MANY FARMS COMMUNITY SCHOOL, INC.

EMERGENCY OPERATION PROCEDURES (EOP)

UNITED STATES DEPARTMENT OF INTERIOR
BUREAU OF INDIAN EDUCATION
MANY FARMS HIGH SCHOOL
P.O. Box 370 Many Farms, AZ 86538
(928) 781-6226/6227
Fax: (928) 781-6355

January 2018

Dear Team:

As we undertake the critical mission of educating children, nothing is more important than maintaining a safe and secure school.

This manual sets forth the emergency management protocols of MANY FARMS COMMUNITY SCHOOL, INC. Our primary objective is to protect you, your fellow workers, children, school volunteers, and visitors from physical harm while in and around the school. Our secondary objective is to protect school property.

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

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

If you have suggestions or questions, please contact members of the Safe Schools Committee listed in this document

Please remember that safety and security is everyone's responsibility. By working together, we can ensure a safer and more secure school environment.

Sincerely,

Principal

Memorandum of Agreement

Continuity of Operations Plan

School Year 2017-2018

Assurances:

We, Many Farms Community School, Inc. Staff, School Board and Relocation Centers, agree to assure that essential service operations and activities are continued in the event of an emergency. This document of Many Farms Community School, Inc. Continuity of Operations Plan (COOP) provides policy and guidance for Many Farms Community School, Inc. staff. We understand that the specific provision of the COOP are applicable to all employees of Many Farms Community School, Inc. In the events of a man made, natural, technological, and national security emergencies may cause Many Farms Community School, Inc. to be unusable, continuity of Many Farms Community School, Inc. operations are maintained to relocate students, staff, data, and equipment to a relocation site in or around the Many Farms, Arizona geographical area.

Local Sites:

Many Farms High School, Many Farms, AZ 86538

Many Farms Public School, Many Farms, AZ 86538

SCHOOL NAME: Many Farms Community School, Inc. (MFCS)

Jay R. Nez — 1/11/18

Signature – MFCS, Inc. School Board President — Date

[signature] — 1/11/18

Signature – MFCS, Inc. - Principal — Date

[signature] Acting — 1/4/18

Signature –Many Farms High School - Principal — Date

Dana Moore — Jan. 3, 2018

Signature –Many Farms Public School - Principal — Date

Memorandum of Agreement

Continuity of Operations Plan

School Year 2017-2018

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Local Sites:

Rough Rock Community School, Rough Rock, AZ 86547

Lukachukai Community Board of Education Lukachukai, AZ 86503

SCHOOL NAME: Many Farms Community School, Inc. (MFCS)

Jay R. N... — 1/11/18

Signature – MFCS, Inc. School Board President — Date

... — 1/11/18

Signature – MFCS, Inc. - Principal — Date

... — 1/9/18

Signature – Rough Rock Community School - Principal — Date

... — 1/11/18

Signature – Lukachukai Comm. Board of Education- Principal — Date

Emergency Contact:

Title	Contact Information
Principal	David C. Nez Work: (928) 781.6221 ext. 232 Cell:(928) 349-2079
Federal Program Coordinator	Mary Ruth James-Goy Work: (928) 781.6221 ext.
Human Resource Technician	Dori Sombrero Work: (928) 781.6221 ext. 227 Cell: (928) 349-3025
Residential Manager	Verda Teller Work: (928) 781.6221 ext. 245 Cell:(928) 349.3866
Facilities Manager	Jackson Hanley Work: (928) 781.6221 ext. 216 Cell: 928.349.7998
School Business Manager	Lisa Byjoe Work: (928) 781.6221. ext. 234 Cell: 928.349.1797
Administrative Assistant	Melissa Todecheenie Work: (928) 781.6221. ext. 235
School Resource Officer	Carisa Yazzie Work: (928) 781.6221. ext. 242 Cell: (928) 349.1815
School Security	Donovan Bia Work Cell # (928) 349.1812
School Security	

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SECTION 1:
INTRODUCTION

While the vast majority of the nation's students will complete their education without ever being touched by a life-threatening hazard, recent tragedies such as Hurricane Katrina, Pandemic Flu, and school shootings have created a new understanding of the need for emergency preparedness.

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

Authority

Federally funded schools must abide by various federal directives, orders, and regulations that require emergency planning, a mandate amplified after the terrorist attacks of 9-11 and Hurricane Katrina. Many of these directives are detailed in the Federal Continuity Directive 1 (FCD 1), *Federal Executive Branch National Continuity Program and Requirements,* February 2008, and Federal Continuity Directive 2 (FCD 2), *Federal Executive Branch Mission Essential Function and Primary Mission Essential Function Identification and Submission Process.* A key mandate is the implementation of the National Incident Management System (NIMS) required by Homeland Security Presidential Directive 5, *Management of Domestic Incidents.* NIMS provides a unified approach to managing emergency incidents and standardizes command and communication protocols. Other federal authorities include:

- Homeland Security Presidential Directive 8, *National Preparedness*
- Executive Order 13347, *Individuals with Disabilities in Emergency Preparedness*
- 41 U.S. Code of Federal Regulations 101-20, *Management of Buildings and Grounds*
- 444 U.S. Department of the Interior Manual 1, *Physical Protection and Building Security*
- 375 U.S. Department of the Interior Manual 19, *Information Technology Security*

Overview

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

To ensure that it can resume operations after a major disaster occurs, each school is required to have a Continuity of Operations Plan (COOP) or Continuity of Government (COG) program that is developed with emergency responders and other stakeholders identified in FCD-2. While an Emergency Management Plan focuses on *preventing, preparing for,* and *responding to* emergencies, a Continuity of Operations Plan focuses on *recovering* from emergencies in conjunction with Federal, State, Local, Territorial, and Tribal Governments, and the private sectors' critical infrastructure, owners and operators, in accordance with FDC-2. The ultimate purpose of the COOP is to restore the complete range of activities and functions normally performed by the school. In the private sector, a Continuity of Operations Plan is often called a Business Continuity Plan.

Objectives

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

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

Authorities

Federal agencies are mandated to undertake continuity planning. Some sources of these mandates, or authorities, are as follows:

- Federal Continuity Directive 1 (FCD 1) and Federal Continuity Directive 2 (FCD 2), Federal Executive Branch National Continuity Program and Requirements, February 2008.
- NCC, National Continuity Coordinator, Federal Continuity Directive-1, February 2008.
- Presidential Decision Directive 67, Ensuring Constitutional Government and Continuity of Government Operations, October 21, 1998.
- NCC, National Continuity Coordinator, Federal Continuity Directive-1, February 2008.
- Homeland Security Presidential Directive 3, March 11, 2002.
- Executive Order 12148, Federal Emergency Management, July 20, 1979.
- Executive Order 13244, *Providing an Order of Succession Within the Department of the Interior (DOI),* December 18, 2001.
- 36 CFR 1236, *Vital Records during an Emergency.*
- Executive Order (EO) 12656, Assignment of National Security and Emergency Preparedness Responsibilities.
- 41 CFR 101-20, Occupant Emergency Plan.
- Federal Preparedness Circular (FPC) 65, Federal Executive Branch Continuity of Operations (COOP), June 15, 2004.
- 302 DM 1, Designation of Successors for Supervisors, January 18, 2001.

- Memorandum to Bureau Directors, Solicitor, and Inspector General from Assistant Secretary, Policy, Management and Budget, Preparing for Emergencies - Continuity of Operations Policy and Planning, December 5, 1997.
- MRPS Policy Bulletin 98-001, Continuity of Operations Planning - Guidance and Schedules, U.S. Department of the Interior, March 27, 1998.
- 900 DM 2, Continuity of Operations (COOP) Program.

Further authorities are contained in the COOP plan itself, entitled *Continuity of Operations Plan for Indian Affairs*, Regional Office, dated July 2004. Point of Contact or for additional assistance with information at the Federal level, contained within FCD-1 contact ASSISTANT ADMINISTRATOR FEMA, National Continuity Programs Directorate @ (202) 646-4145 or email @ Fema-pmefsubmissions@dhs.gov. Agencies that need to submit classified material under FCD-2 should contact FEMA Document Control @ (202) 646-4629.

All schools should determine what state and local authorities apply to them.

Components

In designing continuity programs, the federal government considered two primary disaster scenarios, including situations in which:

- The ***primary facility*** becomes inaccessible or lacks the critical infrastructure required to conduct business.
- The ***community*** where the primary facility is located becomes inaccessible for any reason for an unacceptable period of time.

Components of the BIE plan that focus on recovering from disaster include:

- Identifying Essential Activities and Functions.
- Identifying Information Technology Systems.
- Identifying Vital Records.
- Creating a Succession Plan.
- Providing Human Resources Services during an Emergency.
- Providing Business Management Services during an Emergency.
- Preparing Personal Contingency Plans.
- Notifying and Accounting for Employees
- Creating a Reconstitution of Operations Strategy.
- Training Employees on the COOP Plan.

Components of COOP not addressed in this section because they are addressed elsewhere in *Safe Schools Planning: A Guide for Educators* include:

- Conducting a Threat Assessment.
- Creating an Emergency Management Team.
- Creating an Emergency Operation Center/Command Center.
- Creating a Communications Plan.
- Identifying an Off-Site Emergency Relocation Center.
- Identifying Emergency Equipment and Supplies.
- Creating a Chain Of Command/Delegation of Authority Plan.

A. Document Organization (Incident-Specific Protocols)

This document provides general protocols for emergencies, such as communication and evacuation plans, and instructions on how to respond to specific types of emergencies.

B. Emergency Responders

After 911 is called, the Incident Commander – the Principal – is responsible for communicating with the hierarchy of the emergency response team.

EMERGENCY RESPONDERS

OFFICE(S)	NAME(S)/ TITLES	TELEPHONE NUMBERS
EMERGENCIES	911	911
Navajo Nation Police	Chinle Police Station/Dispatcher	928.674.2111/12
MFHS Fire Department	Fire Station/Dispatcher	928.781.6224
Sheriff	Apache County/County Dispatcher	800.352.1850
Arizona Department of Public Safety	Highway Patrol/County Dispatcher	928.773.3600
Chinle Hospital	Main Line/Switch Board	928.674.7001
Chinle Ambulance Service	Main Line/Switch Board	928.674.7097/8
Tsaile Clinic	Main Line/Switch Board	928.674.7097/8
Fort Defiance Hospital	Main Line/Switch Board	928.729.8000
Federal Bureau of Investigation (FBI)	Flagstaff Office/Dispatcher	928.774.0631

Bureau of Alcohol, Tobacco & Firearms *(Bomb Threats)*	Phoenix Office/Dispatcher	602.776.5480
Hazardous Material Spills(Haz-Mat)	Phoenix Office/Dispatcher	602.390.7894
Federal Emergency Management Agency	Federal Department Responder	800.621.FEMA/3362
Center for Disease Control	Hotline Number Responder	800.232.4636 404.639.3286
Poison Control	Main Line/Switch Board	800.222.1222
Suicide Prevention	Main Line/Switch Board	800.784.2433
24 Hour Child Abuse Hotline	Main Line/Switch Board	800.633.5155
Navajo Nation Fire Department	Chinle Fire Station/Dispatcher	928.674.2105
Many Farms Chapter	Chapter Administrators	928.781.3605
Many Farms Mustang Store	Manager/Store Clerks	928.781.6348
Many Farms High School	Front Office	928.781.6226

C. Chain of Command

The School Commander – Principal - is required to report to the BIE Chain of Command with incidents in which:

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

BIE CHAIN OF COMMAND

OFFICES	NAME(S)/TITLE(S)	Office Telephone	Cell Phone
	David C. Nez, Principal	928.781.6221.229	928.349.2079

Many Farms Community School	Jackson Hanley, Facility Manager	928.781.6221.216	
Chinle Resource Center	Rachel Yonnie, Program Support Assistant	928.674.5130	
Associate Deputy Director Office	Dr. Tamarah Pfeiffer, Associate Deputy Director	928.871.5961	
	Dr. Rena Yazzie, Associate Superintendent	505.863.8395	
	Emery Begay, Facility Manager/Navajo School Safety Specialist	928.674.5192/5193	
BIE Central Office	Tony Dearman, BIE Director	505.563.5225	
NAVAJO REGION	Omar Bradley, Deputy Regional Director	505.863.8314 (F) 505.722.5599	505.870.4791
	Sharon Pinto, Deputy Director	505.863.8221	505.870.0436
	Timothy Deasis, Deputy Director	505.863.8364	505.870.8480
	Irvin Bekis, Regional Roads Engineer	505.863.8449	505.979.3012
	Joseph Bitsie, Jr., Regional Facility Manager	505.863.8278	505.681.2137
	Jeff Sena, Regional Contracts	505.863.8252	505.870.2844
	Calvin Quimayousie, Regional Property Management	505.863.8244	505.870.0614
	Tsosie Tsinhnahjinnie Regional Safety Manager	505.863.8316	505.870.2896
	Howard Tungovia, Safety Manager	928.674.5120 (F) 928.674.5121	

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

D. Types of Emergencies

Emergencies are typically divided into man-made and natural. The following are examples.

Man-Made Emergencies	Natural Emergencies
Accidents	Animal Attacks
Bomb Threats	Blizzards
Cyber Crime	Earthquakes
Fires	Floods
Medical Emergencies	Wild/Brush Fires
Riots	Landslides/Sink Holes
Assaults & Batteries	Utility Failures
Gangs/Cults	Tornadoes
Hostage Situations	Dust Storms
Active Shootings	Thunder Storms
Weapons	Flash Flood
Deaths/Homicides	Lightning Storms
Sexual Predators/Offenders	Mud
Suicide	Rodent Infestation
Terrorism	Drought and water shortage
Chemical spills/water contamination	
Road Infrastructure Obstruction	
Work Place/Domestic Violence	
Child Missing /(Amber Alert)	
Pandemic influenza	
Radiological emergencies	

ERT ROLES & RESPONSIBILITIES

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

A. School Administration:

The Principal is responsible for providing leadership on security issues, and selecting the Emergency Response Team (ERT).

- Security and emergency management procedures
- Updating contact information
- Receiving and acting on notifications of incidents
- Reporting incidents to the BIE Chain of Command
- Bringing in external resources
- Establishing discipline procedures
- Following through with consequences in a fair and consistent manner
- Reporting serious incidents to parents or appointing a designee to do so
- Facilitates and formalizes communication among all staff.
- Solicits suggestions and recommendations
- Other critical tasks

Emergency Response Team (ERT) Committee

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

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

Emergency Management Team

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

School Commander -

The School Commander, typically the Principal, remains in the Command Center and manages the crisis. He or she coordinates the emergency response effort; gives the order to evacuate or lock down the school; coordinates with police, fire and medical teams; maintains contact with headquarters, and ensures immediate notifications to the Bureau of Indian Education Chain of Command. After the emergency is concluded, the School Commander may act as, or appoint, a Continuity Coordinator, who works to resolve employee issues related to an emergency that disrupts school operations.

School First Aid Responders–

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

Site Coordinator–

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

Parent Coordinator-

The Parent Coordinator assists parents who come to the school and keeps parents briefed on the situation. (Severe injuries or the death of a child should be reported to parents by the principal, unless extreme circumstances do not permit it.) A separate waiting area for parents of involved children has been designated. It is important that the Parent Coordinator stay calm and reassuring during emergencies and communicate only what is known about the situation, not speculation.

Crisis Team Leader:

The Crisis Team Leader coordinates crisis intervention and counseling services.

Recorder–

The Recorder documents the time and events of a crisis, beginning with when the event started and when changes in the situation occurred. The Recorder also collects the names of missing children from teachers and assists in reporting them to emergency responders, the administration, and the Parent Coordinator. The Recorder records the names of responding emergency units and the support staff, collecting business cards, if available. If the school has surveillance equipment, the Recorder, or another individual assigned by the Principal, ensures after each emergency incident that images of the incident are preserved digitally or on tape.

Transportation Coordinator–

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

Media Coordinator–

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

Teachers

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

Assistants for Individuals with Physical Disabilities-

Staff members are assigned to assist each student and colleague with physical disabilities in the event of an evacuation, as described in the evacuation plan. Assistants for children and staff with disabilities must be knowledgeable about each individual's special needs, particularly in respect to special equipment and medications. Alternative staff members are designated in case an assigned staff member is absent during an emergency.

Emergency Response Team (ERT) Roles and Responsibilities:

ROLE(s)	RESPONSIBILITIES	NAMES	OFFICE PHONE NUMBERS	Work Cell Numbers
Incident COMMANDER (IC)	Manages the crisis and coordinates response with police, fire and medical teams. Remains in Command Center. Gives the order to evacuate or lock down the school. Maintains contact with headquarters. Ensures necessary notifications to the BIE Chain of Command.	David Nez	928.781.6221 Ext. 229	928.349.2079
		Jackson Hanley	928.781.6221 Ext. 232	928.349.7998
Public Information Commander (PIC)	The PIC keeps media away from parents and students. Collects business cards from the media. Works with the BIE and Media. Student/staff confidentially; FERPA.	David Nez	928.781.6221 Ext. 229	928.349.2079
		Dori Sombrero	928.781.6221 Ext. 232	928.349.3050
SITE COORDINATOR (SC)	Directs emergency responders such as police, fire, and paramedics to the site of the emergency. Controls access to affected areas. Preserves the crime scene until police arrive. Directs media, parents, and others to the appropriate locations. Secure areas, as necessary, knows the emergency site map thoroughly and knows where to locate the necessary supplies to secure areas during school-wide incident.	Donavon Bia/Michael Wilson	928.781.6221 Ext. 242	928.349.1812 928.349.1762
		Jerold Benally/ Randy Lee/ Damion Guy/ Trent Dickson/ Ryan Sells	928.781.6221	
	Provides emergency First Aid until medical assistance arrives. Coordinates school first responders who are trained in First Aid, typically the school nurse,	Max Benally	928.781.6221 Ext. 263	928.349.1696

MEDICAL COORDINATOR (MC)	office staff or physical education teachers.			
PARENT COORDINATOR (PC)	The PC assists parents who come to the school and keeps parents briefed on the situation. *(Severe injuries or the death of a child should be reported to parents by the Principal, unless extreme circumstances do not permit it.)* A separate waiting area for parents of involved children has been designated. It is important that the Parent Coordinator stay calm and reassuring during emergencies and communicate only what is known about the situation, not speculation. FERPA is a must.	Robert Dalton	928.781.6221 Ext 274	928.349.4543
		Carisa Yazzie	928.781.6221 Ext.	928.349.1815
CRISIS TEAM LEADER (CTL)	The CTL coordinates crisis intervention and counseling services	Cecil Begay	928.781.6221 Ext 231	928.349.3025
RECORDER	The Recorder documents the time and events of a crisis, beginning with when it started and when the situation changed. Collects the names of missing children from teachers and reports them to emergency responders, the administration, and the Parent Coordinator. Records names of responding units and collects business cards, if available.	Melissa Todecheenie	928.781.6221 Ext. 235	
		Marlena Nez	928.781.6221 Ext. 224	
		Stephanie Tsosie	928.781.6221	928.349.2035

PREVENTION AND PREPAREDNESS

Many incidents can be prevented when staff members:

- Communicate to students the importance of being safe;
- Communicate high expectations and enforce rules consistently and fairly;
- Intervene when they see evidence of trouble, such as bullying, threats, child abuse, alcoholism, drug abuse, or suicidal tendencies;
- Reinforce to students that they should report to adults the same signs of trouble and they could save lives by doing so.

Preparation decreases the harmful effects of emergencies. All staff should:

a) Study these procedures and familiarize how to respond to an emergency;
b) Learn evacuation routes and destinations. Know the locations of phones, fire alarms, fire extinguishers, fire hoses, first aid kits, and emergency exits in advance;
c) In case of an emergency, call 911, use of radio, use of phones, use of intercom, and use of electronic mail;
d) Keep your cell phone charged and with you. Keep a spare battery and power cord on hand for emergencies;
e) An emergency kit has been provided to every classroom. Know its location and its use;
f) All staff are required to maintain a current Basic First Aid and CPR certification;
g) Create and utilized telephone/cellular phone tree

DETECTION AND COMMUNICATION

Detecting Internal Threats

The most likely means through which school emergencies will come to the attention of the administration and emergency responders is through the quick action of alert staff members. Staff members are required to report any actual or potential emergency incidents.

In crises requiring an immediate emergency response, staff members should call 911, followed by immediate notification to the **Principal**, in his/her absence, followed by **designated individual**. Staff members should make the notifications without delay. It is better to report an incident that does not materialize into anything serious than to fail to report what becomes a full-blown emergency.

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

If case of fire, the staff member who first detects the fire should pull the alarm.

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

E. Detecting External Threats

The **Principal**, in his/her absence, followed by **designated individual** will monitor news and weather radios or the Internet for impending hazardous weather or dangerous situations such as landslides, floods, or elevated terrorist alerts. In regional or national situations, news may be communicated also through the local Agency Office, and through Tribal Authorities, or local emergency responders.

F. School Command Communications

The Principal has the responsibility to communicate to several different audiences including:

1. The Governing School Board President
2. The BIE Chain of Command
3. Emergency responders and state and local agencies
4. All school occupants during an all-school alert
5. Parents/next of kin, particularly in the case of injury or death of a student
6. The community and the media

1. FIRE DRILL

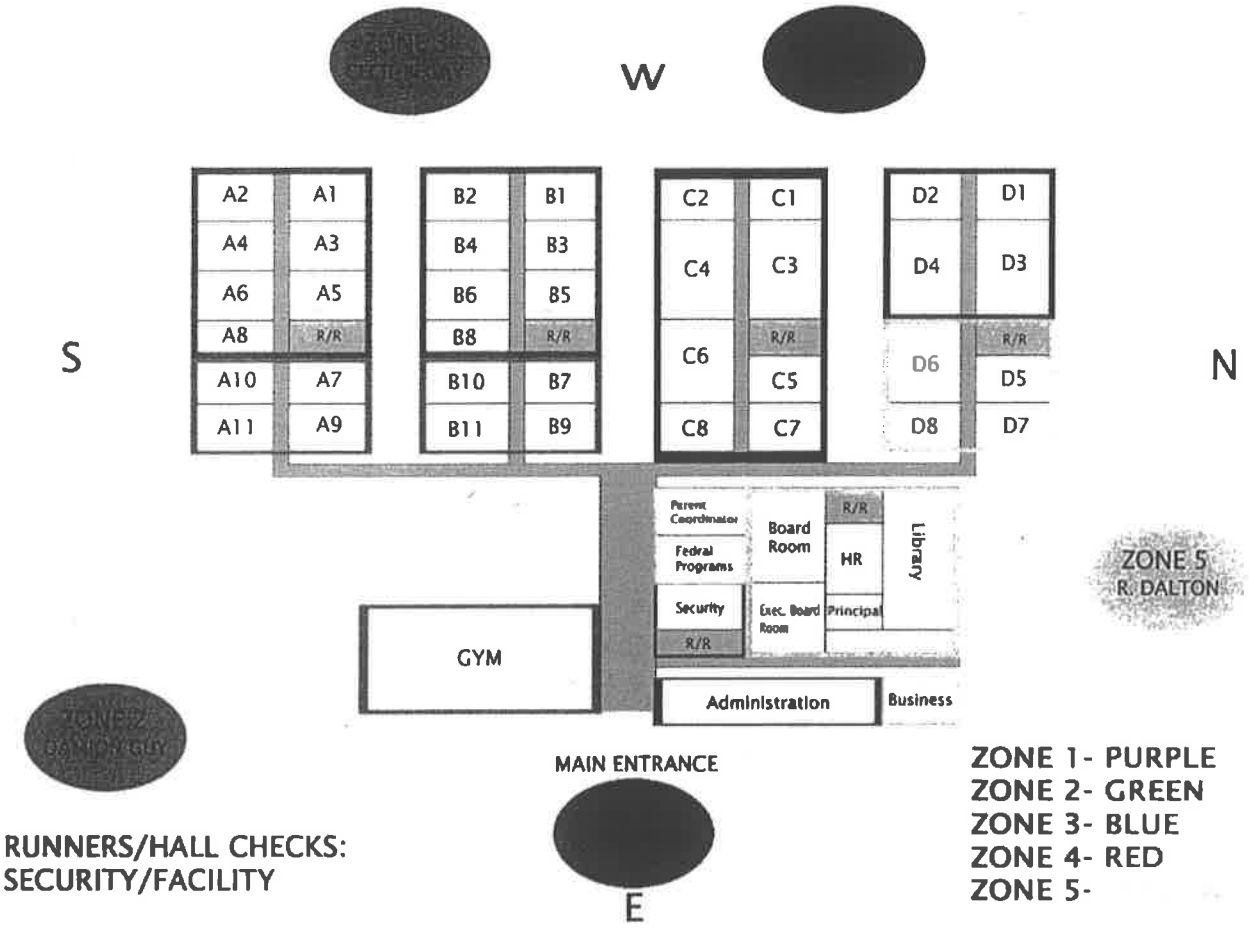
A fire drill is an emergency situation to exercise the evacuation procedures. Fire drills are mandated to occur, twice at the beginning of the school year and once a month thereafter. Dormitory/residential fire drills are mandated to occur, twice at the beginning of the school year and once a month thereafter as well as conducting 1 midnight fire drill per school year.

EVACUATIONS

Some emergencies require that the building be evacuated as quickly as possible. As soon as the fire alarm is activated, occupants are required to leave the building by the nearest exit and proceed to the nearest **ZONE**. As indicated down below.

(Zones are located in different areas outside of the building and are identified with numeric signs. Each Zone is at least 100 feet away from the building.)

FIRE EVACUATION MAP



RUNNERS/HALL CHECKS:
SECURITY/FACILITY

ZONE 1- PURPLE
ZONE 2- GREEN
ZONE 3- BLUE
ZONE 4- RED
ZONE 5-

STAFF (Roles and Responsibilities):

Once an evacuation order is given, all occupants, with the exception of The Runners, must immediately evacuate the building in a calm and efficient manner. Teachers without special duties must quickly **LEAD** their students in an orderly fashion to their nearest Zone, taking with them their class lists/roll call, a pen or pencil, flip chart and first aid kit.

Teachers must give a head count to the Zone leaders and show flip charts with proper color indicating the correct response for accountability and or assistance.

[redacted]-INJURED/HELP,

YELLOW-MISSING PERSON,

[redacted]EVERYTHING/EVERYONE IS OKAY

Procedures are as follows:

1. Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom or section will go.
2. If you are a member of the **Emergency Response Team**, understand your roles and responsibilities and act accordingly.
3. If you activate the fire alarm, notify the Academic Administration of the exact nature and location of the emergency.
4. If you are a teacher, take your class list/roll call book, flip chart and first aid kit with you to your Zone and immediately take attendance.
5. Leave office doors un-locked and close door with the lights turned off. A routine check of the floors will be done to ensure that they are empty.
6. Report to the assigned Zone areas indicated. Take attendance every time your class moves to a new location. Report missing children immediately.
7. Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building.
8. Stay out of the way of emergency vehicles.
9. Do not re-enter the building until an "All Clear/Code 4" is given by the I.C.

SHELTER-IN-PLACE: Reverse Evacuations

Not every emergency in or near the building leads to an order to evacuate. Most emergencies, such as tornadoes, civil disturbances, or individuals with guns in the school may cause the Principal to ask everyone to remain in the building until the situation improves. Reverse Evacuations include *lockdowns*, used in the case of an individual with a weapon, and *shelter-in-place*, typically used during hazardous weather, a dangerous chemical hazard, Dangerous outside threats and Incidents occurring within the local surrounding areas during the school day.

Emergency LOCKDOWN:

SCHOOL WILL ANNOUNCE LOCKDOWN. NOTE: ANNOUNCEMENT WILL BE MADE ON INTERCOM, TWO WAY RADIOS AND PHONES WILL BE UTILIZED TO ANNOUNCE AND NOTIFY BUILDINGS AND STAFF WITH NO INTRCOM.

A school lockdown indicates that students and staff may be in danger from a hostile situation in the school. A lockdown serves many functions during an emergency situation:

Lock-Down Procedures:

Lock-Down Signal: Announce (**"Lockdown". This is not a drill. We are under a lockdown. Please stay in your classrooms. If you are in the hallways or playground area, please move quickly to a safe room and Lock the door. Remain there until notified to do otherwise."**)

Lockdown protocols are as follows:

1. During a lockdown, Staff should immediately lock their classroom doors.
2. Turn off all lights.
3. Staff will collect all students' cellphones and turn them off. Place cellphones in a designated area until further notice.
4. Staff must have the students hide and remain absolutely quiet.
5. Create a series of barriers by turning desks and tables on their sides and putting them between the door and occupants in the room.
6. Cover all windows utilizing paper, posters, curtains and blinds.
7. The Emergency Response Team (ERT) should ensure that students and staff in hallways are placed in the closest classrooms immediately. Check restrooms and other areas where students and staff may be found.
8. If you are in an open area such as a gymnasium or Cafeteria, usher students and staff to the nearest room that can be locked.
9. Students and Staff must wait until the Principal announces "all clear, code 4."
10. Staff with students will create an attendance roster and prepare a list of missing students and extra students in the room. Report to the **Front Office** and ensure that you take this list with you when you are directed to leave the classroom.

SHELTER IN PLACE:

A school Shelter-In-Place indicates that students and staff may be in harm's way from an Occurring Incident outside the school. A Shelter-In-Place serves as a secured "Safe Place" for all Students, Staff and Visitors during outside threats and Incidents occurring within the local surrounding areas.

SCHOOL INTERCOM WILL ANNOUNCE SHELTER-IN-PLACE. NOTE: ANNOUNCEMENT WILL BE MADE ON INTERCOM, TWO WAY RADIOS AND PHONES WILL BE UTILIZED TO ANNOUNCE AND NOTIFY BUILDINGS AND STAFF WITH NO INTERCOM.

Shelter-In-Place Procedures:

Shelter-In-Place Signal: Announce (**"We Are Going into A Shelter-In-Place." This is not a drill. We are in Shelter-In-Place. Please stay in your classrooms. If you are in the hallways quickly return back to your classroom. Remain there until notified to do otherwise.")**

Shelter-In-Place protocols are as follows:

1. During a Shelter-In-Place, ERT members will secure the external doors and campus gates.
2. Staff will continue classroom instruction.
3. Staff **MUST LIMIT** hallway access. **(No Loitering)**
4. No person can leave or enter the buildings during this procedure.
5. After threat is removed an "All Clear, code 4" will be announced.
6. If the threat escalates, a "lockdown" will be initiated.

If hazardous weather occurs within the surrounding areas, a shelter in place will be initiated.

1. Principal and/or Front Office Staff should monitor developing weather conditions.
2. If conditions warrant, protective measures should be taken.
3. Discourage the release of students until the severe weather passes.
4. Await further instructions from the Principal.

EARLY DISMISSAL

Most weather or emergency situations may cause Administration to dismiss students and employees during school/business hours, at the discretion of the Governing School Board President. Principal will **ANNOUNCE OVER INTERCOM AND TWO WAY RADIOS TO INFORM ALL STAFF.**

CLOSURE

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

Means of Communication: RADIO ANNOUNCEMENT FROM KTNN. KOAT TV CHANNEL 7. KOB CHANNEL 4. Mass communication/telephone/cellphone tree will be utilized.

If hazardous weather condition occurs the protocols are as follows:

Parent and School Community

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

	Location	Phone Numbers	Fax Numbers
MFCS, Inc.	**Main Number:**	928.781.6221 press 1	
	Front Office:	928.781.6221 press 1	
	Registrar:	928.781.6221 press 1	
	Website: www.mfcsaz.org		
Radio Stations	**KTNN (660 AM):**	928.871.2582	
	KGLX (99.1 FM):	505.863.9391	
	KGAX (1130 AM):	505.863.4444	
	KNDN (960 FM):	505.325.1996	
	KRTZ (98.7 FM):	970.565.9000	
Television Stations	**KOBF** (Farmington, NM)	505.326.1141	505.327.5196
	KASA/KRQE (Albuquerque, NM)	505.243.2285	505.248.1464
	KOB (Albuquerque, NM)	505.243.4111	505.764.2456
	KOAT (Albuquerque, NM)	505.884.7177	505.884.6282

Media

Depending on the circumstances, the Incident Commander may manage media communications after consulting with BIE Chain of Command.

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

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

Protocols are as follows:

Gather the Facts:

With the help of the Recorder and the Parent Coordinator and involved staff members, the Incident Commander will gather facts about the situation. No speculative information should be communicated and the designated spokesman should be aware that media looks for "sound bites." Avoid heavily loaded short phrases that can be taken out of context.

Prepare a Statement and Background Information:

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

Keep Track of Media Calls and Requests:

The Public Information Commander (PIC) should keep a list of all the reporters to whom he/she corresponds with. This will enable the BIE to look for news clippings and to later evaluate how the crisis was handled.

Respond to the Media Quickly and Fairly:

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

V. EVACUATIONS

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

Procedures are as follows:

1. Read and understand the emergency and security procedures. Know your duties in case of an evacuation or lockdown. Study the evacuation map and know where your classroom or section will go.
2. If you are a member of the Emergency Response Team, understand your roles and responsibilities and act accordingly.
3. If you activate the fire alarm, notify the Academic Administration of the exact nature and location of the emergency.
4. If you are a teacher, take your class list/roll call book, flip chart and first aid kit with you and immediately take attendance. Ensure your classroom is completely empty before leaving. Turn off the light and close the door.
5. If time permits, secure all sensitive or classified documents.
6. Leave office doors un-locked and close door with the lights turned off. A routine check of the hallways will be done to ensure that they are empty.
7. Report to the assigned assembly areas indicated below. Take attendance every time your class moves to a new location. Report any missing students/staff immediately.

8. Follow the instructions of emergency evacuation personnel. This is especially important when you are outside the building.
9. Stay out of the way of emergency vehicles.

Evacuation Posts

This is where school occupants will be relocated if an emergency incident prevents them from staying on the campus. *See attached location map-*

Off-Site Emergency Shelter	
Many Farms High School	**Many Farms Public School**
Principal: Dr. Carmelia Becenti P.O. Box 307 Many Farms, AZ 86538	Principal: David Moore P.O. Box Chinle, AZ 86503
Telephone: 928.781.6226	Telephone: 928.781.6232
Fax: 928.781.6355	Fax :

Off-Site Command Post	
Rough Rock Community School	**Many Farms High School**
Principal: Rosyphina Sells Rough Rock, AZ 86503	Principal: Dr. Carmelia Becenti P.O. Box 307 Many Farms, AZ 86538
Telephone: 928.728.3710/3730	Telephone: 928.781.6355
Fax: 928.728.3617	Fax : 928.781.6400

On-Site Command Post	
MFCS, Inc. Administration	**Business Office**
Principal: 928.781.6221.press 1	Administrative Services
Facility Manager: 928.781.6221. press 1	Telephone: 928.781.6221.press 234
Fax: 928.781.6376	Fax: 928.781.6400

Staging Area for Emergency Response Equipment
EAST OF THE ACADEMIC BUILDING #1000 SCHOOL PARKING LOT

Area for the Injured
SCHOOL GYMNASIUM

Area for the Deceased
Indian Health Service, Chinle, AZ

Area for the Media
MANY FARMS LDS CHURCH BEFORE THE CATTLEGUARD

Assembly Point
Students and staff, parents and visitors will evacuate and assemble to south of school building #1000 (football field) day time. Cafeteria parking (Building #1842) lot for night time.

Evacuation Routes
The maps should include the following: a. Classrooms b. Offices c. Hallways d. Designated escape routes

VI. INCIDENT-SPECIFIC PROTOCOLS

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

Fire and Explosions

Fires Prevention

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

- Do not smoke or use candles in the building.
- Be alert for electrical cords that are frayed or located close to papers or draperies. Hazards should be reported to Principal.
- Because of the high heat that they generate, halogen lights can become a fire hazard and should be used with caution. Electronic equipment should be connected to surge protectors to prevent overloading of circuits and fires in the sockets.
- No electrical appliances, heating pads, microwaves, refrigerators, coffee makers/percolators, portable heaters, toasters, curling iron, hair dryers, slow cookers, electrical office supplies, hot plates, etc. (with the exceptions of certain designated areas)
- Monitor personal cellphone, tablets, laptops, e-readers, and other electrical devices while charging.

- Store flammable materials in appropriate containers. If you see improperly stored chemicals, please contact ***Facility / School Safety***.
- Limit the use of extension cords, which can lead to overloading the electrical system.
- Keep hallways and storage areas free of debris.

Preparation

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

1. Become familiar with the school's fire safety features and learn the locations of:
    a. Fire alarms
    b. Fire alarm protector covers
    c. Every exit, including those designated exclusively as exits in the event of a fire
    d. Fire Extinguishers
2. Create an emergency kit/fanny pack kits and include duct tape (use to seal doorways or any airways of smoke)/flashlight. (TO DO LIST: Complete bucket kit)
3. Become familiar with how to operate a fire extinguisher and be able to determine proper use that most appropriate for your situation. Use of an inappropriate fire extinguisher may injure the user and can actually intensify the fire. Because of their limited capacity, extinguishers should be used only on small fires. (TO DO LIST: STAFF TRAINING)

Response

1. In the event of fire, pull the nearest fire alarm and call 911, if phones are available.
2. Report burning odors or smoke.
3. Follow the evacuation procedures. Ensure all children in your care have been evacuated. Turn off the lights and close your classroom door when you leave. If it is dark, have your flashlight ready.
4. Before opening any door during a fire, feel the door first at the bottom and then work your hand up the door to see if it is hot. A hot door means there may be fire on the other side. Try to get out another way. (TO DO LIST: Staff training)
5. If trapped inside, seal the sides, bottom, and top of the door with wet towels or duct tape to prevent smoke fumes from entering the room. Smoke inhalation and toxic fumes kill more people in fires than flames.
6. Stay low to the floor when escaping flames.
7. A small fire extinguisher lasts for only a few seconds. Therefore, fire extinguishers should be used only on small fires. To operate an extinguisher, use the PASS Method; (stand six to eight feet away, **pull** the pin, **aim** the extinguisher toward the *bottom* of the fire, **squeeze** trigger and **sweep** from side to side.) REMEMBER: Pointing the extinguisher at the top of the fire, will spread the fire.
8. Never stand between the fire and an exit.
9. Fire-rated doors are intended to contain fires. They should be kept closed in a fire.
10. Maintenance staff should immediately shut off gas to the area, if possible.
11. Once outside, stand in the pre-designated evacuation posts, at least 100 feet from the building and out of the pathway of fire trucks, police, and paramedics.

Explosions

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

Bomb Threats

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

Calmly ask the caller to repeat what he/she said. Questions to ask caller:

1. Who is this?
2. Where is it?
3. When is it?
4. After the caller hangs up, contact the **Principal**. Police should immediately be called to determine whether it is appropriate to evacuate the building.

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

Clerical staff should keep bomb threat procedures at their desks and should maintain a Telephone bomb threat check list, easily available at all locations with a phone.

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

Medical Emergencies

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

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

should review appropriate to these conditions with the school nurse and parent of the student. This information must be secured in accordance with the Family Educational Rights and Privacy Act (FERPA), described at:

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records.

There should be a First Aid kit in every classroom and office. All staff are first Aid certified.

Accidents

1. Assess the severity of the incident.
2. **Notify Principal of the incident. If he/she are not available notify delegated staff member.**
3. **Call 911.** Tell emergency personnel who you are and where you work, including building and room location. Do not hang up until directed to do so.

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

1. Retrieve the nearest First Aid kit and administer basic first aid as needed, until experienced personnel arrive.
2. Assign a colleague to stand outdoors to direct paramedics to the injured victim.
3. Do not move the victim unless he or she is in immediate danger from a building collapse or another imminent threat.
4. Reassure the victim and bystanders that help is on the way.
5. After the situation is stabilized and the victim is receiving care, arrange for parental notification through the Front office or, in the case of a staff member, the emergency contact. This should be done as quickly as possible under the circumstances. In notifying parents, staff should remain calm and be knowledgeable about where the student has been transported. Principal and/or front office personnel will be responsible for contacting the parent.
6. Complete a detailed incident report. In the case of vehicle accidents, fill out an accident report and provide it to Police Officer.
7. Take the injured student to the main office or to the Nurse's office or station.

Animal Attacks

Staff should:

1. Call 911 if a student/staff has been injured by an animal.
2. If the animal is outside the school building, request the administration to issue a shelter-in-place alert, but otherwise continue operations as normal.
3. If the animal enters a building, evacuate the classroom/office and move to another part of the building and close the door. Attempt to isolate the animal in a classroom/office. The Principal or designee will contact the local animal control.

4. Ask the Administration to contact the parent or guardian of any student/staff physically harmed or emotionally distraught.

Chemical or Hazardous Material Spills

Protocols for chemical or hazardous materials spills are as follows:

1. Maintenance staff should shut down all heating, ventilation, and air conditioning systems to prevent the dispersal of the hazardous chemical throughout the building.
2. A shelter-in-place order will be given unless the hazard is most intense inside the school.
3. Colleagues should close and secure all doors and windows.
4. The Incident Commander / Recorder will notify 911.
5. Colleagues who know what the material or chemical is should report that information to the Principal, if it is not otherwise known.
6. If a colleague or student shows obvious symptoms of exposure to a contaminant, trained personnel should implement basic decontamination procedures. The affected individuals should be separated and washed with soap and water. If possible, they should shower and be given alternative clothing. The exposed clothing will be put in plastic bags. Removing a contaminated person's clothing effectively removes in excess of 80 percent of contaminants from the person, reducing the chance that the person will suffer pain and serious injury.

Once the contamination/hazard has passed, public safety officials will evaluate the situation. At that time, they will either give the school clearance to resume safe and normal operations or request that the school be evacuated for cleanup operations. In the case of an evacuation, students will be safely transported by bus to **Many Farms High School or Many Farms Public School.**

Death of Student or Staff Member

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

1. Call 911. Report to appropriate authorities. At the discretion of the principal, a shelter in Place/Lockdown will be initiated, on a case by case basis;
2. Areas will be secured off by Site Coordinator (S.I.) until appropriate authorities arrive;
3. If the death occurred in the school, local authorities will notify the next of kin;
4. Principal will notify the students and staff to leave the school; following appropriate sign-out or clock out procedures;
5. Principal will notify the BIE Chain of Command/Governing School Board President and all appropriate entities;
6. Principal will debrief with school administrators and staff after event;
7. Principal/school counselor(s)/IHS Behavioral Health Services will establish a timeline for counseling availability/location sites/telephone numbers;
8. Cultural considerations should be addressed such as a cleansing ceremony, etc. to restore harmony and initiate reunification process.

Epidemics/Pandemics

Although rare, epidemics/pandemics can cause extreme damage and disruption. Massive government efforts are underway to prepare for epidemics or pandemics influenzas. Extensive instructions on how to react during such a time are available.

When an epidemic/pandemics does occur, **Many Farms Community School, Inc.** will issue additional guidelines. In the meantime, it is always cautious to follow standard National Centers for Disease Control and Prevention (CDC), The Office of Environmental Health, Local Public Health Nursing, NN Dept. of Health protocols to reduce the risk of disease and infection. These include:

1. Keep anti-bacterial hand cleaner with you at all times and use it frequently.
2. Encourage students/staff to wash their hands frequently with soap and water.
3. Students/staff who are ill should remain at home until doctor clearance is given.
4. Report to the administration, if you notice any unusual trends in children's illnesses or unusually high numbers of absences.
5. Maintenance staff is required to ensure that bathrooms have a continual and ample supply of tissues, toilet paper, and soap.

Food Contamination

Protocols for food contamination are as follows:

1. If a clear pattern of illness occurs that indicates food poisoning, staff members should notify the Principal immediately, who will in turn call 911.
2. The Principal and staff should interview the persons reporting the illness. If more than one student is ill, each should be interviewed separately and any common elements in their stories should be considered. Questions include:

    - ***What symptoms do you have?***
    - ***When did you start feeling ill?***
    - ***What did you eat and drink today?***
    - ***Where did you obtain the food?***

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

Suicide

When a student or staff member attempts to commit suicide:

- Call local Law Enforcement (call 911) and emergency medical personnel immediately.

- Notify the Principal and Counselor immediately. (Note: The Principal will notify the parent or guardian and schedule meetings with the parents and school counselor to determine course of action.)
- Have an adult employee escort the at-risk person to a safe environment with access to a phone, away from other students (NN suicide hotline 800.273.8255/Chinle Behavioral Health/Multi-tiered Youth Suicide Prevention Program in Chinle, AZ. 928-674-5051/Tsehoostsooi Medical Center Methamphetamine and Suicide Prevention Initiative in Ft Defiance, AZ - MSPI)
- Stay with the person until the counselor/suicide intervention arrives. **DO NOT leave the suicidal person alone.**

In the event of suicidal death:

1. Call 911. Report to appropriate authorities. At the discretion of the principal, a shelter in Place/Lockdown will be initiated, on a case by case basis;
2. Areas will be secured off by Site Coordinator (S.I.) until appropriate authorities arrive;
3. If the death occurred in the school, local authorities will notify the next of kin;
4. Principal will notify the students and staff to leave the school; following appropriate sign-out or clock out procedures;
5. Principal will notify the BIE Chain of Command/Governing School Board President and all appropriate entities;
6. Principal will debrief with school administrators and staff after event;
7. Principal/school counselor(s)/IHS Behavioral Health Services will establish a timeline for counseling availability/location sites/telephone numbers;
8. Cultural considerations should be addressed such as a cleansing ceremony, etc. to restore harmony and initiate reunification process.

Serious Injury – Resulting from a suicide attempt.

1. Call 911. Report to appropriate authorities. At the discretion of the principal, a shelter in Place/Lockdown will be initiated, on a case by case basis;
2. Areas will be secured off by Site Coordinator (S.I.) until appropriate authorities arrive
3. Local authorities will notify the next of kin;
4. Principal will notify the students and staff to leave the school; following appropriate sign-out or clock out procedures;
5. Principal will notify the Governing School Board President;
6. Principal will debrief with school administrators and staff after event;
7. Principal/school counselor(s)/IHS Behavioral Health Services will establish a timeline for counseling availability/location sites/telephone numbers;
8. Cultural considerations should be addressed such as a cleansing ceremony, etc. to restore harmony and initiate reunification process

Other Medical Emergencies

It is important to report to the **Principal and the School Nurse** immediately if a student or staff member exhibits signs of severe illness such as alcohol poisoning, a drug overdose, a stroke, a heart attack, seizures, a diabetic coma, heat exhaustion, frostbite, or other illnesses. Medical treatment should be sought immediately.

Substance Abuse

Suspected Alcohol or Drug Use

If a student/staff is suspected of alcohol or drug use, approach the student/staff and engage in conversation. Attempt to identify specific signs such as:

- Glassy bloodshot eyes
- Pale skin color
- Impaired motor functions
- Slurred speech
- Chemical or smoke smells

If signs exist, immediately remove the student/staff from the classroom and accompany him or her to the nurse's office. (Research for DPS drug recognition/student handbook/personnel policy)

School nurse will ask probing questions to determine substance and quantity ingested.

1. Call 911. Report to appropriate authorities. At the discretion of the principal, a shelter in Place/Lockdown will be initiated, on a case by case basis;
2. Areas will be secured off by Site Coordinator (S.C.) until appropriate authorities arrive
3. Local authorities will notify the next of kin;
4. Principal will notify the Governing School Board President;
5. Principal will debrief with school administrators and staff after event;
6. Principal/school counselor(s)/IHS Behavioral Health Services will establish a timeline for counseling availability/location sites/telephone numbers;
7. Cultural considerations should be addressed such as a cleansing ceremony, etc. to restore harmony and initiate reunification process

Incoherent or Non-Responsive Behavior

When a student or other school occupant is suspected of using drugs, alcohol, or inhalants. School personnel should immediately assess if emergency care is needed and call 911; if the situation calls for it. An immediate medical emergency response is mandated when the student/other school occupant:

- Is intoxicated;
- Is not breathing;

- Is unconscious;
- Is profusely bleeding;
- Is vomiting;
- Is out of control and shows uncontrollable rage;
- Has secretions from the mouth;
- Has blurred vision;
- Is unable to walk normally, or
- Exhibits signs of sexual assault.

Notify law enforcement and emergency medical personnel.

If a student is incoherent or non-responsive:

- Immediately call emergency medical personnel (911).
- Report to appropriate authorities. At the discretion of the principal, a shelter in Place/Lockdown will be initiated, on a case by case basis;
- Areas will be secured off by Site Coordinator (S.C.) until appropriate authorities arrive
- Assess the scene for safety;
- Principal will notify the next of kin.
- Turn the victim on his or her side. Under no circumstance should the student/staff lie on his or her back.
- Attempt to wake the student/staff by tap on shoulder. The more non-responsive the student/staff is, the greater the danger of death by alcohol poisoning/substance abuse.
- Monitor the student/staff's breathing. Indications of trouble breathing include irregular, shallow or slow breathing.
- Monitor the student/staff until help arrives. DO NOT leave the student/staff unattended.
- Designate a school employee to accompany the student/staff to the hospital and remain with the student/staff until next of kin arrives.
- School Nurse will complete the Student Substance Abuse Screening Form and Student Referral Checklist form & Human Resource will refer to the Personnel Policy for substance abuse counseling/referral.

Alcohol or Drugs on School Property

If alcohol or drugs are found on school property:

- Refrain from handling the contraband or disturbing the area in which it was found, unless the area cannot be secured. If it cannot, remove the contraband to a safe and secure place.
- Notify the Principal immediately; the Principal will notify Law Enforcement by calling 911.

- Acquire all available related information from students and employees.
- Document the situation for probable cause, search and seizure.
- Complete the incident report
- Leave the substances untouched unless they are at risk of being disturbed. If they are at risk of being disturbed, contain them in a plastic bag accompanied by a chain-of-custody log to document who handled the plastic bag, where it was located, and when it was moved. Care should be taken not to handle the evidence itself. Provide all documentation to Law Enforcement.

Violence

In accordance to MFCS, Inc.'s Student-Parent Handbook:
Possession or handling of a weapon/other dangerous instrument that can be used as a weapon, including but not limited to firearms. Minors are prohibited from carrying or possessing firearms, knives (and other sharp objects), Fireworks, explosives, brass knuckles, or martial arts instruments (Legal Reference Title 17 N.N.C. §320, 321, 322, 323, and 324; ARS 13-3315.)

Weapons Policy states "*No student shall carry or possess a weapon or dangerous instrumentality (as defined by Navajo Nation or Federal law) or simulated weapon to disrupt any activity of the school. A student who violates this policy shall be subject to disciplinary action, including but not limited to expulsion".*

Warning Signs

Staff members are required to report to the administration, students/staff who:

1. Express a fascination with weapons, violence, Satanic cults, violent gangs, or extreme political or terrorist movements that use violence, torture or genocide;
2. Exhibit signs of self-destruction, suicide, substance abuse, child abuse or neglect. In cases of suicidal tendencies, a suicide watch is warranted;
3. Express an intent to obtain weapons;
4. Display extreme anger that frequently erupts/verbal outburst resulting into pushing, shoving, striking, and fighting;
5. Display a fascination with, or knowledge of, bombs or explosive devices;
6. Possess bombs or explosive devices;
7. Destroy property and engage in other extreme and unusual behaviors that suggest potential violence.

The administration is responsible for verifying the information and acting on it through a series of action steps using MFCS Student Handbook and Personnel Policy which includes interventions; parent conferences; progressive discipline; and in some circumstances; arrests, and remove the.

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

DISGRUNTLED INDIVIDUAL

If an individual is disgruntled or becomes disgruntled in any way while on school campus. The protocols are as follow:

- The School (an employee) will contact 911 immediately and will go into a shelter in place or Lock down if needed. (Depending on severity)
- Contact the Principal to report the incident.
- Contact the School SRO/Safety Officers to escort the individual to their POV to ensure the disgruntled individual is no threat to the students, staff, and property.
- Report and gather statements from the situation/incident that occurred. The Administration will notify the disgruntled individual formally on further actions that will be taken. If the individual is an employee, the school will refer to the personnel policies and procedures manual.
- At your discretion, any individuals being threatened is to immediately file an individual protection order at the police department for your own safety.

Suspicious or Illegal Behaviors

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

1. Immediately report any suspicious activities or criminal acts that occur in or on campus to the Principal.
2. The administration will notify the Navajo Nation Police Department, the Security Officer, and others, as applicable.
3. Treat all threats seriously, no matter how minor, and immediately report the threat or conduct to the Principal.
4. Respond immediately to a person in an agitated state. Indicators to be aware of include perspiration, a red face, and shaking hands. These are often the first warning signs of a person who could become threatening or violent.
5. Be attentive to, and inquisitive about, strangers. Ask wandering or "lost" visitors roaming the campus who they are, who they are visiting, check and ask for visitor badge/pass. If needed, contact a Security Officer for assistance.
6. Stop students in the hallways during class periods to ensure they have a pass.

Fights without Weapons

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

1. If a fight erupts, send for help immediately (Principal, SRO, School Safety Officer). This might be through a colleague, a trusted student, a two-way radio, or a cell/desk phone.
2. Loudly command the students/staff who are fighting to stop immediately;
3. Inform them of the consequences of failing to do so;
4. Secure the area by removing the students/staff to ensure their safety;

5. If appropriate, send a trusted student/individual to the next classroom to request a colleague to come to the location. Instruct the student to only whisper to the colleague that there is an emergency so as not to invite spectators;
6. If you are a Teacher called to such an emergency, instruct your students to stay in the classroom. Note the consequences, if they do not. Order spectators to return to their classrooms or to evacuate.
7. If colleagues are nearby, instruct the most physically able adults to help you separate those involved. Ask another colleague to keep other students away from the fight to prevent it from escalating.
8. Separate those involved. Do not use excessive force such as punching, choking, or hog-ties. Except in an extreme circumstance, such as a matter of life and death, do not ask students to intervene.
9. Under no circumstances should any staff member idly stand by while a fight occurs. Every staff member has a responsibility to get help, intervene, or keep students away from the scene. Failure to assist is cause for discipline or termination.
10. Call 911 and employ medical assistance protocols, as necessary.
11. Make an incident report describing how and when the fight started, who was involved, how it was disbanded, who witnessed the incident, and other factual information. Ask witnesses and the participants themselves how the fight started. "Reference Student Handbook and Personnel Policy outlined consequences appropriate for the situation."

Suspected Weapons Possession

Incidents of suspected weapons may require a search of a student/staff, an action that can create liability issues if not conducted appropriately. Searches must be based on a reasonable cause that the student/staff has a weapon, and the staff conducting the search must be able to later articulate these reasons. Examples: the student/staff told a classmate about the weapon or showed it to a classmate. Searches may not be random. Under no circumstances should a student/staff be strip searched.

1. If a student/staff is suspected of carrying a weapon but is not threatening, notify the Principal, SRO, and School Safety Office immediately, preferably through a colleague or by a remote means of communication such as a 2 way radio or cell/desk phone. If a gun or other serious weapon is involved, police should be called immediately.
2. Every effort should be made to prevent the suspected student/staff from becoming agitated.
3. Do not alert the student/staff that you have suspicions until help arrives. Smile and talk to other students/staff as normal.
4. If possible, gently move other students/staff away from the suspect;
5. Quietly notify nearby Teachers to lock their classroom doors or request a colleague to do so. This should be done without the knowledge of the suspected student/staff.

6. Observe the student/staff's behavior to determine if he or she may be under the influence of alcohol or illegal drugs, a situation that may escalate the level of threat to students and staff. Note whether the student/staff looks unusually angry or determined.
7. Once help arrives and depending on the circumstances, a member of law enforcement, SRO/School Safety Officer, or administration or another staff member may, within reason and with caution, notify the student/staff that he/she is suspected of carrying a weapon.
8. Throughout the incident, make every effort to de-escalate the situation by remaining calm, non-threatening, and firm. The choice of words and intensity, however, can increase as necessary.
9. Ask the student/staff to stand face against the wall and raise his arms. Such a search is permitted only when there is reasonable suspicion that the student/staff may have a weapon. Searches that are not based on any legitimate reason can create significant liability issues. When you give this instruction, focus on the student/staff's hands and stand close enough to secure his/her arms and stop him/her from reaching for the weapon if he/she attempts to draw it.
10. Do not leave the student/staff on the floor for excessive periods of time to avoid "positional asphyxiation."
11. Do not use profanity, which may escalate the situation.
12. Attempt to persuade the student/staff to cooperate by reassuring him/her that no one wants to harm him/her.
13. All students should be cleared from the area during the search.
14. Only the Principal, SRO, school safety officer, Principal's designee, or police are authorized to make a reasonable search of a student on school premises, based on a reasonable belief that the student/staff possesses a weapon. The search must be a reasonable one, which is no more intrusive than is necessary to secure safety. Any search of a student/staff must be made in the presence of a third party.
15. Based on a reasonable belief that the student/staff possesses a weapon, the Principal, SRO, School Safety officer, or Principal's designee are authorized to search student/staff lockers/work space or other parts of the school campus and its surroundings.
16. Confiscated weapons must be turned over to law enforcement. Attempt to preserve fingerprints on the weapon by placing it in a plastic bag.
17. Make an incident report describing how and when the incident began, who was involved, who possessed the weapon, what type of weapon was involved, how the incident was de-escalated, who witnessed the incident, and other factual information. Describe what created the reasonable belief that a weapon was involved, such as information supplied by another student, a suspicious bulge under the student's jacket, a metal detector alert, threatening behavior by the student/staff when questioned, or other indications.
18. Principal or Principal's designee will make the required notifications to the parent/authorities.
19. Principal will debrief with staff

Confirmed Weapon Threats

No one set of protocols applies to every situation of weapon threat. Therefore, apply sound judgment to determine what actions will deescalate the situation.

1. If you see a student/staff or intruder actively threatening others with a weapon. (**Note: Anyone can call a lockdown, for the safety of the students and staff).**
2. Follow the lockdown protocols.
3. Call 911 and identify the student/staff or intruders' location.

After the incident:

1. Be prepared to complete a detailed incident report. If the individual was unknown to the school and fled, write down the person's description including his or her approximate height and weight, color of hair and clothing, age, race, and any prominent features.
2. If the intruder was a student/staff, preserve his/her confidentiality. Do not discuss the identity of the student/staff with the community.
3. Principal will notify the BIE Chain of Command
4. Principal will notify the Governing School Board President;
5. Principal will provide basic information about the incident to the community, when requested and when it is if appropriate. This information will include a statement identifying the type of weapon, how long the weapon was in the school, the location of the weapon at the present time, and a description of the general circumstances including the fact that the procedures outlined herein were followed.
6. Principal will debrief staff and proper authorities.

Refer to the Federal law, "P.L. 114–38"; "Gun Free School Act 1994"; "Gun-Free School Zones Act of 1990 (GFSZA)". "Student Handbook". "NN Law" Tolerance Policy, "requires the school to expel students for one school year" and MFCS Personnel Policy and Procedures."

Sexual Assault

If a student or staff member has been sexually assaulted, staff members are mandatory reporters and are required to follow the normal notification and incident reporting procedures. In addition, the following procedures are required:

1. Reporter starts the SCAN Process, depending on severity of situation to contact appropriate authorities;
2. Demonstrate compassion. Do not express any judgments about the situation.
3. Encourage the victim to go to the hospital to be tested and to preserve evidence.

4. Preserve student confidentiality (FERPA). Do not discuss the identity of the student with anyone other than the administration.
5. Facilitate crisis intervention with the administration. School Counselor will implement counseling and intervention programs.
6. Ensure the victim is accompanied at all times by a school nurse, counselor, psychologist, or other adult until police arrive.
7. Log all activities and statements made by the victim. In some cases, it may be appropriate to extract details of the events. In other cases, law enforcement officers may prefer that all interviews be conducted by experienced investigators.

Riots, Protests, or Civil Disturbances

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

1. Teachers should cancel their preparation periods and other duty-free periods to ensure that more Teachers make a visible presence in the hallways.
2. The Principal will express the following statement to individuals: "**You are hereby notified that the school is closed and you must depart the premises. If you do not depart within the next 15 minutes, Law Enforcement will be notified.**"
3. If participants refuse to leave, arrests will be made by police on the scene.

EXTERNAL VIOLENCE

Child Abuse

Every staff member who has a reasonable suspicion that a child is abused or neglected will report the matter immediately to **SCHOOL ADMINISTRAITION** and, initiate SCAN report protocol immediately, to local social services/worker and/or appropriate authorities. Privacy laws apply, however, and no unauthorized individual should be notified.

No school staff member should release a student to the custody of a parent or guardian if he or she believes that sending the child home will put him or her in immediate danger of abuse or neglect. The decision to send a child home should be that of law enforcement or the social service agency.

Child Abduction

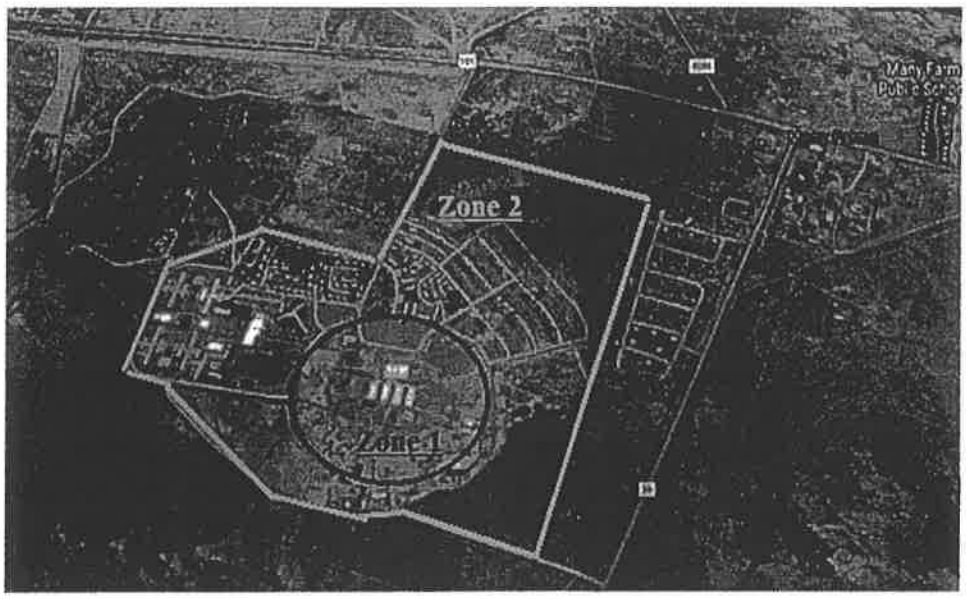
If child abduction has been witnessed by a member of the staff or students, the Principal or staff members will call 911 immediately. The Principal designee will gather facts about the abduction, obtaining a description of the abductor, his or her vehicle, the circumstances of the abduction, and any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

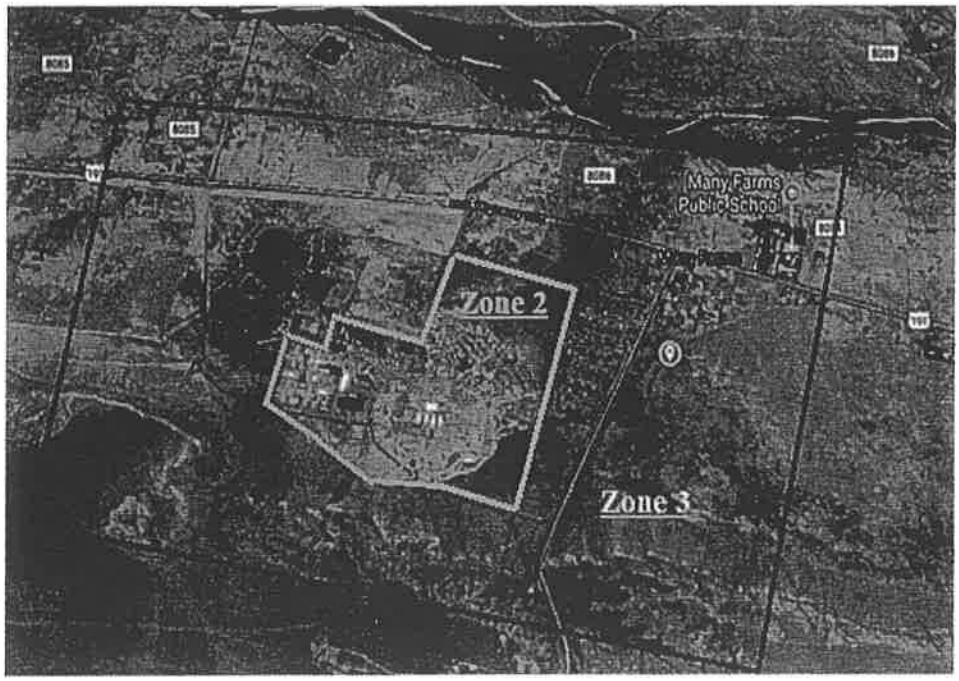
An Amber alert will be initiated immediately.

Missing Child

If a child is missing, school staff should immediately notify the administration, who will notify 911 and the child's parents, if the child is not located promptly. Staff should verify that the child is missing by searching all buildings and school campus. ERT will begin questioning the children's friends and Teachers to determine when the child was last seen with a description of the child, and where the child may have gone (family, relatives, friends).

The IC will initiate a Search and Rescue to check the school perimeter accordingly:





Procedures are as followed:

1. Command station will be set up (case-by-case)
2. Debrief
3. Assignment

Terrorism

Although the prospect of terrorism affecting **MANY FARMS COMMUNITY SCHOOL, INC.** is remote, staff members should be familiar with some basic information.

1. Foreign and domestic terrorists target recruitment efforts at young, disaffected people who are easily influenced by political causes. Signs of this influence should be reported;
2. Depending on the type of attack, standard school-wide emergency protocols will be followed in the terrorist attacks;
3. Military installations and nuclear plants are considered potential targets of terrorists. The United States Department of Homeland Security has issued an alert system to communicate information about terrorism. It is as follows:

The **National Terrorism Advisory System,** or NTAS, replaces the color-coded Homeland Security Advisory System (HSAS). This new system will more effectively communicate information about terrorist threats by providing timely, detailed information to the public, government agencies, first responders, airports and other transportation hubs, and the private sector. The Secretary of Homeland Security informs the public and relevant government and private sector partners about a potential or actual threat with this alert, indicating whether there is an "imminent" or "elevated" threat.

1. It recognizes that Americans all share responsibility for the nation's security, and should always be aware of the heightened risk of terrorist attack in the United States and what they should do.
2. These alerts will include a clear statement that there is an **imminent threat** or **elevated threat**. Using available information, the alerts will provide a concise summary of the potential threat, information about actions being taken to ensure public safety, and recommended steps that individuals, communities, businesses and governments can take to help prevent, mitigate or respond to the threat.
3. NTAS Alerts will be issued through state, local and tribal partners, the news media and directly to the public via the following channels:
    - Via the official DHS NTAS webpage – http://www.dhs.gov/alerts
    - Via email signup at – http://www.dhs.gov/alerts
    - Via social media - Facebook – http://facebook.com/NTASAlerts
    - Twitter – http://www.twitter.com/NTASAlerts
    - Via data feeds, web widgets and graphics - http://www.dhs.gov/alerts
4. The public can also expect to see alerts in places, both public and private, such as transit hubs, airports and government buildings.
5. **Frequently Asked Questions**

Q – *What will happen to the color-coded advisory system?*

A - the new National Terrorism Advisory System replaces the Homeland Security Advisory System that has been in place since 2002. The National Terrorism Advisory System, or NTAS, will include information specific to the particular credible threat, and will not use a color-coded scale.

Q – *How does the new system work?*

A – When there is credible information about a threat, an NTAS Alert will be shared with the American public. It may include specific information, if available, about the nature of the threat, including the geographic region, mode of transportation, or critical infrastructure potentially affected by the threat, as well as steps that individuals and communities can take to protect themselves and help prevent, mitigate or respond to the threat. The advisory will clearly indicate whether the threat is **Elevated**, if we have no specific information about the timing or location, or **Imminent**, if we believe the threat is impending or very soon.

Q – *As a citizen, how will I find out that an NTAS Alert has been announced?*

A –The Secretary of Homeland Security will announce the alerts publically. Alerts will simultaneously be posted at DHS.gov/alerts and released to the news media for distribution. The Department of Homeland Security will also distribute alerts across its social media channels, including the Department Twitter stream, Facebook page, and RSS feed.

Suspicious Packages

Some indicators of suspicious packages are as follows:

1. Mailed from a foreign country
2. Excessive postage
3. Rigid or bulky
4. Restrictive markings
5. No return address
6. Strange odor
7. Lopsided or protruding item
8. Oily stains, discolorations, or crystallization on wrapping

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

1. Do not open, shake or empty the contents.
2. Report the incident to the Principal, who may call 911. The dispatcher should be told what you have discovered and what steps you have already taken.
3. Keep others away from the package or letter. The Principal will keep the package secure.
4. Wash your hands with soap and warm water for one full minute or more. Wash your face and then blow your nose. Everyone who handled the mail should do the same.
5. Be prepared to meet with law enforcement or emergency personnel.

6. List all people who were in the room or area when the suspicious letter or package was recognized. Give this list to police for follow-up investigation and advice. Make a note of who delivered the package to the school.

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

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

The U.S. Post Office has developed the following poster describing the warning signs of potentially contaminated mail. It is available at http://about.usps.com/securing-the-mail/suspiciousmail.htm





A. UTILITY EMERGENCIES

Protocols for utility emergencies are as follows:

1. If you smell gas or hear a blowing or hissing noise coming from a utility line or vent, open a window and quickly notify the maintenance staff and administration, before evacuating the building with your students.
2. The maintenance staff should turn off the main gas valve, which should be marked in advance with fluorescent tape and an identifier. Once gas has been turned off, it should be turned back on by a professional.
3. If you see sparks or broken or frayed wires, or if you smell hot insulation, the maintenance staff should be notified to turn off the electricity at the main fuse box or circuit breaker.

4. Do not step in water in which downed lines or sparks are visible.
5. Never touch live wires.
6. Do not attempt to rescue a person who is experiencing electrical shock until the power is off.
7. If you suspect sewage lines are damaged, avoid using the toilets.
8. Do not turn the lights on or off. Leave lights in the state they were in when the incident occurred. Leave unlit lights off.
9. Flashlights are available in the emergency kits. Further instructions will be given through two way radio.

Earthquakes

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

Flash Floods

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

Tornadoes

During a tornado, the Principal will activate a **Shelter in place** alert. In high winds, the greatest threats are from roof failure, breaking glass, and flying debris. According to the National Weather Service, the most dangerous locations are generally large rooms with large expansive

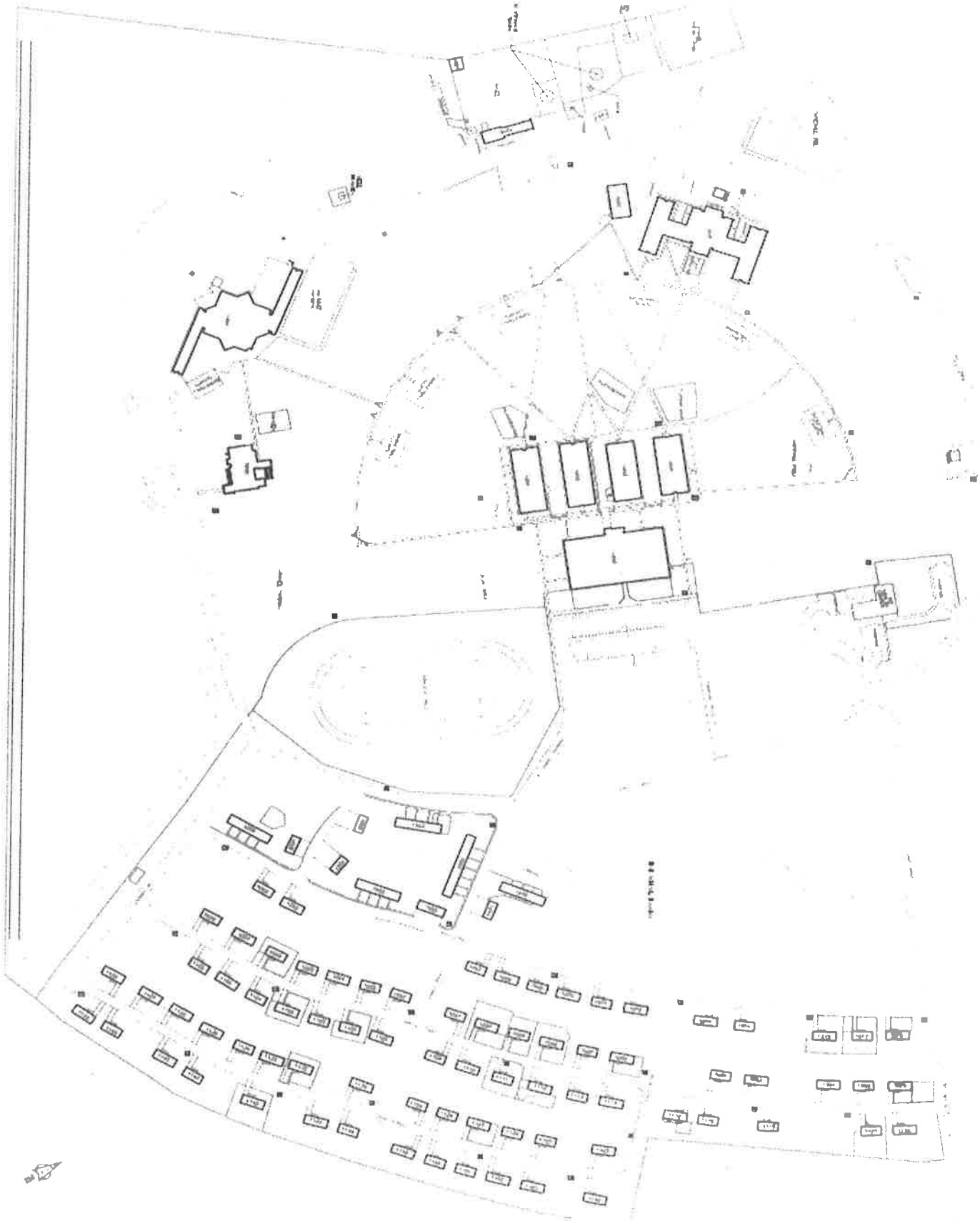
roofs such as cafeterias, gymnasiums and auditoriums. The collapse of the room's outer load-bearing wall can lead to the failure of the entire roof.

During this time, school staff should:

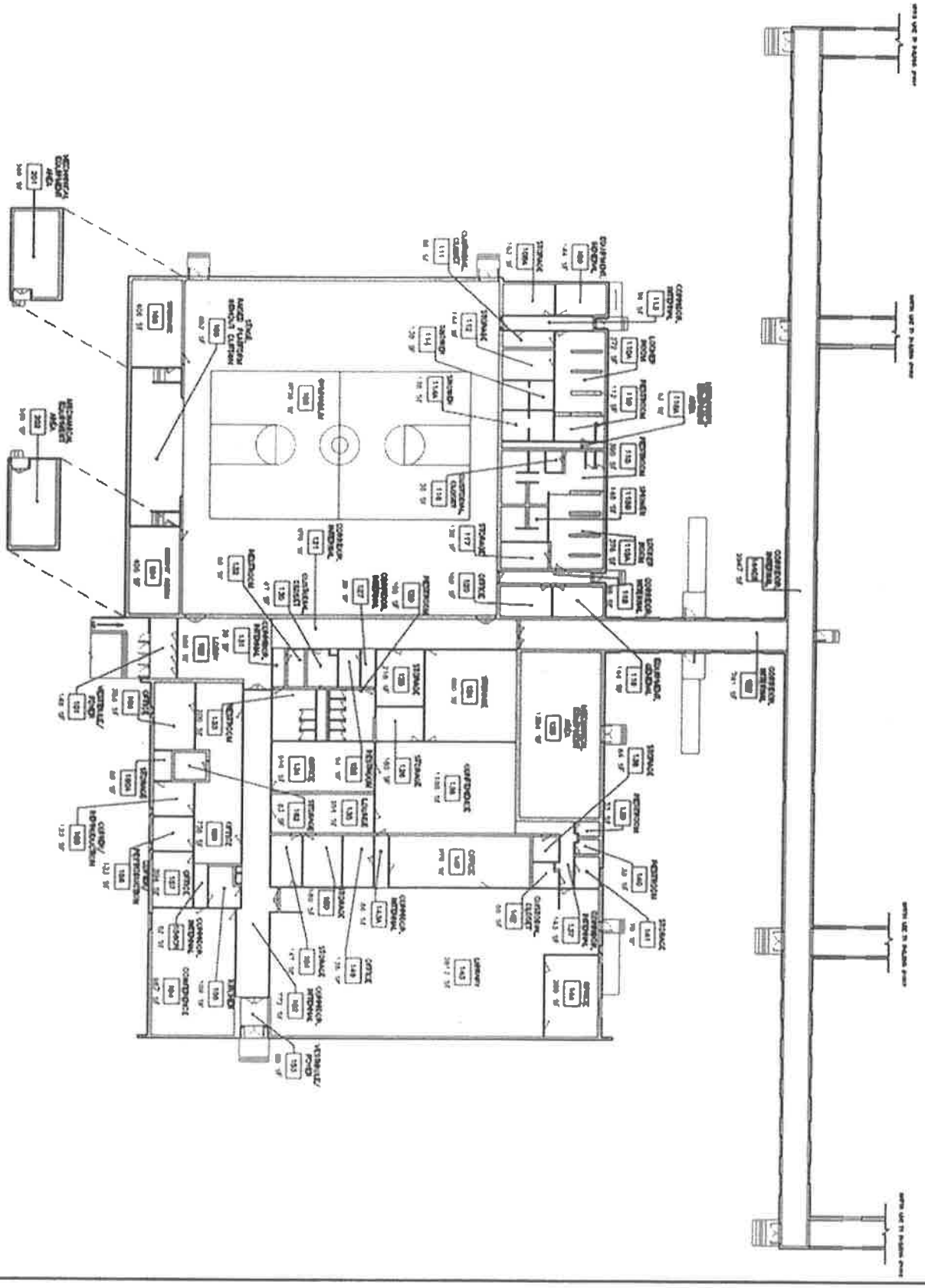
1. Move children to the lowest level in the school and into interior rooms (e.g. bathrooms, closets, storage rooms) or interior windowless hallways.
2. All doors should be closed if possible.
3. Keep children away from windows, glass doors, skylights, and mirrors.
4. Keep windows closed.

Weather information is also available through television, radio station or the Internet at http://www.weather.gov/nwr. Tune to 660 KTNN and/or check your cell phone's weather app, if available.

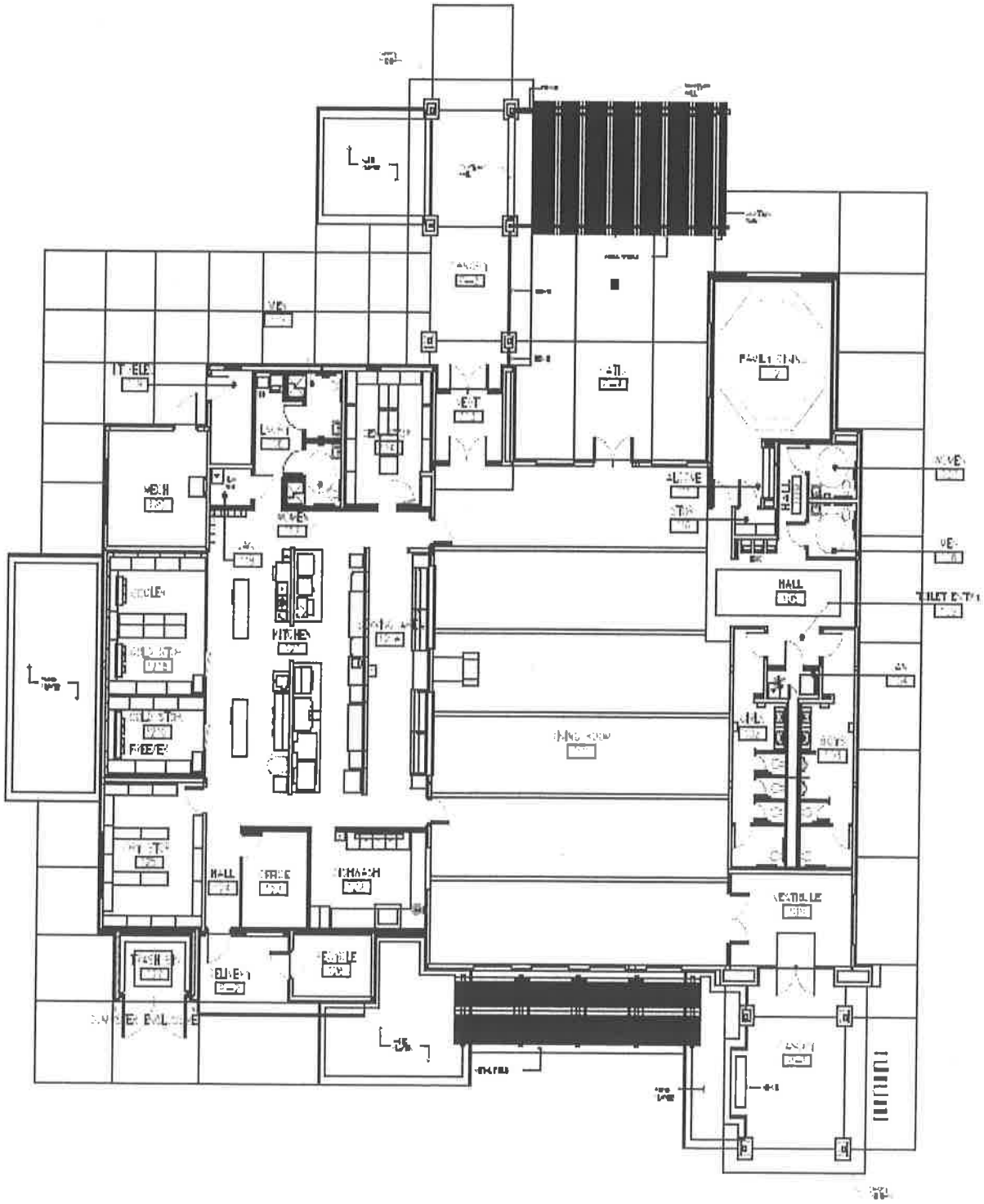
APPENDIX A: Many Farms Community School Site



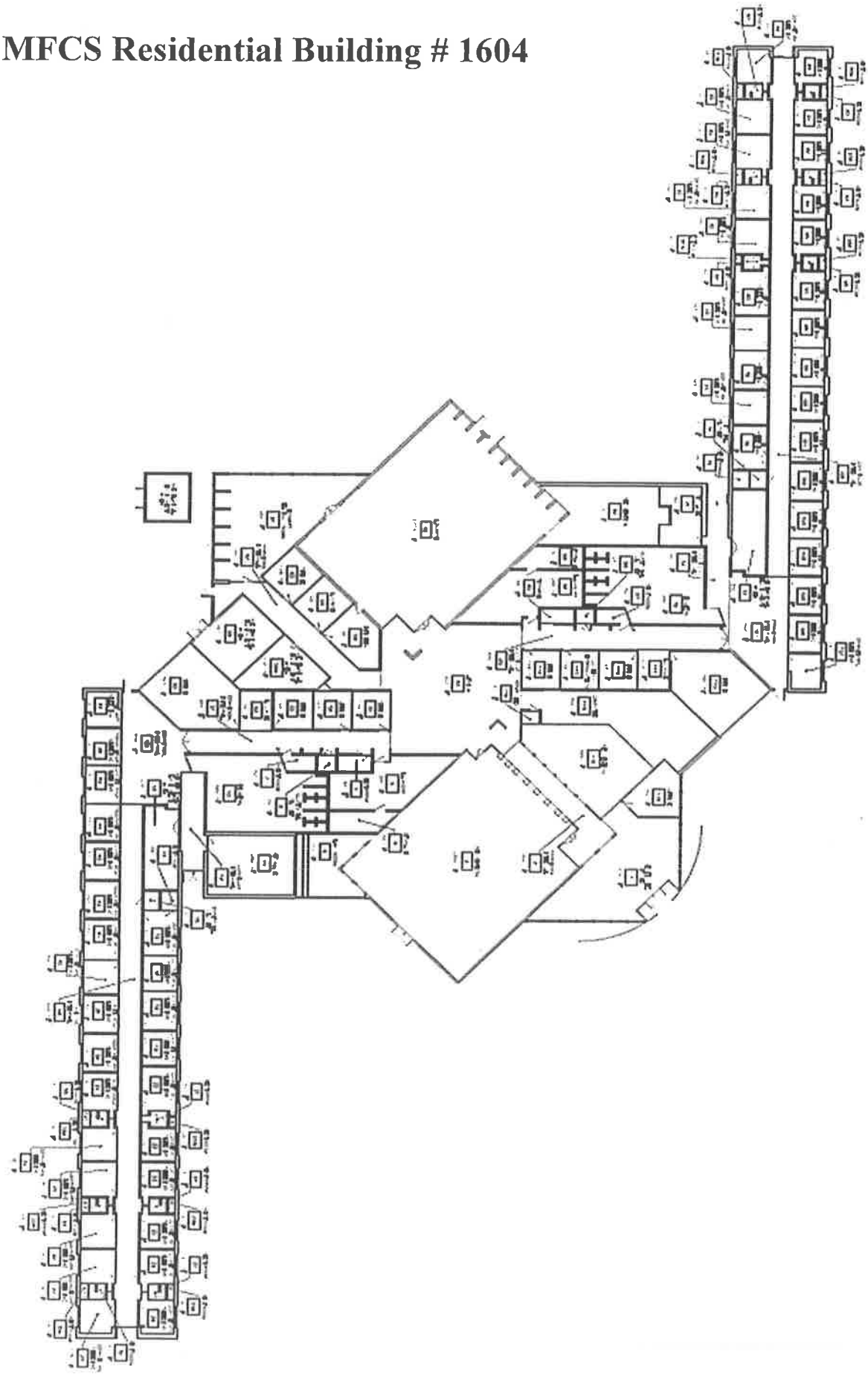
APPENDIX C: MFCS ADMINISTRATION # 1000



APPENDIX C: MFCS Cafeteria Building # 1842



MFCS Residential Building # 1604



Accounting for Employees

Many Farms Community School describes how the school will account for employees facing an Emergency Situation at its facility.

1st: Post a sign indicating (COOP) in effect on the front entrance door of the Evacuated Building.

2nd: At a designated location, Incident Command Post, a roll call must be made.

3rd Mandatory sign out for all employees (Sign out Sheet).

4th Employee Phone Listing and Direction to Home.

Communications Plan

1. If telephones/faxes are operational use them. Note forward all calls to new designated location if possible
2. Use Intercom
3. Use cellular phones if employees have them.
4. Listen to radio station: KTNN 660 AM (505) 731-2582, KXTC 99.9 FM (505) 722-4442, & KGAK (505) 863-4444 for updated news
5. Mobile (Busses & Vehicles) 2-Way radio communication on or off campus as follows:
6. E-Mail
7. (Mass Communication) Text Messaging

Radio communication conduct as following! **CLEAR TEXT:** Use of common terminology understandable by all. The intent of the use of **CLEAR TEXT** for communications is to paint a clear picture and reduce confusion at incidents, particularly where different agencies are working together. Use FERPA and HIPAA PL 104-191 stat. 1936 guideline/law.

MANY FARMS COMMUNITY SCHOOL INC. RADIO LISTING:

Title	Name of Employee	Radio call #
Principal	**David C. Nez**	**01**
Administrative Assistant	**Melissa Todecheenie**	**02**
Register/NASIS	**Marlina Nez**	**03**
Human Resource Technician	**Dori Sombrero**	**04**
Business Manager	**Lisa Byjoe**	**05**

Federal Programs Coordinator	**Mary Ruth James-Goy**	**06**
Information Technology Tech.	**Leonard Keoni**	**07**
Lead Cook	**Marie Chee**	**08**
School Resource Officer	**Carisa Yazzie**	**11**
School Safety Officer	**Donavon Bia**	**12**
School Safety Officer		**13**
School Safety Officer		**14**
Temp. School Safety Officer	**Elcaro Lee**	**15**
Parent Coordinator	**Robert Dalton**	**16**
Nurse	**Max Benally**	**17**
Counselor	**Cecil Begay**	**18**
Facility Manager	**Jackson Hanley**	**20**
MAXIMO Technician	**Stephanie Tsosie**	**21**
Property Inventory Clerk	**Viola Klain**	**22**
Housing Maint. Tech.	**Garrick Tsosie**	**23**
Grounds Keeper	**Ryan Sells**	**24**
HVAC Technician	**Alfred Jones**	**25**
Maintenance Worker	**Elvert Tsosie**	**26**
Maintenance Worker	**Trent Dickson**	**27**
Maintenance Worker	**Randy Lee**	**28**
Maintenance Worker	**Jerold Benally**	**29**
Custodian	**Davison Deschine**	**30**
Custodian	**Orlando Bahe**	**31**

Custodian	**Ronald Yazzie**	**32**
Custodian	**Larren Kayonnie**	**33**
Lead Custodian	**Damion Guy**	**34**
Instructional Coach	**Alessandra Uentillie**	**40**
Lead Teacher	**Katie Yazzie**	**41**
Librarian	**Jennifer Yellowhair**	**42**
SPED Coordinator/Teacher	**Marlene Laughter**	**43**
FACE Coordinator/Teacher	**Shannon Dennison**	**44**
FACE – Adult Educator	**Jeniel Towne**	**45**
Teacher		**46**
Teacher		**47**
Lead Bus Driver	**Cyrus Wheeler**	**50**
Bus Driver	**Luther Burbank**	**51**
Bus Driver	**Jessica Boyd**	**53**
Bus Driver		**54**
Bus Driver		**52**
Homeliving Manager	**Verda Teller**	**60**
Residential Secretary	**Joanne Sells**	**61**
Homeliving Assistant	**Lance Chischilly**	**62**
Homeliving Assistant	**Marlena Crosby**	**63**
Homeliving Assistant	**Christopher Smith**	**64**
Homeliving Assistant	**Daris Yazzie**	**65**