification setup.

Evacuation

Goal (Before)

Have procedures in place and practiced for evacuation of buildings.

Objective

Make sure all staff and students are aware and have practiced evacuating the school building.

Goal (During)

Safely and timely evacuation of all students and staff to the designated location.

Objective

Make sure all staff and students reach the designated evacuation location.

Goal (After)

Have a reunification procedure in place if needed. Utilize District Reunification Procedure and Kits.

Objective

Make sure all students have been reunified with their parent/guardian in a timely manner.

Courses of Action

- Follow directives from the police department and administration.
- Staff and students will evacuate the building holding hands or with hands raised in the air via the designated evacuation routes.
- Teacher/adult will lead students from building
- Staff shall take role on the bus and/or at the designated safe area
- Students/staff will not stop to gather personal belongings unless otherwise instructed
- Pushing, talking or any kind of horse play will not be tolerated
- Restrooms, hallways and unoccupied rooms will be checked by staff or law enforcement
- The building will not be re-entered until the proper "all clear" signal is given

Functional Annexes

Specialized Procedures

Communication with parents/guardians in regards to where to pick up their student if it lasts longer than the school day. Special consideration for students that have medical, physical and emotional needs.

Functional Annexes

Accountability

To ensure students and staff are trained in response to an emergency and to comply with all local, state and federal requirements.

Courses of Action

- Each school will conduct a fire drill within the first 10 days of each school year
- Each school will conduct a fire drill each month during the school year
- Each school will conduct an emergency drill at least once per semester
- Administration, Building Safety and Emergency Response Team Members and District Safety Committee Members will complete required National Incident Management System Training
- Other regular training will be conducted as required or needed
- All training and drills will be documented on The Google Safety Of Record Event Form

Accounting for All Persons

Have in place a procedure that will account for all the students, staff members and visitors to the school.

Objective

Make sure that we can account for everyone in our school in case we need to evacuate.

Courses of Action

- Visitor management system in place.
- Make sure that all staff and visitors are aware of check in and check out policy
- Be able to account for students, staff and visitors.

Specialized Procedures

District Specialists/itinerant staff **will** be required to check in and out at each school building.

Functional Annexes

Medical

GOAL

To take appropriate action to safely assist a person during an unexpected injury or illness of a person

Courses of Action

- The situation will be assessed for risk factors prior to assistance/intervention
- In case of serious injury/illness, contact a school health tech or district nurse
- Seek first aid immediately
- Do not move or allow movement of injured person
- Notify 911 if the injury or illness seems serious enough

Functional Annexes

General Recovery

To take actions after an incident with the goal of restoring or improving the pre-incident conditions of the stricken area, while encouraging and facilitating necessary adjustments to reduce risk in future incidents.

1. Provide for the emotional well-being of staff, students and school community. (Emotional & Psychological Recovery)
2. Restore the physical facility for learning. (Physical Recovery)
3. Assist in the restoration of the school community.
4. Restore business operations. (Business Recovery)
5. Capture "lessons learned" in order to incorporate them into revisions

Courses of Action

- Convene Incident Command, Mental Health Teams and District Social Emotion Response Team
- Review successes and challenges identified during the crisis
- Review and coordinate recovery and restoration efforts
- Evaluate "lessons learned" and how they should be merged into the revised School District/School "All Hazards" School Safety Plan. Changes should be made to the "All Hazards" School Safety Plan immediately
- Allow Incident Command and Mental Health Team members an opportunity to discuss their feelings and reactions to the incident
- Provide any additional support needed by the Incident Command and Mental Health Teams.
- Identify any new partners to add to the School District/School Incident Command Team

Academic Recovery

To have a process that restores the learning environment as quickly as possible.

Possible courses of action:

- Contact the State Department of Education to see what flexibility may be available.
- Mailing lessons to students.
- Using telecommunications -Providing tutors for homebound students.
- Rearranging syllabus or tests.
- Effective communication with parents regarding changes and updates.
- Re-evaluate curriculum to determine topics that can be delayed or discarded.

Functional Annexes

Reunification

Goal (Before)

To have a defined process to release students and reunify them with their parents/guardians in a controlled manner after a crisis or emergency has occurred.

Objective

Make sure all information in Infinite Campus is current. And emergency laptops are charged.

Make sure reunification kits have all the needed supplies.

Goal (During)

Work in a calm and orderly fashion that will reduce the chaos and fear for students and their families.

Objective

Have staff trained in their assigned roles so they know what will be expected of them.

Goal (After)

All student will be reunified with their parents (District level plan)

Objective

Debrief about what worked and did not work in this procedure.

Courses of Action

- Emergency responders will sweep and secure perimeter of reunification site
- Traffic control protocol will be initiated
- Transport students to reunification site
- Establish a parent check-in location
- Conduct orderly student reunification with parent/guardian that ensures safety and accountability
- Medical, mental health or investigative contingencies are anticipated

Specialized Procedures

If a parent is not able to pick up a student we will hold that student or have authorized personal transport of that student to the parents or to an emergency contact listed on their paperwork.

Functional Annexes

Security

GOAL

Maintain a safe and secure learning environment for students and staff.

Courses of Action

- Employ School Resource Officers
- Employ Unarmed School Security Guards at Secondary Schools
- Maintain other safety programs Canon City Police Department
- On going training of staff, students and administrators
- Require employee badges and visitor check-in

Functional Annexes

Medical Illness/ Outbreaks

Goal (Before)

Prevent outbreaks by enlisting exclusion guidelines and timely reporting of diseases to state or local health agency within 24 hours.

Objective

Health office staff are aware of and following the *Infectious Diseases Guidelines in Child care and School Settings*.

Goal (During and After)

With the assistance of state and/ or local public health: Control and prevent further spread of disease; Identify ill persons so they can receive proper treatment if indicated; Attempt to identify the source of the outbreak; Identify infection risk factors; Evaluate existing prevention strategies. Staff and students may remain safe and minimally impacted while enacting recovery efforts to resume business as usual.

Objective

Coordination and collaboration between state and/ or local public health and CCRE-1 for timely control and recovery.

Courses of Action

1. School nurse and school attendance personnel to track and report higher than normal absenteeism to District Registered Nurse (RN) and/ or local public health agency (LPHA).
2. Report suspected or confirmed illness(es) to District RN, and LPHA or Colorado Dept. of Public Health and Environment (CDPHE).
3. Work in accordance with LPHA and/ or CDPHE for instructions on control of spread, identifying risk factors, exclusion of staff and/ or students, and if needed, cancellation of school events or school closure.
4. Ill or symptomatic students and staff to be kept separate from the population within the health office or within a classroom with adjacent or very close bathroom facilities, also near an exterior exit where pickup may be conducted without walking throughout the building. Consider another separate area for those who may have been exposed to illness away from actively ill and non-symptomatic.
5. Disseminate health and outbreak information as instructed and provided by LPHA or CDPHE via phone call (Notify Me), email, text messaging, social media, and other community partners.
6. Environmental controls and specific cleaning procedures to be completed as instructed by LPHA and/ or CDPHE
7. The decision to reopen schools should be made in consultation with LPHA or CDPHE.