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## DEPARTMENT OF EDUCATION

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# STANDARD OPERATING PROCEDURES

**SOP#: 1300-002**

**SUBJECT:** Emergency Response Plan

**INQUIRIES:** Deputy Superintendent, ESCL, SSSD Administrator

**REFERENCES:** Readiness & Emergency Management for Schools Technical Assistance Center (REMS Center), Guam Homeland Security/Office of Civil Defense, Department of Public Health & Social Services (DPHSS), Homeland Security "Safe Schools" (HLS), United States Department of Education (USDOE), NFPA, Guam Fire Code, Board Policy 500 series, Public Law 28-45 Section 4 (L) "To provide a healthful, safe and sanitary learning environment."

- I. **APPLICABILITY:** This document applies to all schools, facilities and divisions within the Department of Education.
- II. **PURPOSE:** To provide a safe and healthy environment for all students in accordance with Public Law 28-45, section 4 (L) and all employees and patrons through the implementation of an Emergency Response Plan (ERP) for all schools, facilities and divisions within the Guam Department of Education.
- III. **SCOPE:** The ERP should be activated whenever an emergency exists in which immediate action is required to: save and protect lives, prevent damage to the environment and property, coordinate communication, provide essential services, temporarily assign department and school personnel to perform emergency work, procure and allocate resources in response to an emergency. The plan include emergency response plans for both Incident Specific Annexes and Functional Annexes. The annexes:

Bomb Threat  
Targeted Violence  
Fights, Riots, Assaults, Weapons  
Earthquake  
Tsunami

Fire  
Foodborne Illness  
Bus Crash Management  
Pandemic  
Serious Injury/Death

Power and Water Outage  
Severe Weather  
Conditions/Typhoon  
Ballistic Detonation  
Canine Sweep  
Matrix Determining Adequate  
Levels

Emergency Response Actions  
Accounting for all Persons  
Family Reunification  
Payroll for Typhoon

- IV. **ASSUMPTIONS:** Central office divisions and sections, and all schools will use the ERP when mitigating, preparing, responding, and recovery to an emergency incident. All schools shall develop Emergency Operations Site Plan (EOSP) to their specific needs and special conditions. All states and territories, and agencies receiving federal grants are required by FEMA to be NIMS compliant.

V. **RESPONSIBILITIES:**

1. The Superintendent of Education, deputy superintendents, division heads and section leaders, school administrators, and designate emergency response personnel shall take the Incident Command System (ICS) courses – 100, 200, 700 and 800. This complies with NIMS mandated by the President of the United States and Governor of Guam.
2. All schools, divisions and sections will continue to exercise the ERP and EOSP through drills, tabletop exercises, and training programs. Additionally, review the ERP and EOSP annually.
3. School administrators, nurses, and designated shelter staff shall be training and certified in First Aid/CPR/AED.
4. The Superintendent of Education, deputy superintendents, division heads and section leaders, school administrators ensure faculty and staff assigned to the ICS responsibilities have the capability to perform the duties assigned to the emergency incident.
5. The ICS Liaison Officer and Safety Officer, through the Operations Section Chief, shall coordinate all training support and assist school administration, division heads, and personnel in performing ICS assignments during emergencies, and shall conduct simulated exercise and evaluation.
6. The Incident Commander or designee shall activate the Command and General Staff, Response Activity Coordinators, and Emergency Response Teams in response to an incident.
7. Specific to severe weather conditions/typhoon, the Incident Commander shall call a Departmental Heavy Weather Briefing upon COR-3. The Command and General Staff, Response Activity Coordinators, Emergency Response Teams, and Shelter Managers shall attend the briefing.
8. Designated evacuation shelters shall complete the Shelter Assessment monthly and submit to the DSESCL and SSSD Administrator.

- VI. **PROCEDURES:** All schools, divisions, and sections shall follow all procedures in

the ERP set forth by this SOP on emergency response.

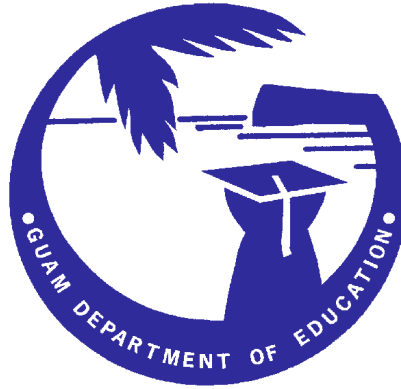
- VII. **INTERNAL CONTROL:** Superintendent of Education and Deputy Superintendent, ESCL
- VIII. **TRAINING:** School administrators and division heads shall provide monthly training to personnel and students.
- IX. **REPORTS:** For all emergencies and drills, After-Action Report shall be submitted to the Deputy Superintendent, ESCL.
- X. **PENALTY:** Personnel failure to adhere to this SOP may result in disciplinary actions in accordance with the GDOE Personnel Rules and Regulations.
- XI. **EFFECTIVE DATE:** Upon date and signature of the Superintendent.
- XII. **CHANGES:** The SOP shall be reviewed annual for updates. The Superintendent of Education shall effectuate changes to the SOP.

☒ APPROVED

☐ DISAPPROVED

  
\_\_\_\_\_  
K. ERIK SWANSON, Ph.D.

  
\_\_\_\_\_  
Date



# **EMERGENCY RESPONSE PLAN**

**Guam Department of Education**

**Territory of Guam**

**Guam Homeland Security/Guam Civil Defense**

**July 2025**

**For Official Use Only**



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## **GDOE EMERGENCY STAFF BY POSITION**

### **COMMAND STAFF**

| <b>Position</b>                         | <b>Name</b>   |
|---|---|
| <b>Incident Commander</b>               | Superintendent of Education                               |
| <b>Safety Officer</b>                   | Safety Officer  |
| <b>Liaison Officer</b>                  | Student Support Services Division (SSSD)<br>Administrator |
| <b>Public Information Officer (PIO)</b> | PIO   |

### **GENERAL STAFF**

| <b>Position</b>                           | <b>Name</b>  |
|---|--|
| <b>Operations Section Chief</b>           | Deputy Superintendent, Educational Support and Community Learning (DSESCL) |
| <b>Planning Section Chief</b>             | Deputy Superintendent, Curriculum & Instructional Improvement (DSCII)      |
| <b>Logistics Section Chief</b>            | Deputy Superintendent, Assessment and Accountability (DSAA)                |
| <b>Finance &amp; Administration Chief</b> | Deputy Superintendent, Finance & Administrative Services (DSFAS)           |

### **RESPONSE ACTIVITY COORDINATORS (RAC)**

| <b>Position</b>                                  | <b>Name</b>              |
|--|--------------------------|
| <b>Response Activity Coordinator (Primary)</b>   | SSSD Administrator       |
| <b>Response Activity Coordinator (Secondary)</b> | SSSD Program Coordinator |

### **EMERGENCY RESPONSE TEAM LEADS (OPERATIONS)**

| <b>Position</b>                     | <b>Name</b>                                       |
|-------------------------------------|---|
| <b>Safety &amp; Damage</b>          | Facilities & Maintenance Manager                  |
| <b>Search &amp; Rescue</b>          | Community Emergency Response Team (C.E.R.T.)      |
| <b>Medical/First Aid-CPR</b>        | Community & Health Nursing Services Administrator |
| <b>Critical Incident Debriefing</b> | SSSD School Psychologist                          |
| <b>Student/Employee Care</b>        | Division Heads<br>School Administrators           |

## **I. Introduction**

### **A. General**

Disasters or emergencies can happen suddenly, creating a situation where the normal support services for the department can become overwhelmed. During these times, the Guam Department of Education (GDOE) will utilize this Emergency Response Plan (ERP) to assist in response and recovery. While no plan can replace common sense and good judgment of emergency response personnel, administrators, department heads, and other decision makers, the ERP provides guidance for GDOE in responding and recovering from significant emergencies or disasters. Specifically, the ERP describes the roles and responsibilities of those individuals responding to the emergency and the roles and responsibilities of the school district. It provides high-level guidance that supports the implementation of the National Incident Management System (NIMS) and includes utilization of the concepts and principles of the Incident Command System (ICS). This plan will assist GDOE's efforts to prepare for, mitigate, respond to, and recover from a disaster.

### **B. What is an emergency?**

An emergency is a sudden and unexpected situation or event that requires immediate action to prevent harm, injury, or damage. Emergencies can take various forms, includes natural disasters, accidents, security threats, or medical crises. Emergencies maybe small and easily managed, while others may be complex and challenging. The plan empowers employees to act quickly and knowledgably. The plan educates district and school personnel, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. It provides parents and other members of the community with assurances that the department has established procedures to respond to incidents and/or hazards in an effective way.

### **C. Purpose**

GDOE is committed to supporting the safety and well-being of ALL students, district and school employees, and community partners who are in our schools communities during operational hours. The ERP outlines the department's approach to emergency management and operations. The plan documents the framework, process, management structure, and communication roles and responsibilities required to help facilitate a successful response and recovery for an emergency incident. The ERP includes *Emergency Operation Site Plans* for the central office and all 39 schools in the school district.

The plan will include coordinated and combined efforts with the Territory of Guam and Guam Homeland Security/Office of Civil Defense for emergency incidents that are beyond the control of the school and/or school district.

## **II. Scope of the Plan**

The ERP includes procedures for responding to a range of emergency that could affect the school district office or one of the 39 schools in the district. The plan may be used whenever the department must respond to an unforeseen incident that cannot be handled by daily operations.

The plan provides procedures for potential emergency incidents. The plan discusses the roles and responsibilities; direction and control systems; internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates; common and specialized procedures; expectations of employees and student; and specific hazards or vulnerabilities and functional actions in responding to an

incident. This plan provides direction on coordination with emergency first responders and other local, federal, and non-profit agencies or organizations.

The plan addresses the formation of a unified command, which is the coordination with federal or local partners for aiding to a response within our department or the community. Therefore, the ERP is of part of the larger integrated emergency plan for the Territory of Guam. This integrated plan addresses planning, preparedness, response, and recovery in conjunction with the Territory of Guam, Guam Homeland Security, and Office of Civil Defense, Guam Police Department, Guam Fire Department, Department of Public Health & Social Services, Department of Public Works, and other partner agencies to help facilitate a coordinated strategy and response.

**A. Unified Command: Coordination with Emergency First Responders**

The emergency response plan may require coordination with first responders to ensure a swift and effective response to emergencies, facilitate resource sharing, and streamline communication during incidents. The response creates a Unified Command, a collaborative leadership structure where multiple agencies or organizations work together with a common set of objectives, share information, and coordinate efforts to manage an incident effectively, ensuring a unified and strategic response regardless of individual organizational authority.

**III. Concept of Operations**

*Board Policy 500: Emergency Response Procedures and Exercises* (Appendix 1, page 190) ensures accountability and transparency in governance, while the ERP outlines operational procedures and standards for emergency prevention, protection, mitigation, response, and recovery for the organization. The protocols written in the ERP apply across all 39 schools and the central office. However, schools and the central office shall use this plan together with their *Emergency Operation Site Plan* respectively.

**A. General**

1. This section provides an overview of the emergency management structure and procedures for activating response to an emergency and the department's emergency levels.
2. It is the responsibility of the district and school-level officials to protect students and employees from the effects of the hazardous or vulnerable events. This involves planning, preparing, and training all individuals in understanding and learning the actions in responding to these events.
  - Schools are required to conduct its first emergency evacuation drill within 10 days of the beginning of classes. (Appendix 2, page 190)
3. Employees must understand that contingency preparation and procedures are necessary for their safety and well-being. The ERP and individualized *Emergency Operations Site Plan* (EOSP) provide systematic guidelines in responding to the emergency incidents. All employees must be prepared to evaluate all circumstances and make thorough judgements based on the situation.
4. The ERP includes annexes, supplementary sections that provide detailed information and procedures related to specific hazards, and functions or operational areas.
5. Schools and central office shall have a comprehensive *Emergency Operations Site Plan* (EOSP), *in addition to the ERP*. The EOSP details on the situation and assumptions to a hazard or vulnerability, evacuation routes, emergency response actions, communications procedures, including internal emergency alert notification with staff, students, and emergency responders, designated safe areas, roles and



responsibilities of staff members assigned to emergency management, and coordination with local emergency services. The central office and each school will likely have different EOSP.

- For the central office, each division and section shall have a copy of the ERP, and Central Office *Emergency Operations Site Plan*. See Central Office Emergency Site Plan, Page 207
  - All schools shall provide a copy of their *Emergency Operations Site Plan* to the Deputy Superintendent, Educational Support and Community Learning (DSESCL), and uploaded to the Central Office ERP secured site.
6. Schools and central office shall follow SOP07-005: Campus Security (Appendix 3, page 193) to ensure that schools maintain a safe and secure campus free from intruders and situations that may put the school community at risk of harm. All GDOE personnel shall have a GDOE or school-issued identification card and to be worn during working hours.
  7. Schools shall complete the Serious Incident Report. The report is to record and document a serious school incident that occur within the school premises or during school-related activities. The report intended for internal and investigative purposes provides detailed account of the incident, including the date, time, location, and circumstances surrounding the event. Refer to SCPM SOP1200-018: Reporting a School Incident for further guidance. (Appendix 4, page 194)
  8. School and central office must complete the After Action Report, serves and documents the response efforts, identifying what actions were effective, what challenges encountered, and areas needing improvement. (Appendix 4, page 194)
  9. To manage all emergencies that occur within the school district, the department shall follow the Incident Command System (ICS). The ICS is a standardized, on-scene, all-risk incident management concept. The department encourages the use of ICS to perform non-emergency tasks to promote familiarity with the system. All district and school-level personnel assigned to emergency responsibilities are required to complete the following online ICS courses: 100, 200, 700, 800, and *Understanding and Planning School Bomb Incidents*. The following ICS courses – 300: Intermediate ICS for Expanding Incidents, 400: Advanced ICS Command and General Staff, and 907: Active Shooter – are recommended, not required.

#### B. Incident Command System (ICS)

The ICS is a strategy to manage emergencies and set of organizational arrangements for directing and controlling operations. The ICS integrates resources – within the school district and from different agencies into temporary emergency organizations at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

The Incident Commander is responsible for managing the incident. The Incident Commander shall have a Command Staff, along with the General Staff, which is made-up of the major management activities include operations, planning, logistics, and finance/administration that form the basis of the ICS.











1. GDOE will employ ICS, in managing emergencies.
2. The GDOE Incident Commander is responsible for all aspects of emergency management, including quickly developing incident objectives, managing all incident operations, application of resources as well as responsibility for all persons involved.

3. The GDOE Deputy Superintendents will lead the four major management activities: operations, planning, logistics, and finance/administration.
4. For small-scale incidents, the GDOE Incident Commander and one or two individuals may perform all the major management functions. For larger incidents, a number of individuals from different departments or agencies may be assigned to separate staff sections charged with those functions, as needed.
5. In emergencies where the local and/or federal government are providing significant response resources or technical assistance, it is generally desirable to transition from the normal ICS structure to a Unified Command structure. This arrangement helps to ensure that all participating agencies are involved in developing objectives and strategies to respond to the emergency.

#### IV. Central Office and School Locations

GDOE has one (1) central office and thirty-nine (39) schools: twenty-four (24) elementary schools, eight (8) middle schools, six (6) high school, and one (1) success academy.

The central office is located on 501 Mariner Avenue, Barrigada, Guam 96932. The following below provides list of schools, along location coordinates, and villages.

|   |  |  |  |
|---|--|--|--|
|    | <p><b><u>Adacao Elementary School</u></b><br/> 340 Carnation Avenue<br/> Mangilao, Guam 96913<br/> (671) 300-6500<br/> <a href="mailto:adacaoelementary@gdoe.net">adacaoelementary@gdoe.net</a><br/> Coordinates: 13.486373878844176,<br/> 144.84344964386693</p>                  |    | <p><b><u>Inalahan Elementary School</u></b><br/> 136 Pale Bernabe Circle<br/> Inarajan Guam 96915<br/> (671) 828-8641/42<br/> <a href="mailto:ies@gdoe.net">ies@gdoe.net</a><br/> Coordinates: 13.273713657976321,<br/> 144.74696885735645</p> |
|  | <p><b><u>Agana Heights Elementary School</u></b><br/> 350 Joseph Cruz Ave.<br/> Agana Heights, Guam 96910<br/> (671) 477-8040/8060/8340<br/> <a href="mailto:ahesbumblebees@gdoe.net">ahesbumblebees@gdoe.net</a><br/> Coordinates: 13.475260991038306,<br/> 144.7587413884718</p> |   | <p><b><u>J.M. Guerrero Elementary School</u></b><br/> 520 Harmon Loop Road, Guam 96929<br/> 671-632-1540<br/> <a href="mailto:jmgcs@gdoe.net">jmgcs@gdoe.net</a><br/> Coordinates: 13.511514347020645,<br/> 144.83114709993583</p>             |
|  | <p><b><u>Astumbo Elementary School</u></b><br/> 255 Chalan Hachon<br/> Dededo, Guam 96929<br/> <a href="mailto:astumboes@gdoe.net">astumboes@gdoe.net</a><br/> (671) 635-4363<br/> Coordinates: 13.553818787722182,<br/> 144.84798779599365</p>                                    |  | <p><b><u>J.Q. San Miguel Elementary School</u></b><br/> 491 Clara Road<br/> Toto, Guam 96910<br/> (671) 477-9370<br/> <a href="mailto:jqsm@gdoe.net">jqsm@gdoe.net</a><br/> Coordinates: 13.511514347020645,<br/> 144.83114709993583</p>       |
|  | <p><b><u>B.P. Carbullido Elementary School</u></b><br/> 156 Canada-Toto Road<br/> Barrigada, Guam 96913-1608<br/> (671) 734-4341<br/> <a href="mailto:bpcarbullido@gdoe.net">bpcarbullido@gdoe.net</a><br/> Coordinates: 13.471126792823163,<br/> 144.79323741872835</p>           |  | <p><b><u>Liguan Elementary School</u></b><br/> 237 N Chalan Liguan<br/> Dededo, Guam<br/> (671) 300-1680<br/> <a href="mailto:liguan@gdoe.net">liguan@gdoe.net</a><br/> Coordinates: 13.518307045308195,<br/> 144.82747433037414</p>           |
|  | <p><b><u>C.H.B. Price Elementary School</u></b><br/> 130 Dairy Road<br/> Mangilao, Guam 96913<br/> (671) 734-2149<br/> <a href="mailto:price-main-office@gdoe.net">price-main-office@gdoe.net</a><br/> Coordinates: 13.449526548224819,<br/> 144.80262678379344</p>                |   | <p><b><u>Machananao Elementary School</u></b><br/> Route 9<br/> Yigo, Guam 96929<br/> (671) 635-4381<br/> <a href="mailto:machananao@gdoe.net">machananao@gdoe.net</a><br/> Coordinates: 13.58426949064554,<br/> 144.8826705303755</p>         |

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|---|---|---|---|
|    | <b><u>C.L. Taitano Elementary School</u></b><br>170 Bien Venida Street<br>Sinajana, Guam 96910<br>(671) 472-4245 / 300-4643-5<br><a href="mailto:cltes@gdoe.net">cltes@gdoe.net</a><br>Coordinates: 13.461442234522224,<br>144.75417262852443             |   | <b><u>M.U. Lujan Elementary School</u></b><br>167 M. U. Lujan Road<br>Yona, Guam 96913<br>(671)789-1535<br><a href="mailto:mulujanelementary@gdoe.net">mulujanelementary@gdoe.net</a><br>Coordinates: 13.407038852452418,<br>144.77574086475337                   |
|    | <b><u>D.L. Perez Elementary School</u></b><br>400 Gayinero Drive Yigo, Guam<br>96929-9008 / (671) 653-2646<br><a href="mailto:dlpes@gdoe.net">dlpes@gdoe.net</a><br>Coordinates: 13.534892027860073,<br>144.8948384094866                                 |    | <b><u>Marcial Sablan Elementary School</u></b><br>144 San Vicente Avenue<br>Agat, Guam 96928 (671) 565-2238/2946<br><a href="mailto:masestars@gdoe.net">masestars@gdoe.net</a><br>Coordinates: 13.385405197391668,<br>144.65921201872675                          |
|    | <b><u>Finegayan Elementary School</u></b><br>194 Chalan Kasperbauer<br>Machanao, Guam (671) 635-0687<br>300-1105 / <a href="mailto:fes@gdoe.net">fes@gdoe.net</a><br>Coordinates: 13.568231357390976,<br>144.8489919880462                                |    | <b><u>M.A. Ulloa Elementary School</u></b><br>110 Catalina Lane, Dededo, Guam 96929<br>(671) 632-5176/300-6744<br><a href="mailto:maues@gdoe.net">maues@gdoe.net</a><br>Coordinates: 13.520320317117704,<br>144.84294526031604                                    |
|    | <b><u>H.S. Truman Elementary School</u></b><br>182 Pale Ferdinand Way, Santa<br>Rita, Guam 96915 (671) 565-5195<br><a href="mailto:hstes@gdoe.net">hstes@gdoe.net</a><br>Coordinates: 13.394548863846513,<br>144.67747210338499                           |    | <b><u>Merizo Martyrs' Memorial Elementary School</u></b><br>J.A. Cruz Avenue, Pigua Street, Merizo<br>Guam 96916 671-828-8779/2562<br><a href="mailto:merizomartyrs@gdoe.net">merizomartyrs@gdoe.net</a><br>Coordinates: 13.27257459363846,<br>144.67382133776388 |
|   | <b><u>Ordot-Chalan Pago Elementary School</u></b><br>294 Judge Sablan Street<br>Ordot, Guam 96910<br>(671) 477-9645/ 477-2188<br><a href="mailto:ocpesoffice@gdoe.net">ocpesoffice@gdoe.net</a><br>Coordinates: 13.441667560616672,<br>144.76014781687917 |   | <b><u>P.C. Lujan Elementary School</u></b><br>387 East Rt.8 Radio Barrigada<br>Barrigada, Guam 96921<br>(671) 300-2905/6<br><a href="mailto:pcles@gdoe.net">pcles@gdoe.net</a><br>Coordinates: 13.471005391905894,<br>144.80940150708363                          |
|  | <b><u>Talofofo Elementary School</u></b><br>209 Jose P. Cruz Street<br>Talofofo, Guam 96915<br>(671)789-1171<br><a href="mailto:talofofoelem@gdoe.net">talofofoelem@gdoe.net</a><br>Coordinates: 13.354446722888918,<br>144.75901963037094                |  | <b><u>Tamuning Elementary School</u></b><br>554 Chalan San Antonio Road<br>Tamuning, Guam 96913<br>(671) 646-8058<br><a href="mailto:tamuning@gdoe.net">tamuning@gdoe.net</a><br>Coordinates: 13.500191826347052,<br>144.7824590610579                            |
|  | <b><u>Upi Elementary School</u></b><br>1180 Chalan Padiron Lagu Rt.15<br>Yigo, Guam 96929<br>(671) 633-1382<br><a href="mailto:upi@gdoe.net">upi@gdoe.net</a><br>Coordinates: 13.556134235955469,<br>144.9167059989485                                    |  | <b><u>Wettengel Elementary School</u></b><br>479 West Sta. Monica Avenue<br>Dededo, Guam 96929<br>(671) 632-7770<br><a href="mailto:wettengel@gdoe.net">wettengel@gdoe.net</a><br>Coordinates: 13.524440819496565,<br>144.8347645647556                           |
|  | <b><u>Agueda Johnston Middle School</u></b><br>192 Dero Road,<br>Ordot, Guam 96910<br>(671) 472-6785<br><a href="mailto:ajmsgu@gdoe.net">ajmsgu@gdoe.net</a><br>Coordinates: 13.554308597210726,<br>144.84892437640113                                    |  | <b><u>Astumbo Middle School</u></b><br>389 Chalan Hachon, Astumbo Dededo,<br>Guam 96929<br>(671) 300-2610<br><a href="mailto:ams@gdoe.net">ams@gdoe.net</a><br>Coordinates: 13.52715189804257,<br>144.87546676290708  |

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|---|---|--|--|
|    | <p><b><u>F.B. Leon Guerrero Middle School</u></b><br/> Bldg. 533 Juan Jacinto Rd<br/> Yigo, Guam 96929<br/> (671) 653-2080<br/> <a href="mailto:fblghawks@gdoe.net">fblghawks@gdoe.net</a><br/> Coordinates: 13.286718278467918,<br/> 144.74441115680344</p>            |    | <p><b><u>Inalahan Middle School</u></b><br/> 433 Belen Avenue<br/> Inalahan, GU 96915<br/> (671) 475-0673/0674<br/> <a href="mailto:warriors@gdoe.net">warriors@gdoe.net</a><br/> Coordinates: 13.459104033889849,<br/> 144.69294678564225</p>                   |
|    | <p><b><u>Jose Rios Middle School</u></b><br/> 165 Spruance Drive<br/> Piti, Guam 96915<br/> (671) 475-2425/26<br/> <a href="mailto:jlrgios@gdoe.net">jlrgios@gdoe.net</a><br/> Coordinates: 13.465564395470263,<br/> 144.80244503407027</p>                             |    | <p><b><u>L.P. Untalan Middle School</u></b><br/> 256 Vietnam Veterans Memorial Highway<br/> Barrigada, Guam 96913<br/> (671) 735-3110<br/> <a href="mailto:wildcatsinfo@gdoe.net">wildcatsinfo@gdoe.net</a><br/> 13.387613046380206,<br/> 144.66308682057536</p> |
|    | <p><b><u>Oceanview Middle School</u></b><br/> 184 Erskin Drive<br/> Agat, Guam 96928 / (671) 565-2961<br/> <a href="mailto:omsknights@gdoe.net">omsknights@gdoe.net</a><br/> Coordinates: 13.52179858436944,<br/> 144.84098137824904</p>                                |    | <p><b><u>V.S.A. Benavente Middle School</u></b><br/> 288 W Santa Monica Ave<br/> Dededo, Guam 96929<br/> (671) 632-5647<br/> <a href="mailto:vsabms@gdoe.net">vsabms@gdoe.net</a><br/> Coordinates: 13.554308597210726,<br/> 144.84892437640113</p>              |
|    | <p><b><u>George Washington High School</u></b><br/> 298 Washington Drive<br/> Mangilao, Guam 96913<br/> (671) 734-2910, 300-3090/3091<br/> <a href="mailto:gwhs@gdoe.net">gwhs@gdoe.net</a><br/> Coordinates: 13.437635208373916,<br/> 144.80530492612223</p>           |     | <p><b><u>J.P. Torres Success Academy</u></b><br/> 501 Mariner Ave. Bldg C,<br/> Tiyan, Guam 96913 / 671-300-1373<br/> <a href="mailto:jptsa@gdoe.net">jptsa@gdoe.net</a><br/> Coordinates: 13.477330621725685,<br/> 144.80306283776787</p>                       |
|  | <p><b><u>John F. Kennedy High School</u></b><br/> 331 North Marine Corps Drive<br/> Tamuning, Guam 96913<br/> (671) 642-2100<br/> <a href="mailto:jfkhs@gdoe.net">jfkhs@gdoe.net</a><br/> Coordinates: 13.501142072138212,<br/> 144.7973954756453</p>                   |  | <p><b><u>Okkodo High School</u></b><br/> 660 Route 3, Dededo, Guam 96929 (671)<br/> 300-1870<br/> <a href="mailto:ohs@gdoe.net">ohs@gdoe.net</a><br/> Coordinates: 13.535010073362088,<br/> 144.83218433037436</p>   |
|  | <p><b><u>Simon Sanchez High School</u></b><br/> 331 North Marine Corps Drive<br/> Tamuning, Guam 96913<br/> (671) 653-2313<br/> <a href="mailto:sshs@gdoe.net">sshs@gdoe.net</a><br/> Coordinates: 13.528084141488838,<br/> 144.87626521503228</p>                      |   | <p><b><u>Southern High School</u></b><br/> #1 Jose Perez Leon Guerrero Santa Rita,<br/> Guam, 96915<br/> (671) 479-2103<br/> <a href="mailto:shsinfo@gdoe.net">shsinfo@gdoe.net</a><br/> Coordinates: 13.397516461140206,<br/> 144.67801280449117</p>            |
|  | <p><b><u>Tiyan High School</u></b><br/> 13-15 Mariner Avenue<br/> Administration Building (I-Building)<br/> Barrigada, Gu. 96913<br/> (671) 300-5570 / <a href="mailto:ths@gdoe.net">ths@gdoe.net</a><br/> Coordinates: 13.478110120610038,<br/> 144.80643342427433</p> |  |  |

## **V. Situation and Planning Assumptions**

### **A. Situation**

- GDOE is exposed to hazards, all of which have the potential for disrupting the school community, causing casualties, and damaging or destroying public or private property.
- The district's current enrollment is approximately 24,000 students of which attend one of the 39 schools in the district. The district staff is comprised of about 500 district office staff, and there are about 3000 employees, comprised of school administrators, faculty and staff, across the 39 schools.
- Guam is susceptible to severe weather conditions, including typhoons and other natural disasters, which can cause significant damage and disruptions to daily life; thus, affecting the school district and schools.
- The schools host sports, entertainment, cultural events that involve a number of participants and are vulnerable to a variety of incidents.
- The GDOE schools are inclined to riots and terrorists incidents.

### **B. Planning Assumptions**

- A single site incident could occur anytime and the central office or schools employees affected cannot and should not wait for direction from the Guam Homeland Security/Office of Civil Defense, law enforcement, or other response agencies. Action is required immediately to save lives and protect property.
- An incident, such as a ballistic detonation or targeted violence, may occur with little or no warning with mass casualties, destruction of property, and damage to environment.
- Local and federal government entities may be overwhelmed by an incident. The school district may be on their own for some time before emergency first responders arrive.
- Assistance from other local and federal agencies will supplement the department's assets, but such assistance may take time to request and be deployed.
- The Superintendent of Education or designee will be present in the central office. Likewise, in each school, the Principal or designee will be present in the school when classes are in session.

## **VI. Specific Annexes: Potential Hazards and Vulnerabilities**

Specific annexes address particular hazards that provide targeted procedures in determining the emergency response action. The following potential hazards and vulnerabilities that may affect central office, schools, and/or the Territory of Guam include:

|                                  |                                    |
|----------------------------------|------------------------------------|
| Bomb Threat                      | Targeted Violence                  |
| Fights, Riots, Assaults, Weapons | Serious Injury/Death               |
| Earthquake                       | Power and Water Outage             |
| Tsunami                          | Severe Weather Conditions/Typhoon  |
| Fire                             | Ballistic Detonation               |
| Foodborne Illness                | Canine Sweep                       |
| Bus Crash Management             | Matrix Determining Adequate Levels |
| Pandemic                         |                                    |

To know about the response measures, refer to the Incident Specific Annex, page 45.

## **VII. Functional Annexes: Core Functions**

Functional annexes are the core functions of emergency management – planning, operations, logistics, and finance and administration. The ERP addresses four functions:

1. Emergency Response Action Annex (*Evacuation, Reverse Evacuation, Lock down, Modified Lockdown, Shelter-in-place, Sheltering, Closure*)
2. Accounting for All Persons Annex
3. Family Reunification Annex
4. Finance and Administration for Payroll in Response to Severe Weather Conditions or Typhoon

Other functional annexes maybe considered, and will be developed when need required to activate.

## VIII. Activities by Phases of Emergency Management

This plan addresses emergency preparedness activities that take place during all four phases of emergency management. These emergency management phases include the following:

- **Mitigation:** Mitigation is intended to eliminate hazards, reduce the probability of hazards causing an emergency, or lessen the consequences of unavoidable hazards. Mitigation should be a pre-disaster activity, although mitigation may also occur in the aftermath of an emergency with the intent of avoiding repetition of the situation.
- **Preparedness:** Preparedness activities will be conducted to develop the response capabilities needed in the event of an emergency. Preparedness is everyone's responsibility. Schools, divisions, and sections must develop plans and procedures to assist in the overall implementation and maintenance of emergency plans. Among the preparedness activities included in the emergency management program include providing emergency equipment and facilities; emergency planning, including maintaining this plan, its annexes, and appropriate SOPs; conducting or arranging appropriate training for all employees, including emergency management personnel, other local officials, and conducting periodic drills and exercises to test emergency plans and training.
- **Response:** Response operations are intended to resolve a situation while minimizing casualties and property damage. Response activities include: warnings, emergency medical services, evacuation, shelter and mass care, emergency public information, search and rescue, as well as other associated functions.
- **Recovery:** If a disaster occurs, GDOE will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the school community and provide for the basic needs of the public. Long-term recovery focuses on restoring the school district to its normal state. Examples of recovery programs include restoration of school district services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged facilities.

## IX. Emergency Support Functions

Emergency support functions – planning, operations, logistics, and finance and administration – are integral parts of an organized framework used to structure response and recovery efforts. The department will use these functions to coordinate and execute emergency response and recovery.

- **Planning:** Involves developing strategies, incident action plan, and coordination framework to prepare for and manage emergencies
- **Operations:** Refer to coordinate activities taken to respond effectively to an incident



- Logistics: Focuses on acquiring, allocating, and managing resources, and equipment needed for response and recovery efforts
- Finance and Administration: Handles the financial management, documentation, procurement, and administrative support necessary to ensure that emergency operations are funded, compliant with regulations, and effectively managed.

## X. Training and Exercise

The department understands the importance of training and drills in emergency management. The following actions shall occur:

- School administrators shall conduct a monthly emergency exercise in response to the hazards and vulnerabilities outlined in the plan.
  - Schools shall conduct monthly emergency exercises based on the annexes for students, teachers, and staff to prepare for maximum safety, efficiency, and communication in the event of an emergency.
- At the beginning of each school year, the school principal or designated school administrator shall submit to the DSESCL a schedule of monthly exercises for the school year using the *Emergency Response Log* (page 195).
- As per the Guam Fire Department (GFD) requirements, each school shall conduct their first emergency exercise no later than 10 days after the start of the school year.
- Schools shall do the following when conducting the emergency exercise:
  - Notify the DSESCL about the emergency exercise.
  - On or before the start of the drill, inform teachers, staff, students, and all other individuals who are assigned to the campus, such as contractors (i.e. Sodexo) and non-school personnel (Central Office personnel, partner agency staff) that the school is conducting an **EXERCISE**. The school shall provide the information via PowerSchool alerts, WhatsApp, email, or other communication means.
  - To ensure emergency responders are aware of the **EXERCISE**, the Incident Commander, who is the school administrator or other designated school administrator shall call the **non-emergency number – 671-475-9080/2/3/4** to notify emergency responders about the school's exercise prior and when completed.
  - The Incident Commander or other designated school administrator shall provide the status – start and completion – of the exercise on the GDOE Emergency WhatsApp Chat.
  - An After Action Report (page 194) is required at the end of each drill to capture sustains, improvements, and recommendations to be shared with the school community.
- Division Heads are responsible to review and train personnel on the ERP, including the *Central Office – Emergency Operations Site Plan*.
  - Central Office is encouraged to conduct tabletop exercises based on the annexes.

## XI. Safety Advisory Committee (SAC)

The Central Office is encouraged to create a Safety Advisory Committee (SAC) who shall meet monthly to review emergency protocols, make recommendations to changes to the ERP, and submit to the Superintendent of Education for final disposition and approval. Membership may comprised of the following individuals:

1. Deputy Superintendent,
2. Representative from each division and section
3. Public Information Officer, and

4. Other stakeholders – Guam Police Department, Guam Fire Department, Guam Homeland Security, Attorney General's Office, and others.

Schools are encouraged to create a SAC at the school-level, which may consist of a school administrator, teacher, staff, parent, mayor, bus driver, and other community stakeholders.

## **XII. Risk Assessment Matrix (RAM) and Threat Condition Readiness**

When it comes to safety and security in schools, a threat assessment is a way to identify risks and vulnerabilities before taking action. The assessment is a process for evaluating a perceived or actual threat and coming up with a plan for mitigating the threat. The Superintendent of Education (district-level threat) or designee, and the school administrator (school-level) or designee, will determine the overall threat and corresponding actions by completing the *Risk Assessment Matrix* (RAM) (page 29) that will identify the threat condition of the emergency event.

### **A. Risk Assessment Matrix (RAM) (page 29)**

The RAM is a rating-scale that assesses for two items: 1) level of threat and 2) level of resiliency. The Incident Commander (IC) shall use the RAM to gauge the threat-level, whether low, medium, or high. The IC shall review the threat and resiliency components identified based on the incident and provide a number score based on the information known about the incident. The matrix will automatically calculate the overall threat score and shall provide the level of threat based on three colors: Red, Yellow, and Green.

The IC is responsible to complete the RAM. He/she shall sign the assessment, and indicate the date and time of the incident and when clearance was initiated. This document is close hold and shall not be shared with non-first responders unless authorized by the Superintendent of Education or designee. When time permits within the current workday of the event, scan and email a copy to the DSESCL. The After-Action Report requires the end user to identify the overall risk score based on the RAM calculation.

The assessment matrix scoring:

| <b>Overall Threat Score</b> | <b>Risk Level</b> | <b>Threat Condition</b> |
|-----------------------------|-------------------|-------------------------|
| 1 – 10                      | Low Risk          | Normal Operations       |
| 11 – 19                     | Medium Risk       | Possible Threat         |
| 20 & Above                  | High Risk         | Immediate Threat        |

Each risk level has prescribed actions that the IC should initiate. The IC is not limited to those articulated in the RAM. If necessary, increased protective measures can be identified and implemented.

### **B. Threat Condition Readiness (page 30)**

The Threat Condition Readiness consist of a three-level system. The readiness provides actions to be taken in each tier. The following conditions are based on three colors: RED, YELLOW, and GREEN, and will be used as a means of increasing the department's alert levels and emergency preparedness:

- **Red: Defined as high risk, immediate threat**



Refers to an emergency in which hazardous conditions are imminent for the school district. This condition denotes a greater sense of danger and urgency than associate with previous condition does.

- **Yellow: Defined as medium risk, possible threat**  
Refers to an emergency with significant potential and probability of causing loss of life and/or property. This condition will normally require some degree of warning.
- **Green: Defined as low risk, normal operations**  
Refers to normal operations of the school district.

The Threat Condition Readiness shall be posted throughout the Central Office and at schools. When the condition readiness change, the IC or designee will authorize and change all matrixes to reflect the current condition. However, all employees should check to ensure that condition readiness is current and adhere to the actions indicated for each threat level. When there is no specific threat being address, the department is in normal operations, Green status.

## **XI. Activation of the Emergency Response Plan**

The ERP should be activated whenever an emergency exists in which immediate action is required to:

- Save and protect lives
- Prevent damage to the environment and property
- Coordinate communication
- Provide essential services
- Temporarily assign department and school personnel to perform emergency work
- Procure and allocate resources in response to an emergency

The activation sets forth authority to direct operations, determine staff assignments, allocate resources, and take measures to restore normal services and operations. Specific and functional annexes help guide the emergency response. The RAM shall be completed first to determine overall threat and actions in response to the hazard or vulnerability to the school and/or central office.

### **A. Initial Response**

The Superintendent or principal shall complete the Risk Assessment Matrix (RAM) and determine the threat condition. The Superintendent of Education will complete for incidents affecting central office and district-wide emergencies, and school principal shall complete for school-level incidents. They are responsible for activating the emergency operations plan. Both may have a designee

The district or school personnel are likely to be the first on the scene of an emergency within the school or central office. They will normally take charge and remain in charge of the incident until it is resolved or others who have legal authority to assume responsibility.

### **B. Implementation of the ICS**

The ICS shall be implemented upon activating the emergency response.

The Superintendent of Education or designee will serve as the over-all IC for any central office emergency and all disaster situations that affect the entire school district. At school-level emergencies, the school principal or designee shall serve as the IC. The IC will establish an incident command post and provide an assessment of the situation to the appropriate officials.

**C. Incident Action Plan (IAP)**

Incident action planning process helps synchronize operations and ensure that they support incident objectives. Incident action planning is more than producing an IAP and completing forms—it provides a consistent rhythm and structure to incident management.



**D. Emergency Response Action by Definition**

These are actions are taken to control movement, restrict access, or manage a situation to prevent its spread or escalation. The department has identified eight (8) actions that the central office or schools will likely do in response to an emergency incident.

| Response Actions      | Definition  |
|-----------------------|---|
| Full Evacuation       | To remove individuals out of the building to designated assembly points and clearing routes for the emergency.  |
| Reverse Evacuation    | To rapidly and safely move students and staff inside a school facility because it would be dangerous to remain outside.   |
| Controlled Evacuation | Typically conducted classroom by classroom (or section or building) by removing students and staff to designated assembly point from the threat.  |
| Lockdown              | To protect students and staff inside a school facility from an external (OUTSIDE) threat in the vicinity. Main and perimeter doors and gates should be locked and secured. People are not allowed to freely enter, leave, or move around in a building because of danger. |

| <b>Response Actions</b>        | <b>Definition</b>   |
|--------------------------------|---|
| Modified Lockdown              | To move (or remain) students and staff in classrooms or designated buildings and perimeter doors remain locked. Classroom instruction continues as normal, and necessary movement can occur within a building.  |
| Shelter In-Place               | To take refuge in a classroom or office/room that can lock with no or few windows due to an active threat INSIDE the school facility. Normal school activities cease, and all reasonable means of staying quiet and out of sight are used. People stay in hiding until help arrives or given "all clear." |
| Sheltering (Temporary Housing) | To provide temporary housing during typhoon and/or severe weather conditions for the island residents at the Executive Order of the Governor of Guam. 15 schools are designated emergency shelters. School operations are ceased.   |
| Closure                        | School is shuttered and operations ceased until further notice due to natural disasters, accidents, security threats, staffing or medical crises. (BP 515)  |

- E. External Support Agencies (i.e. Local First Emergency Responders)  
Support GDOE and therefore the ICS will become a Unified Command System. The IC position will likely shift to a First Emergency Responder (Guam Police Department or Guam Fire Department) who will establish an Incident Command Post (ICP) and provide an assessment of the situation to GDOE officials, identify response resources required, and direct the on-scene response from the unified ICP. A staging area may also be set up at this time to coordinate resources and provide a check-in location for authorized personnel and responders.
- E. For disaster situations, such as severe weather conditions or a pandemic, a specific incident scene may not exist in the initial response phase for the department and the Guam Homeland Security/Office of Civil Defense through the Emergency Operations Center may accomplish the initial response actions, such as issuing precautionary warnings to the public. As the potential threat becomes clearer and the specific impact site, the IC (Superintendent) may establish an emergency command post at the department to provide direction and control of the emergency. This scenario would likely occur during a community-wide disaster.
- F. Staging Areas and Site Assignments  
Staging Areas are temporary locations at an incident where personnel and equipment are kept while waiting for tactical assignments. Staging areas should be located close enough to the incident for a timely response, but far enough away to be out of the immediate impact zone. There may be more than one Staging Area at an incident.

Site assignments are detailed specific tasks and responsibilities assigned to individuals or teams within school district at emergency incident.

The Central Office and schools shall provide detailed information on staging areas and site assignments in their EOSP.

G. Emergency Operations Center (EOC)

For major emergencies and disasters, the EOC may be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the Incident Command Post and the EOC.

The EOC Responsibilities:

- Providing resource support for the incident command operations.
- Issuing school-district-wide warning through the PIO and Superintendent of Education.
- Issuing instructions and providing information to the school-district community through the PIO and Superintendent of Education.
- Support ICS in implementing large-scale evacuation.
- Organizing and implementing shelter and mass arrangements for evacuees.
- Requesting assistance from the Territory and other external sources.
- In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes. In such situations, more than one incident command operation may be established. If this situation occurs, a transition to Unified Command will take place, and the allocation of resources to specific field operations will be coordinated through the EOC.

H. Territorial, Federal, & Other Assistance

If departmental resources are inadequate to serve the needs, GDOE will request assistance from the Territory.

The Governor of Guam may declare a state of emergency for disasters or catastrophic events. For disasters and catastrophic events for which a Presidential Declaration has been approved, federal agencies may be mobilized to provide assistance to the local government.

## **XII. Command and Control**

- A. The Superintendent of Education or designee is responsible for establishing objectives and policies for emergency management and providing guidance for disaster response and recovery operations.
- B. The Superintendent of Education or designee, serving as the Incident Commander (IC), will provide overall direction of the response activities for the entire the department, specifically for large-scale emergencies affecting the entering the school district, and Central Office disasters and crises.
- C. The school principal or designee, serving as the IC, will provide direction of the response activities for school-level emergencies.
- D. The IC, assisted by a staff sufficient for the task performed, will manage the emergency response at any event site.
- E. The designated Command Staff for disasters impacting the entire school district or central office consist of the following individuals:
  - *GDOE Safety Officer* is responsible for monitoring and determining hazardous and unsafe situations during an incident.
  - *Student Support Services Division (SSSD) Administrator – Liaison Officer* - monitors operations and keeps agencies, authorities and mutual aid partners apprised of changes to the level of emergency.
  - *GDOE Public Information Officer (PIO)* gathers information from members of the Command and General Staff to develop current, comprehensive information on what the current situation is, the cause and scale of the incident, actions the

department is taking to manage the incident, and other information of general importance to both internal and external audiences.

- F. Senior management will lead the four management support functions designated as the General Staff for emergencies affecting the entire school district or central office.
- Operations: The *Deputy Superintendent, ESCL* is responsible for direct management of all incident-related operational activities.
  - Planning: The *Deputy Superintendent, Curriculum & Instructional Improvement (DSC&I)* oversees incident-related data gathering and analysis regarding incident operations and assigned resources, facilitates incident action planning meetings, and prepares the incident action plan for each operational period.
  - Logistics: The *Deputy Superintendent, Assessment & Accountability (DSAA)* oversees the provision of all the incident's support needs, such as ordering resources and providing facilities, transportation, supplies, equipment maintenance and fuel, communications and food and medical services for incident personnel.
  - Finance & Administration: The *Deputy Superintendent, Finance & Administrative Services (FAS)*, is responsible for all financial, administrative, and cost analysis aspects of the incident.
- K. At the school level, incidents shall be managed by the principal, who is responsible for establishing a clear command structure by appointing a Command Staff and General Staff
- L. Multiple positions may be managed by a single person to ensure efficient use of resources and personnel.
- M. Depending on the emergency, the Incident Commander or designee may activate the Response Activity Coordinator (RAC) who will oversee and coordinate specific response activities during an incident. The RAC falls under the core function of Operations.

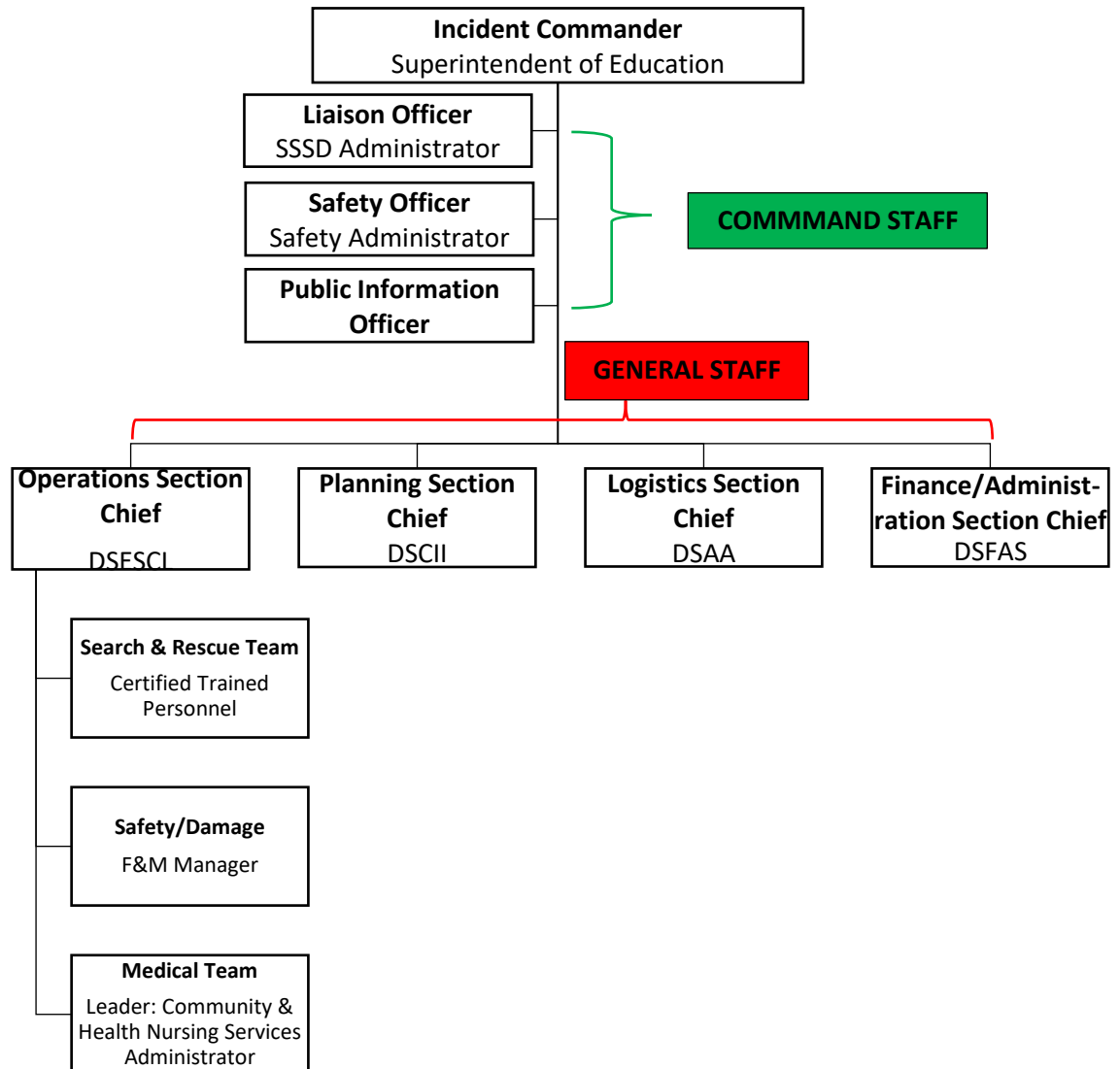
### **XIII. Organization and Emergency Management Responsibilities**

Due to the unpredictability of disasters, it is important that the command structure is activated to support response and recovery efforts and is able to maintain a significant amount of flexibility to expand and contract as the situation changes. During an emergency activation, normal day-to-day reporting structures will be altered. During declared emergencies, individuals shall follow the ICS chain of command. This section provides operational organization to manage the incident at the larger scale that affects the entire school district or Central Office, and includes a list of responsibilities performed by position. Each school shall mirror the ICS management team based on their organization.

The ICS uses a team approach to manage incidents and allows school officials to assign tasks to other key school personnel. Multiple positions may be managed by a single person to ensure efficient use of resources and personnel. Each personnel must be familiar with his or her role and responsibilities based on training completed.

At the direction of the Superintendent of Education or designee, school or central office personnel shall conduct emergency management activities in addition to their normal duties. These include participating in emergency management planning and training, establishing emergency procedures for their departments, reviewing emergency procedures, and responding to emergencies as a designated responder.

## A. Incident Organization Chart (ICS 207)



## B. Incident Management Team

### 1. Incident Commander: Superintendent of Education

- The Superintendent of Education serves as the Incident Commander or delegate that authority to a qualified individual for any district-level emergency or community-wide disasters affecting the school district
- Retain the overall responsibility for the safety of students and employees during district-level emergency or community-wide disasters
- Gather information from all aspects of the emergency for use in making decision on managing the emergency
- Monitor the emergency response during emergency situations and provide direction where appropriate
- With the assistance of the Public Information Officer (PIO), keep the public informed during emergencies

- Stay in contact with leaders of emergency service agencies working with the emergency and request assistance from them when necessary
- Work closely with Guam Homeland Security/Office of Civil Defense in regards to emergency preparedness, planning and education, and to ensure coordination of the department/school emergency plan with community emergency plan

## 2. Incident Command Staff

The Command Staff is assign to carry out staff functions needed to support the Incident Commander. These functions include interagency liaison, incident safety, and public information. Command Staff positions are established to assign responsibility for key activities not specifically identified in the General Staff functional elements. F

- Safety Officer
  - Assigned to the GDOE Safety Officer
  - Identify and mitigate hazardous situations
  - Ensure safety messages and briefings are made
  - Exercise emergency authority to stop and prevent unsafe acts
  - Review the Incident Action Plan for safety implications
  - Initiate preliminary investigation of accidents within the incident area
  - Participate in planning meetings
- Liaison Officer: SSSD Administrator
  - Assigned to the SSSD Administrator
  - Act as a point of contact for agency representatives
  - Maintain a list of assisting and cooperating agencies and agency representatives
  - Assist in setting up and coordinating interagency contacts
  - Monitor incident operations to identify current or potential inter-organizational problems
  - Participate in planning meetings, providing current resource status, including limitations and capabilities of agency resources
- Public Information Officer (PIO)
  - Assigned to the GDOE PIO
  - Determine, according to direction from the IC, any limits on information release
  - Develop accurate, accessible, and timely information for use in press/media briefings
  - Obtain IC's approval of news releases
  - Monitor and forward media information that may be useful to incident planning
  - Maintain current information, summaries, and/or displays on the incident
  - Make information about the incident available to incident personnel
  - Participate in planning meetings

For details on these ICS responsibilities, refer to page 193.

## 3. Incident General Staff: Senior Management

The General Staff represents and is responsible for the functional aspects of the Incident Command structure. The General Staff typically consists of the Operations, Planning, Logistics, and Finance/Administration Sections. Senior management will lead the four management sections.

- Operations Section Chief: Deputy Superintendent, ESCL (DSESCCL)
  - The DSESCCL serves as the Operation Section Chief
  - Assure safety of tactical operations, a series of planned, coordinated actions taken to achieve a specific, short-term objective, often in high-risk situations
  - Manage tactical operations
  - Develop the operations portion of the incident action plan
  - Supervise execution of operation portions of the incident action plan
  - Request additional resources to support tactical operations
  - Make or approve expedient changes to the incident action plan
  - Maintain close contact with the IC, subordinate Operations personnel, and other agencies involved in the incident.
  
- Planning Section Chief: Deputy Superintendent, C&II (DSC&II)
  - The DSC&II serves as the Planning Section Chief
  - Collect and manage all incident-relevant operational data
  - Supervise the incident action plan
  - Provide input to the IC and Operations in preparing the incident action plan
  - Incorporate search & rescue, medical, and communication plans, and other supporting materials into the incident action plan
  - Conduct and facilitate planning meetings
  - Reassign personnel within the ICS organization
  - Compile and display incident status information
  - Establishes information requirement and reporting schedules
  - Determine the need for specialized resources
  - Establish specialized data collection systems as necessary (e.g. weather)
  - Assemble information on alternative strategies
  - Provide periodic predictions on incident potential
  - Report significant changes in incident status
  - Oversee preparation of demobilization
  
- Logistics Section Chief: Deputy Superintendent, AA (DSAA)
  - The DSAA serves as the Logistics Chief
  - Provide facilities, transportation, communications, supplies, equipment maintenance, fueling, food services, medical services, and all off-incident resources
  - Manage all incident logistics
  - Provide logistical input to the incident action plan
  - Brief logistics staff as needed
  - Identify anticipated and known incident service and support requirements.
  - Request additional resources as needed
  - Ensure and oversee the development of the Communications, medical, and safety plans as required
  - Oversee the demobilization of the Logistics Section and resources
  
- Finance/Administration Section Chief: Deputy Superintendent, FAS (DFAS)
  - The DSFAS serves as the Finance/Administrative Section Chief
  - Manage all financial aspects of an incident
  - Provide financial and cost analysis information as requested.
  - Ensure compensation and claims functions are being addressed relative to



- the incident
- Gather pertinent information from briefings with responsible agencies.
- Develop an operating plan for the Finance/Administration Section and fill supply and support needs
- Maintain daily contact with agency(s) on finance matters
- Ensure that personnel time records are completed accurately and transmitted for compensation
- Ensure that all obligation documents initiated at the incident are properly prepared and completed
- Brief agency administrative personnel on all incident-related financial issues needing attention or follow-up

#### 4. Operations: Emergency Management Response Personnel

The Superintendent of Education, via the Deputy Superintendent, ESCL, shall identify emergency management personnel. These individuals are involved in preparing for, responding to, and recovering from emergencies and disasters. This includes wide range of personnel from the central office or schools, such as program coordinators assigned as Response Activity Coordinators that report to Emergency Operation Center, school administrators or division heads assigned as shelter managers during sheltering operations, or facilities and maintenance team members who secure and inspect schools assigned as evacuation shelters.

- Safety and Damage Team: Responsible for assessing, maintaining, and ensuring the safety and structural integrity of buildings and facilities during emergencies
- Search and Rescue Team: Locates victims, reduce pain and suffering, and prevent recurrence to the extent possible.
- Medical & First Aid/CPR Team: Manages all medical aspects of the response, including triage, treatment, and transportation
- Critical Incident Debrief Team: Conducts a structured process after an emergency or traumatic event to help responders and affected individuals process their experiences, assess responses, and identify areas for improvement
- Employee Care: Refers to the strategies and actions taken to ensure the well-being, safety, and mental health of employees before, during, and after an emergency or disaster
- Shelter Teams: Specialized groups responsible for the organization, operation, and oversight of emergency shelters during disasters or crises

#### 5. Response Activity Coordinators (RAC)

Response Activity Coordinators are individuals designated within an incident management structure to oversee and coordinate specific response activities during an emergency or incident. Their role involves planning, implementing, and monitoring response efforts related to their assigned functions, such as evacuation, medical assistance, communication, or security. These coordinators ensure that response actions are carried out effectively, resources are allocated appropriately, and communication among team members is maintained, thereby facilitating a coordinated and efficient emergency response. The coordinators fall directly under the Operations Section Chief.

#### 6. Emergency Support Function #6 – Mass Care

The Territory of Guam through the Governor of Guam has designated certain schools as emergency evacuation shelters. The support function coordinates and provides live-sustaining resources and essential services when the needs of disaster survivors. In this capacity, personnel maybe assigned to support the function.

### C. Incident Assignments

Assignments are based on response activities at both the central office and community-wide levels, particularly in the event of disasters impacting the Territory of Guam. Schools shall identify individuals to carryout assignments during an emergency. For details on these ICS responsibilities, refer to page 193.

#### 1. Incident Command Staff Assignments

| <b>Command Staff</b>             |                             |                             |
|----------------------------------|-----------------------------|-----------------------------|
| <b>Position</b>                  | <b>Primary</b>              | <b>Alternate</b>            |
| Incident Commander               | Superintendent of Education | Deputy Superintendent, ESCL |
| Safety Officer                   | Safety Officer              | Safety Officer Designee     |
| Public Information Officer (PIO) | Public Information Officer  | PIO Designee                |
| Liaison Officer                  | SSSD Administrator          | SSSD Administrator Designee |

#### 2. Incident General Staff

| <b>General Staff</b>           |                             |                                  |
|--------------------------------|-----------------------------|----------------------------------|
| <b>Position</b>                | <b>Primary</b>              | <b>Alternate</b>                 |
| Operations Chief               | Deputy Superintendent, ESCL | SSSD Administrator               |
| Planning Chief                 | Deputy Superintendent, C&II | Assistant Superintendent, SPED   |
| Finance & Administration Chief | Deputy Superintendent, FAS  | Comptroller                      |
| Logistics Chief                | Deputy Superintendent, AA   | Facilities & Maintenance Manager |

#### 3. Response Activity Coordinators (RAC)

| <b>Response Activity Coordinators</b> |                    |                          |
|---------------------------------------|--------------------|--------------------------|
| <b>Position</b>                       | <b>Primary</b>     | <b>Alternate</b>         |
| RAC                                   | SSSD Administrator | SSSD Program Coordinator |

#### 4. Operations: Emergency Response Teams

| <b>Emergency Response Teams</b> |                                  |                  |
|---------------------------------|----------------------------------|------------------|
| <b>Position</b>                 | <b>Primary</b>                   | <b>Alternate</b> |
| Safety & Damage                 | Facilities & Maintenance Manager | CIP Personnel    |
| Search & Rescue                 | CERT                             | CERT             |

| <b>Emergency Response Teams</b>       |   |  |
|---------------------------------------|---|--|
| <b>Position</b>                       | <b>Primary</b>  | <b>Alternate</b>                           |
| Medical/First Aid-CPR                 | Community & Health<br>Nursing Services<br>Administrator | First Aid/CPR Personnel                    |
| Critical Incident<br>Debriefing       | SSSD School District<br>Psychologist                    | SSSD School District<br>Psychologist       |
| Employee Care                         | Division Heads  | Division Head                              |
| Shelter Managers/Shift<br>Supervisors | School Administrators or<br>Division Heads              | School Administrators or<br>Division Heads |

**D. Faculty and Staff General Responsibilities**

The faculty and staff responsibility for an emergency is centered on accountability, which involves understanding and executing their designated roles, maintaining preparedness, and ensuring the safety of students and colleagues. They are responsible for following established emergency procedures, promptly reporting incidents, and assisting in coordinated response efforts to minimize confusion and ensure an effective, organized reaction to emergencies.

Accounting of students and staff is a vital process during emergencies, drills, or daily safety procedures, ensuring that everyone is accounted for and safe. It involves maintaining accurate records of attendance, verifying the presence of all individuals, and quickly identifying any missing persons to facilitate swift responses and rescue efforts.

**E. Student General Responsibilities**

All students should familiarize themselves with the emergency procedures and evacuation routes in buildings they live in or use frequently. Students must be prepared to assess situations quickly but thoroughly, and use common sense in determining a course of action.

**IV. Communications**

Rapid and timely communication of information to the school district and public during emergencies is critical. In addition, accurate and timely communication of information to incident response personnel is required for adequate response to emergency incidents. The department utilizes several means of communication in managing varying levels of incidents.

A determination regarding what segment of the school district or specific campus will receive the notification shall be based on the nature, severity, and location of the emergency. The same procedures will be used to notify the larger community.

**A. Notification Procedure**

- In case of an emergency at the district office, the Superintendent of Education or designee shall notify deputy superintendents who will inform their respective division heads and section leaders, who shall disseminate information to employees as appropriate.
- In case of an emergency incident at the school-level, the flow of information shall be from the school principal or designee to the DSESCL by phone call and followed by status on the GDOE Emergency WhatsApp Chat. The school principal or designee shall disseminate all relevant information to employees as appropriate. The

information shall include the nature of the incident and the impact on the facility, students, and staff.

- In the event the district is in receipt of information, such as weather warning that may affect the entire school district, the information will come from the Superintendent of Education or designee to the school principal or designated school administrator and division head and section leaders. All other information shall come from the district Public Information Officer and/or Joint Information Center. Specific guidelines are found in the individual annexes, also known as hazards or vulnerabilities.
- The Public Information Officer shall issue the flow of information for school or district emergency events to the public or community through social media, webpage, and media outlets.

#### B. Notification Procedures to the Incident Commander

It is the department's intention to make the best decision possible to ensure the safety of the school district community based on the information available at the time a decision is warranted. A case-by-case analysis is conducted in determining whether to activate the emergency notification system.

Determining factors include but not limited to:

- Nature of incident
- Location of incident
- Potential impact of the incident on the school district

Based on the analysis, the IC shall notify some or all of the following entities:

- External Emergency: Law Enforcement (Guam Police Department, Guam Fire Department, etc.)
- Internal Emergency Response Teams
- Superintendent of Education or Deputy Superintendent, ESCL

Depending on the nature of the emergency, methods will be deployed in descending order, with telephone the primary mode of communication. Notification shall be given in plain language, **no code words shall be used.**

- **Telephone:** Serves as the primary means of communication for emergencies in schools, providing a direct and reliable way to quickly contact emergency services, school administration, and other key personnel.
- **Emergency WhatsApp chat:** Serves as an additional means of communication during school emergencies, enabling quick, real-time updates and coordination among staff, security, and emergency responders.
- **Two-way radios:** To be used when available, usually in schools, to ensure rapid, reliable communication among staff, security, and emergency responder
- **Alert Beacon:** A visual or auditory device used in schools and other facilities to quickly signal an emergency or urgent situation, prompting immediate attention and action from staff and students. This is managed by Guam Homeland Security/Office of Civil Defense.

#### C. Fail-Over Lines

A failover line refers to a backup or redundant communication or power connection that automatically activates when the primary line fails or becomes unavailable, ensuring

continuous operation and minimizing downtime. The line will only activate when there is a lost in power to the facility affecting the phone lines.

Below listing provides fail-over numbers for schools and Central Office. Adacao Elementary School and J.P. Torres/Central Success Academy do not have fail-over lines at this time. F.B. Leon Guerrero Middle School and Simon Sanchez High School campuses are physically closed, and in double session with Okkodo High School and John F. Kennedy High School, respectively; therefore, they shall use fail-over numbers at their respective double-session schools.

| School                                       | Fail-Over Number | Extension Number | Location          |
|--|------------------|------------------|-------------------|
| Adacao ES                                    |                  |                  |                   |
| Agana Heights ES                             | 671-477-8060     | 4084             | Main Office       |
| Astumbo ES<br>(Emergency Shelter)            | 671-635-4369     | 6910             | Main Office       |
| B.P. Carbullido ES<br>(Emergency Shelter)    | 671-734-8754     | 6910             | Main Office       |
| C.L. Taitano ES                              | 671-475-4502     | 4644             | Main Office       |
| D.L. Perez ES                                | 671-653-2646     | Direct Line      | Main Office       |
| Finegayan ES                                 | 671-633-1644     | 1106             | Main Office       |
| Finegayan ES                                 | 671-633-1644     | 1106             | Main Office       |
| H.S. Truman ES<br>(Emergency Shelter)        | 671-300-3290     | 5365             | Main Office       |
| Inalahan ES                                  | 671-828-8642     | 1825             | Main Office       |
| J.M. Guerrero ES<br>(Emergency Shelter)      | 671-632-7102     | 6091             | Main Office       |
| J.Q. San Miguel ES                           | 671-477-8837     | 4465             | Main Office       |
| Liguan ES                                    | 671-635-1553     | 1730             | Main Office       |
| Machananao ES<br>(Emergency Shelter)         | 671-632-4662     | 1287             | Main Office       |
| M.A. Ulloa ES<br>(Emergency Shelter)         | 671-632-8090     | 6746             | Main Office       |
| Marcial Sablan ES                            | 671-565-2946     | 5903             | Main Office       |
| Merizo Martyrs ES<br>(Emergency Shelter)     | 671-828-8680     | 2202             | Main Office       |
| M.U. Lujan ES<br>(Emergency Shelter)         | 671-789-3025     | 1470             | Main Office       |
| Ordot-Chalan Pago ES<br>(Emergency Shelter)  | 671-477-2188     | 5183             | Main Office       |
| P.C. Lujan ES                                | 671-734-3972     | Direct Line      | Main Office - Mdf |
| C.H.B. Price ES                              | 671-734-7766     | 3325             | Main Office       |
| Talofofo ES (1)                              | 671-300-3294     | 1642             | Main Office       |
| Talofofo ES (2)<br>(Emergency Shelter)       | 671-789-3072     | 1663             | Nurse Office      |
| Tamuning ES                                  | 671-646-8059     | 2548             | Main Office       |
| Upi ES (1)                                   | 671633-1649      | 4106             | Main Office       |
| Upi ES (2)                                   | 671-633-1645     |                  |                   |
| Wettengel ES<br>(Emergency Shelter)          | 671-632-7970     | 6569             | Main Office       |
| Agueda Johnston MS                           | 671-472-5053     | 5015             | Main Office       |
| Astumbo MS                                   | 671-635-1402     | 2977             | Main Office       |
| F.B. Leon Guerrero MS<br>(Emergency Shelter) | N/A              |                  |                   |

| School                                      | Fail-Over Number | Extension Number | Location              |
|---|------------------|------------------|-----------------------|
| (Use OHS line)                              |                  |                  |                       |
| Inalajan MS<br>(Emergency Shelter)          | 671-828-4518     | 2005             | Main Office           |
| Jose Rios MS                                | 671-475-2412     | Direct Line      | Main Office           |
| L.P. Untalan MS                             | 671-735-3115     | Direct Line      | Main Office           |
| Oceanview MS                                | 671-565-2962     | 5731             | Main Office           |
| V.S.A. Benavente MS                         | 671-632-1226     | 6386             | Main Office           |
| George Washington HS<br>(Emergency Shelter) | 671-734-8068     | 3090             | Main Office           |
| John F. Kennedy HS                          | 671-300-3292     | Direct Line      | Main Office           |
| Okkodo HS                                   | 671-635-1176     | Direct Line      | Business/Admin Office |
| Southern HS                                 | 671-300-3291     | 4859             | Main Office           |
| Simon Sanchez HS<br>(Use JFKHS line)        | N/A              |                  |                       |
| Tiyan HS                                    | 671-300-3293     | Direct Line      | Main Office           |
| J.P. Torres/Central Academy                 | N/A              |                  |                       |
| Superintendent's Office                     | 671-475-0457     | 1547             | Admin. Officer        |

#### D. Emergency Alert Notification to Community

Because each situation will present unique challenges, some or all of these communication methods will be used in an emergency.

##### 1. Alerting Faculty, Staff, Students, and/or Central Office Personnel

The following notification means will be used for faculty, staff, students, volunteers, and/or central office personnel from the IC, via the PIO:

- **Telephone** via School Messenger to business phone lines assigned to personnel,
- **Text** via School Messenger to cell phone,
- **Email** via School Messenger to employee and student issued emails.

The PIO is responsible to issue the alert to emergencies affecting school district and/or central office. Schools shall identify personnel to issue alert for school-wide incident.

##### 2. Alerting Broader Audiences, such as parents/guardians

Follow-up messages to the entire school district and to broader audiences such as parents or guardians will be disseminated as needed.

The PIO, under the direction of the IC, will assess the situation to determine the need to release emergency information to parents and the community, ensuring timely, accurate, and appropriate communication to keep stakeholders informed and maintain safety.

##### 3. Social Media and Web Page

- **Social Media (Facebook and Instagram).** The department has a Facebook and Instagram account managed by Public Information Officer. These social networking sites are effective mechanism for sending out an alert, as well as gentle pulse of the local community.

- **GDOE Web Page:** During and following emergency situations, information as it applies to the public will be posted on these web pages as it becomes available, including information about such things as closure, class suspensions etc.

The PIO is responsible of issuing the alert via social media and webpage.

#### 4. Media Relations

- The PIO or designee is responsible of sending press releases and contacting local media for briefings. The PIO will also be responsible for establishing a link with the designated school-level PIO to coordinate for media release for any incidents at the school-level.
- In any incident that involve that activation of two or more government agencies, the Joint Information Center (JIC) at Guam Homeland Security/Office of Civil Defense will take the lead in developing and issuing the media release in consultation with the GDOE PIO.
- The GDOE PIO will have a separate staging location for all incidents. The GDOE PIO will report to the JIC for larger incidents, such as a typhoon impacting the island community.

## **THREAT MATRIX & CONDITION READINESS**

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## A. Threat Risk Assessment Matrix -RAM



### GUAM DEPARTMENT OF EDUCATION

Overall Threat Score

0

#### Threat Risk Assessment Matrix (RAM)

The Risk Assessment Matrix (RAM) is designed to provide guidance to School and Central Office Administrators when responding to a threat. The RAM is comprised of two main categories: (1) Level of Threat, and (2) Level of Resiliency. The Administrator/Incident Commander will use the following rating scale as applicable to the Threat Component and the Resiliency Component.

- 1 **STRONGLY DISAGREE:** Very unlikely that this is real, very low probability that this is true
- 2 **DISAGREE:** Unlikely that this is real, low probability that this is true
- 3 **SOMEWHAT AGREE:** Somewhat likely that this is real, somewhat probable that this is true
- 4 **AGREE:** Indications are clear, there is more than average probability that this is true
- 5 **STRONGLY AGREE:** Indications are very clear, there is a very high probability that this is true

| LEVEL OF THREAT             |   |          |
|-----------------------------|---|----------|
| Threat Component            |   | Rating   |
| <b>T</b>                    | <b>Time and Date</b> is specified by source of information as to when the threat will be executed.  |          |
| <b>R</b>                    | <b>Revealed</b> the source of information and identity/affiliation of perpetrator (s) by the school/facility.   |          |
| <b>U</b>                    | <b>Unmistakable</b> description of the threat. The perpetrator gave specific, clear, and correct description of the type of threat.                         |          |
| <b>E</b>                    | <b>Exact</b> location is specified by perpetrator or source of information.   |          |
| <b>T</b>                    | <b>Targeted</b> person, location, or event is identified (e.g. student, parents, or GDOE personnel during school or after hours events, restrooms, etc.).   |          |
| <b>H</b>                    | <b>How</b> the threat is interpreted; the threat is real.   |          |
| <b>R</b>                    | <b>Repetitive threat.</b> Exact type of threat has not been repeated in the last thirty (30) days.  |          |
| <b>E</b>                    | <b>Event(s);</b> such as, exams or school/central office activities are not targeted.   |          |
| <b>A</b>                    | <b>Ability</b> to carry out the threat is likely, if more specifics are revealed about the threat (e.g. device, time, location, target, affiliation, etc.). |          |
| <b>T</b>                    | <b>Timing of</b> the threat appears planned.  |          |
| <b>S</b>                    | <b>Suspicious</b> activity, persons, objects, package, movements not normally present.  |          |
| <b>Threat or Risk Score</b> |   | <b>0</b> |

| LEVEL OF RESILIENCY     |  |        |
|-------------------------|--|--------|
| Resiliency Component    |  | Rating |
| <b>P</b>                | <b>Perimeter</b> fence surrounds the school campus/facility; the fence is not breached or broken; school fence in operational condition.   |        |
| <b>E</b>                | <b>Egress/Ingress</b> points are secured and monitored by GDOE personnel on the day a threat is received.                                  |        |
| <b>G</b>                | <b>Gates,</b> rooms, and offices are secured and locked during non-operational hours.  |        |
| <b>S</b>                | <b>Surveillance</b> cameras are used to monitor the school campus/facility during non-operational hours                                    |        |
| <b>A</b>                | Awareness level training in understanding school/facility planning incidents obtained by school/facility threat response team.             |        |
| <b>I</b>                | Incident Command System (ICS) 100, 200, 700 and 800 Independent Study Courses have been completed by school/facility threat response team. |        |
| <b>Resiliency Score</b> |  |        |

**Threat Score - Resiliency Score = Overall Threat Score**

- ☐ **1 - 10: Low Risk Level**
- ☐ **11-19: Medium Risk Level**
- ☐ **20 & Above: High Risk Level**

School/Division:

Person Completing RAM:

Date and Time of Threat:

Date and Time of Clearance:

| DESCRIPTION OF RISK LEVEL   |
|---|
| <b>LOW THREAT LEVEL</b><br>*Lacks Realism<br>*How threat was received:<br>Indirect/Vague<br>*No location of threat<br>*Characteristics of caller: Note discovered, written on wall<br>*Identification and frequency of threat<br>*Ability to carry out threat is questionable |

| ACTIONS   |
|---|
| 1. DSESCL is called and provided Situation Report (SITREP);<br>2. Incident Command is maintained at school/facility<br>3. Guam Police Department (GPD) is notified<br>4. Emergency Response Team at Central Office calls school or reports to the school/facility<br>5. Shelter in place or Lockdown procedures implemented<br>6. Sweep is conducted internally (findings may change the initial risk assessment)<br>7. ALL CLEAR is issued by GDOE personnel and normal operation resumes<br>8. AAR is completed by DOE IC |

## B. Threat Condition Readiness

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|               |   |
|---------------|---|
| <b>RED</b>    | <b>HIGH RISK</b><br><b>IMMEDIATE THREAT</b> <ul style="list-style-type: none"><li>• Keep doors in the lock position</li><li>• Building A, B, C &amp; E glass doors secured</li><li>• Make security part of your routine</li><li>• Close down offices if recommended to do so by authorities</li><li>• Command &amp; Control Messaging</li><li>• All employee review emergency procedures and supplies</li><li>• Maintain situational awareness and report suspicious activity to Police</li></ul>   |
| <b>YELLOW</b> | <b>MEDIUM RISK</b><br><b>POSSIBLE THREAT</b> <ul style="list-style-type: none"><li>• Lock Doors in all buildings</li><li>• Make security part of your routine</li><li>• All employee review emergency procedures and supplies</li><li>• Building B reception desk must be manned from 8am to 5pm.</li><li>• Maintain situational awareness and report suspicious activity to Police</li><li>• Command &amp; Control Messaging</li></ul>   |
| <b>GREEN</b>  | <b>LOW RISK</b><br><b>NORMAL OPERATIONS</b> <ul style="list-style-type: none"><li>• Ensure staff members continue training on i.e. first aid, CPR, AED, ICS 100, 200, 700, and 800</li><li>• Practice your emergency exercise</li><li>• Lock Main Office doors entering a division (optional)</li><li>• Maintain situational awareness and report suspicious activity to Police</li><li>• Building A, B, C, and E doors must remain locked until 8am</li><li>• All exit doors must be secured at all times ( All Threat Con Levels)</li></ul> |

# FUNCTIONAL ANNEXES

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- ☐ Functional Annex A: Emergency Responses Actions (*Evacuation, Reverse Evacuation, Lock down, Modified Lockdown, Shelter-in-place, Sheltering, Closure*)
- ☐ Functional Annex B: Accounting for All Persons
- ☐ Functional Annex C: Family Reunification
- ☐ Functional Annex D: Finance and Administration for Payroll in Response to Severe Weather Conditions/Typhoons

## **Functional Annex A: Emergency Response Actions**

Emergency responses refers to actions taken to control movement, restrict access, or manage a situation to prevent its spread or escalation. The following responses that can be taken for emergency: *Evacuation, Reverse Evacuation, Lock down, Modified Lockdown, Shelter-in-place, and Sheltering, Closure.*

### **EVACUATION**

Full Evacuation is to ensure the safety of everyone inside by preventing injuries or harm, and it involves following established procedures, using designated routes, and accounting for all individuals to confirm that no one is left behind or unaccounted for.

#### **Evacuation Planning and Preparing**

- Central Office and schools need to have a well-developed evacuation plan that includes clearly marked and accessible evacuation routes and exits, designated assembly points located at a safe distance from the building, and an organized system for accounting for all students and staff.
- Central Office and schools should have emergency kits with first aid supplies, communication devices (such as radios or phones), and plans for assisting individuals with special needs or disabilities.
- Identify primary and secondary evacuation areas.
- Use Evacuation Checklist (Functional Annex A.1: Evacuation Checklist)

#### **Evacuation Procedures**

1. Incident Commander or designee issues emergency alert signal.
2. Stop all activities immediately. Complete the internal departmental or class procedures that have been determined to be essential prior to emergency evacuation.
3. Assess that all persons can evacuate the area. Administrators/Division Heads, section leaders, teachers, are required to assure that everyone, including individuals with mobility limitations, have evacuated their area.
4. Follow EXIT signs to the nearest safe exit. Do not use elevators! Special care should be taken with some footwear, such as clogs, that could hamper rapid and safe descent.
5. Use the stairs. Never use the elevator. Walk briskly, but do not run. Stay on the right in order to allow emergency response personnel clear access up the stairs, along the left side.
6. Allow others to enter the stairwell. As you approach the landing of each floor, allow evacuees from that level to enter the stairwell.
7. Steer clear of hazards. If evacuation becomes difficult via a chosen route, because of smoke, flames or blockage, re-enter the facility on a safe floor. Continue evacuation via the nearest safe exit route.
8. Move away from the building. Once you have exited the facility, proceed to your Evacuation Assembly Area.
9. Do not re-enter the building without an "all clear". Do not, under any circumstances, re-enter the facility unless authorized by the law enforcement personnel or someone with authority, or until the Incident Commander or designee broadcasts the "all clear" message.

### **REVERSE EVACUATION**

A Reverse Evacuation is the process for moving students/staff indoors quickly.

#### **Reverse Evacuation Planning and Preparing**

- The Reverse Evacuation measures should be developed for all areas where students congregate outside the building.

### Reverse Evacuation Procedures

1. Incident Commander or designee issues emergency alert signal.
2. All the unlocked doors entering the building need to be staffed by assigned school personnel.
3. Move students/staff/approved visitors/employees indoors quickly.
4. All students/staff should return to their Shelter-in-Place assignments (see Shelter-in-Place section).
5. Visitors should immediately go to the main office.
6. Once all students/staff/approved visitors/employees are inside, the building exterior doors should be locked, and Shelter-in-Place procedures initiated.
7. After everyone has arrived in the classroom/office, attendance shall be taken immediately.
8. A report shall be given to the Incident Commander or designee as quickly as possible.
9. All individuals will remain in their classrooms or area until the "All Clear" signal is sounded.
10. If the Incident Commander or designee deems the situation critical, "Lockdown" should be ordered and communicated.

### **CONTROLLED EVACUATION**

Controlled evacuation provides a systematic, organized process of evacuating individuals in a manner that minimizes chaos and ensures safety, often used in situations where a gradual or prioritized evacuation is necessary.

### Controlled Evacuation Procedures

1. Incident Commander or designee issues emergency alert signal.
2. Recognize the need for evacuation based on specific triggers.
3. Incident Commander or designee issues emergency alert signal –using clear and calm alarm or message, informing everyone to evacuate immediately.
4. Assign roles to staff or emergency personnel to guide and assist evacuees, especially those with special needs.
5. Use pre-determined, clearly marked evacuation routes and exits to lead individuals away from danger, avoiding shortcuts or unsafe paths.
6. Ensure orderly movement, avoiding panic and congestion, by guiding evacuees in a single-file or staggered manner.
7. Once outside, direct everyone to the designated assembly point to account for all individuals.
8. Perform a headcount or roll call to ensure all are evacuated safely. 8)
9. Do not re-enter the building until it has been declared safe by Incident Commander or designee, or authorities.

### **LOCKDOWN**

A Lockdown is the process of protecting students and personnel from external dangers, not on the vicinity. There is no specific threat to the school or central office, however the lockdown is a precaution to keep community safe.

### Lockdown Procedures

1. Incident Commander or designee issues emergency alert signal.
2. Direct all individuals into the building/classroom, lock the doors, and ensure all remain quiet, low and out of sight. Windows and blinds are closed; lights are turned off.
3. No one is allowed to enter or leave the school until the situation is resolved and the lockdown is lifted.
4. Students/staff and visitors who are outside the building must implement the safest approach for the circumstances. This may include Reverse Evacuation or searching for cover and concealment.

## **MODIFIED LOCKDOWN**

This is a precautionary measure taken due to a potential threat that is unconfirmed and/or is not imminent.

### Modified Lockdown Procedures

Incident Commander or designee issues emergency alert signal.

Students can move about inside the school but not go outside. Exterior doors remain locked and windows are closed. Only known staff are allowed to enter. Exterior windows and blinds are closed.

## **SHELTER-IN-PLACE**

Shelter-in-Place is the process of keeping students and staff safe from dangers within the community.

### Shelter-in-Place Lockdown Procedures

1. Incident Commander or designee issues emergency alert signal.
2. Direct all individuals to the nearest room. Lock the door, close windows and provide maximum concealment (close blinds/drapes and cover windows to obscure visibility).
3. Provide maximum cover (protection from weapons) by positioning students/staff against the wall that provides the most protection, keeping everyone seated as low as possible and remaining quiet.
4. All exterior doors should be locked; windows should be closed, and maximum concealment provided.
5. A Shelter-In-Place continues until Police or Incident Commander/designee unlocks the door and verbally gives the 'All Clear' signal.

## **SHELTERING (Evacuation Emergency Shelters)**

Refer to Emergency Operation Activation Annex.

## **CLOSURE**

In certain situations, such as severe weather conditions or other emergencies, it may become necessary to close the school temporarily.

The decision to close a school or central office will be made by the Incident Commander or designee in consultation with senior management for school situation based on the factors on safety of access, on-site safety, and staffing levels. The decision shall be made following the RAM and Condition of Readiness, along with the specific annexes, such as severe weather condition or water outage, in which school closure is determined.

## Functional Annex A.1: Evacuation Checklist

### 1. **Evacuation**

- ☐ Incident Commander initiates evacuation procedures.
- ☐ IC determines if employees should be evacuated to the primary or alternate site.
- ☐ Administrators and Division Heads to have personnel follow evacuation procedures and route.
- ☐ Lead person in each office need to post a green color card on the front door if clear and the red color if not clear before evacuating.

### 2. **Administrators/Division heads**

- ☐ Direct employees to follow normal evacuation procedures unless IC alters route.
- ☐ Take name/contract rosters and emergency kit if available.
- ☐ Close but do not lock office doors.
- ☐ When outside building and at evacuation site, account for everyone. Inform the Incident Commander of your accountability status.

### 3. **Evacuation Area** – List primary and secondary relation centers

Example:

GDOE Central Office – Building A,B, Facilities & Maintenance, Property Management Warehouse

|                                     |   |
|-------------------------------------|---|
| Primary Relocation/Assembly Area    | Environmental Protection Agency Parking Lot<br>Address<br>Phone: 671-300-4751 |
| Secondary Relocation/Assembly Areas | Salvation Army<br>Phone: 671-447-3528   |

## **Functional Annex B: Accounting for All Persons**

Accurate accounting for all persons during emergencies is crucial to ensure everyone's safety, facilitate effective rescue operations, and prevent panic or confusion. It allows emergency responders to quickly identify missing individuals, assess the scope of the incident, and allocate resources efficiently.

### Planning and Preparing

- Central Office and schools shall maintain an up-to-date attendance roster, including staff, students, contractors, and others.
- Use the Employee Roster (Functional Annex B.1) to maintain attendance roster.
- Designate personnel responsible for accounting during emergencies.

### Accounting Procedures

- Use visual or verbal headcounts to gather all individuals in assembly area while evacuating.
- At the evacuation assembly area, division head, section leaders, and school administrators or designees are responsible for groups call and check attendance against roster.
- Teachers or designated staff in the school sites are responsible for groups call and check attendance against their student roster.
- Record any missing persons and notify the Incident Commander or designee.
- Maintain clear communication when reporting the status of all persons.

### Post-Incident Actions

- Once area is declared safe, conduct a secondary headcount before re-entry.



### Functional Annex B.1: Evacuation Checklist

The roster helps accounts for all personnel during an emergency. Schools can adapt for student roster as well.

| Employee Name | Contact No. | Name of Emergency contact | Contact No. |
|---------------|-------------|---------------------------|-------------|
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## Functional Annex C: Family Reunification

The Family Reunification Annex is used to ensure a safe and secure means of accounting for students and reuniting with parents/guardians with children whenever the school facility or grounds is rendered unsafe.

There are variety of emergencies that might require family reunification. Family reunification may be needed, if the school site is evacuated or closed because of hazards and vulnerabilities identified in the ERP.

The following items shall be considered when developing course of action in relation to family reunification:

1. How to inform families and guardians about the reunification process in advance and clearly describe their roles and responsibilities in reunification?
2. How to verify that an adult is authorized to take custody of a student?
3. How to facilitate communication between the parent check-in area and the student assembly and reunion areas?
4. How to ensure students do not leave on their own?
5. How to protect the privacy of students and parents from the media?
6. How to reduce confusion during the reunification process?
7. How families will be updated frequently?
8. How to account for technology barriers faced by students, staff, parents, and guardians?
9. How to effectively address language access barriers faced by students, staff, parents, and guardians?
10. Will the evacuation and reunification site be the same? It could be, as long as the site can also accommodate the large numbers of individuals that are involved in reunification. The site also needs separate and private spaces for working with students with special needs and for death notification.
  - Capacity: Is the reunification site large enough to accommodate all students, staff, and parents?
  - Traffic flow: Is there ample parking? Enough space for parents to wait in line out of the weather and be sheltered? Hallways large enough to accommodate movement? Enough space to set up check-in tables? Enough rooms to separate groups appropriately?
  - Basic needs: Are there enough bathrooms, drinking fountains, and places to serve food, if needed?
  - Technology needs: Is there strong internet capability? Enough electrical outlets, phones, fax, and computers? TV/monitors to entertain students?
11. Coordination and practice – Practice is critical. Plans can look great on paper but not work in a real situation.
12. Behavioral health supports – This is critical to have available at the reunification site.

## **Functional Annex D: Finance and Administration for Payroll in Response to Severe Weather Conditions/Typhoon**

The Annex for Finance and Administration for payroll in emergency management specific to severe weather conditions/typhoon involves several key steps:

1. First, establishing a clear communication protocol with designated emergency management and financial personnel;
2. Second, verifying and documenting all payroll-related expenses incurred during the emergency response, including overtime, hazard pay, and additional staffing costs;
3. Third, collecting and reviewing timesheets, work logs, and authorized approvals specific to emergency operations;
4. Fourth, ensuring compliance with applicable policies, regulations, and funding sources, such as federal or state disaster assistance programs;
5. Fifth, processing payroll through the established financial system, ensuring timely disbursement; and
6. Finally, maintaining detailed records for audit purposes, reporting, and reimbursement submissions, while continuously monitoring and updating procedures to adapt to evolving emergency needs.

The following provides the procedures in activation response teams for severe weather conditions/typhoons and the payroll protocol:

### **Activation of Response Teams**

1. The process for activating emergency response individuals begins with the identification of an emergency or threat that exceeds normal operational capacity, prompting the Incident Commander or designee to issue an activation order based on predefined activation levels.
2. The Operations Section Chief or designee shall work with the Planning Section Chief or designee to determine the personnel needed to respond to the incident.
  - The Operations Section Chief or designee identifies the shelter manager and shift supervisors, who are generally school administrators or Divisions Heads. The shelter manager shall identify shelter team staff.
  - The Operations Section Chief with consultation with the Planning Section Chief shall activate the additional personnel, such as Facilities and Maintenance, Special Education transportation, among others for the emergency.
  - The Response Activity Coordinators (RAC) will be activated.
2. The Operations Section Chief or designee shall determine and approve shift times and hours based on the operational needs, ensuring adequate coverage and coordination for the emergency response.
  - All shifts shall be eight hours with a 30-minute break.
  - No employee shall work consecutive shifts, only if Condition Readiness 1 is declared or the Operations Section Chief issues no movement orders during the incident.
  - The employee working during Condition Readiness 1 or no movement order shall take the mandatory 30-minute break every six (6) hours.
3. The responsible personnel to be notified through established communication channels, such as phone calls or WhatsApp/text.
4. Once notified, team members review their roles and responsibilities outlined in the ERP and prepare the necessary equipment, supplies, and documentation.
5. The Incident Commander or designee via the Operations Section Chief or designee shall hold a Weather Briefing to provide situational updates, clarify objectives, and assign specific tasks.

6. Throughout the activation, coordination with other agencies and continuous communication are maintained with the Command and General Staff to ensure effective response and resource request.
7. Once the emergency is mitigated or resolved, a demobilization process is initiated, and teams are debriefed to evaluate response efforts and identify areas for improvement.

#### Procedures for Payroll

1. The Operations Section Chief or designee shall identify the approved personnel by name, and school and/or division, and submit the list of personnel to Payroll Supervisor via the Finance and Administration Section Chief or designee. The Operations Section Chief shall provide the list prior the activation of the emergency.
2. All individuals approved to work during the incident shall be assigned a shift, which ideally is 8.5 hours, which includes a 30-minute break. The employee to be compensated for 8 hours. The employee shall not be assigned to consecutive shifts for safety and wellbeing.
  - Only during Condition of Readiness 1 and no movement orders, personnel may work longer than the 8-hour shift or consecutive shifts. If this shall happen, shelter managers shall ensure the employee takes a 30-minute break every 6 hours. Shelter managers should develop a clear plan to coordinate staff breaks by assigning responsibilities to others.
3. All individuals shall sign the *Shelter/EOC Sign-In/Out Log* for every shift worked. He/she shall complete a *Typhoon Timesheet* upon the end of each shift. The employee can use the same timesheet should their shift be activated more than one time during the incident.
4. During the weather briefing, the Payroll Supervisor shall provide instructions and guidance on payroll documentation – *Typhoon Timesheet*, *Shelter/EOC Sign-In Log Sheet*, and *ICS214: Activity Log Sheet*, and other pertinent information.
  - *Typhoon Timesheet* record employees' hours worked during typhoon response efforts, including any additional shifts or emergency duties prompted by the storm's impact. The timesheet helps ensure accurate payroll processing, and proper compensation for emergency work. It may also serve as documentation for claims, reports, and evaluations of emergency response efforts.
  - *The Shelter/EOC Sign-In/Out Log*, used as a time-in and time-out record for employees assigned to work at a shelter or EOC, is a vital tool for tracking staff attendance, work hours, and shift durations during emergency operations. It ensures accountability by documenting the exact times employees start and finish their shifts, facilitating accurate payroll processing and monitoring workforce deployment during critical situations.
  - The *ICS 214: Activity Log Sheet* is a standardized form used in the ICS to document key activities, decisions, and actions taken during an incident or emergency response. Specific to severe weather/typhoon incidents, the shelter manager or designee shall chronologically record all operational activities at the shelter, resource deployments, communication updates, and significant events on the ICS 214. The RAC, similarly shall document all significant events while activated at the EOC. The ICS 214 is essential for maintaining a clear and organized record of situation status and operational developments, which can be useful for after-action reviews, reporting, and improving future emergency responses.
5. The shelter manager and the lead RAC are responsible for all individuals, including the shift supervisor working at the shelter/EOC, ensuring that all staff reported for duty, perform their responsibilities as required, and adhering to the safety protocols in shelter activation.
6. The shelter manager and the lead RAC in the EOC, is responsible for reviewing timesheets by systematically verifying the accuracy of hours work, ensuring proper documentation of shifts and breaks, and cross-referencing the sign-in/out log sheet.

7. The shelter manager and the lead RAC must confirm that all hours are correctly calculated and align with scheduled shifts, and then approve the timesheets by signing for payroll processing to ensure appropriate compensation for staff. Additionally, any discrepancies or errors should be promptly addressed and corrected before submission, maintaining transparency and accountability in the payroll process.
8. The shelter manager and the lead RAC shall submit timesheets, along with sign-in log sheet and ICS 214s, to the Operations Section Chief or designee 72 hours from the time the shelter/EOC has been deactivated.
9. The Operations Section Chief or designee shall review typhoon documents submitted, and approve the timesheets by signing for payroll processing. The Operations Section Chief or designee shall submit all documents, including the listing of approved employees activated for the incident.
10. After submittal and approval from the Superintendent of Education, compensation is issued through the usual payroll system, with clear records maintained for audit and compliance purposes. The Payroll Office shall be responsible for notifying the Operations Section Chief when compensation is approved, and being processed and released.

### Functional Annex D.1: Typhoon Timesheet

[illegible]

## Functional Annex D.2: Shelter/EOC Assignment & Sign-In Log

### **SHELTER/EOC ASSIGNMENT & SIGN-IN LOG**

**Instructions:** This document is managed by the Shelter manager/Shelter Supervisor and lead Response Activity Coordinator (RAC) assigned at the EOC. This information is a critical payroll document and is submitted at the end of shelter activation both electronically and in printed form. This form is to be completed for each shift throughout shelter activation.

| <b>SHELTER/EOC ASSIGNMENT &amp; SIGN-IN LOG</b> |             |                    |                     |                        |                              |
|---|-------------|--------------------|---------------------|------------------------|------------------------------|
| <b>SHELTER SITE:</b>                            |             | <b>DATE:</b>       |                     |                        | <b>SHIFT #:</b>              |
| <b>SHELTER<br/>POSITION</b>                     | <b>NAME</b> | <b>TIME<br/>IN</b> | <b>TIME<br/>OUT</b> | <b>TOTAL<br/>HOURS</b> | <b>EMPLOYEE<br/>INITIALS</b> |
| MANAGER   |             |                    |                     |                        |                              |
| SUPERVISOR                                      |             |                    |                     |                        |                              |
|   |             |                    |                     |                        |                              |
|   |             |                    |                     |                        |                              |
|   |             |                    |                     |                        |                              |
| REGISTRATION<br>CLERK                           |             |                    |                     |                        |                              |
| DORMITORY<br>STAFF                              |             |                    |                     |                        |                              |
| DORMITORY<br>STAFF                              |             |                    |                     |                        |                              |
| REGISTRATION<br>STAFF                           |             |                    |                     |                        |                              |
| DOE SECURITY                                    |             |                    |                     |                        |                              |

**Note:** The current roster of all personnel assigned to shelter duty is updated during each activation and distributed via email to all School Administrators.

| ICS 214: ACTIVITY LOGSHEET   |  |                        |                  |                            |          |
|--|--|------------------------|------------------|----------------------------|----------|
| 1. Incident Name:  |  | 2. Operational Period: |                  | Date From:                 | Date To: |
|  |  |                        |                  | Time From:                 | Time To: |
| 3. Name:   |  | 4. ICS Position:       |                  | 5. Home Agency (and Unit): |          |
|  |  |                        |                  |                            |          |
| 6. Resources Assigned:   |  |                        |                  |                            |          |
| Name   |  | ICS Position           |                  | Home Agency                |          |
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| 7. Activity Log:   |  |                        |                  |                            |          |
| Date/Time  |  | Notable Activities     |                  |                            |          |
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|  |  |                        |                  |                            |          |
| 8. Prepared by: Name: _____ Position/Title: _____ Signature: _____ |  |                        |                  |                            |          |
| ICS 214, Page 1  |  |                        | Date/Time: _____ |                            |          |



# INCIDENT SPECIFIC ANNEXES

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- ☐ Incident Specific Annex A: Bomb Threat Response
- ☐ Incident Specific Annex B: Targeted Violence and Active Threats Response
- ☐ Incident Specific Annex C: Fights, Riots, Assaults, Weapons Response
- ☐ Incident Specific Annex D: Earthquake Response
- ☐ Incident Specific Annex E: Tsunamic Response
- ☐ Incident Specific Annex F: Fire Response
- ☐ Incident Specific Annex G: Foodborne Illness Response
- ☐ Incident Specific Annex H: Serious Injury/Death Response
- ☐ Incident Specific Annex I: Bus Crash Management Response
- ☐ Incident Specific Annex J: Terrorist Event Response
- ☐ Incident Specific Annex K: Pandemic Response
- ☐ Incident Specific Annex L: Canine Sweep Response
- ☐ Incident Specific Annex M: Power and Water Outage Response
- ☐ Incident Specific Annex N: Staffing Matrix – Determining Adequate Personnel Levels Response
- ☐ Incident Specific Annex O: Severe Weather Conditions/Typhoon Response

## Incident Specific Annex A: Bomb Threat Response

The term “bomb threat” is defined as an intent to detonate an explosive or incendiary device in an attempt to cause destruction, injury, or death. Bomb threats may come via phone, in written form, or a suspicious device and/or package that is strategically arranged to indicate a bomb threat. A bomb threat can also be made through email, social media, blogs, and vlogs. All bomb threats should be taken seriously, regardless of whether a device actually exists. All employees shall have a *Bomb Threat Checklist* at their desks, offices, and/or classrooms.

Schools and Central Office shall handle a bomb threat in accordance with the needs of the community.

### 1. Preparation and Planning Considerations

#### Planning Considerations

- Coordinate with local law enforcement and first responders to ensure smooth handling of a bomb threat
- Develop clear-cut primary and alternate level of authority (Refer to the ICS structure)
- Activate the Safety & Damage Response Team, as needed
- Deploy Search & Rescue Response Team, as needed
- Develop training plan
- Determine search procedures
- Designate Command Post locations, as needed
- Plan for emergency assistance (GPD, GFD, etc.)
- Establish primary and alternate evacuation routes and assembly areas
- Establish evacuation signal/s
- Develop communication plan
- Determine procedures for accessing and turning off and reactivating utilities

#### Preparation Considerations

- Control building access
- Implement strict master key control
- Inspect incoming parcels
- Safeguard confidential parcels
- All sensitive materials should be secured (personal-identifiable information) and computers turned off
- Keep exits unobstructed
- Ensure adequate internal/external emergency lighting
- Utilize electronic surveillance as available

### 2. Emergency Toolkit Considerations

The following items to consider and taken to the Incident Command Post:

#### Building Facility

- Blueprints and floor plans or site map of building
- Video, photographs, or other item depicting building interior or exterior

#### Personnel Information

- Building Emergency Response Team member contact information and assignment
- List of personnel trained in CPR and/or first aid
- Current list, with pictures if possible, of all staff/personnel
- Staff/Visitors sign-in/out sheets that includes names and dates, include provision for staff/visitors transported to medical facilities
- List of staff with special needs and description of need

- Contact information for neighboring/contiguous buildings

#### Additional Emergency Action Resources

- Reflective vest for Building Response Team members with identifying marks
- Bullhorn with charged batteries
- AM/FM portable radio
- Flashlights/batteries
- Local street and zone maps
- Clipboards
- Writing materials (legal pads/pens/pencil/markers)
- Plastic red/yellow tape for cordoning off areas

### **3. Receiving a Bomb Threat**

#### Phone Threat

- Remain calm and do not hang up
- If possible, signal other staff members to listen and notify your supervisor and/or Incident Commander or the designee
- If the phone has a display, copy the phone number and/or letters on the phone window display
- Write down the exact wording of the threat
- Keep the caller on for as long as possible, and use the *Bomb Threat Checklist* to gather as much information as possible
- Record, if possible
- Fill out the Bomb Threat Checklist immediately
- Be available for interviews with Building Response Team and law enforcement

#### Verbal Threat

- If the perpetrator leaves, make notation which direction he/she went
- Notify your supervisor and/or Incident Commander or the designee
- Write down the threat exactly as it was communicated
- Note the description of the person who made the threat:
  - Name (if known)
  - Race
  - Gender
  - Type/color of clothing
  - Body size (height/weight)
  - Hair and eye color
  - Distinguishing features
  - Voice (loud, deep, accent, etc.)

#### Written Threat

- Handle the threat as little as possible
- Notify your supervisor and/or Incident Commander or the designee
- Rewrite the threat exactly as is on another sheet of paper and note the following:
  - Date/time/location document or suspicious device was found
  - Any situations or conditions surrounding the discovery/delivery
  - Full names of any personnel who saw the threat
  - Secure the original threat; DO NOT alter the item in any way
  - If small and safe to remove, place in a bag or envelope

- If large, stationary and unsafe to remove, secure the location

Electronic Threat (email, social media, etc.)

- Leave the message open on the computer or electronic device
- Notify your supervisor and/or Incident Commander or the designee
- Print, photograph, or copy the message or subject line, and note the date and time

Suspicious Device

- Do not touch, tamper with, or move the item
- Notify your supervisor and/or Incident Commander or the designee
- The Incident Commander shall:
  - Ensure area is secured and cleared of students, personnel, staff, and others
  - Notify Search Team, if applicable
  - Ensure emergency responders are briefed
  - Evacuation and Search teams shall remain available to assist and inform the Incident Commander of the situation

#### 4. Responding to the Bomb Threat

The GDOE Incident Commander to do:

- Threat Assessment: The Incident Commander and/or designee shall evaluate authenticity of the threat by conducting the Risk Assessment Matrix (RAM). The Incident Commander will determine the threat level (low, medium, high). Refer to the RAM section in the SOP.
- The Incident Commander will notify the DSESCL by phone and/or Department Emergency WhatsApp Chat about threat and report the threat level.
- **Based on the threat level, the Incident Commander or designee will determine the response to the threat:**
  - **Full Evacuation,**
  - **Controlled Evacuation,**
  - **Shelter-in-place,**
- If appropriate, the Incident Commander or designee will contact 911 and/or emergency responders as soon as possible based on threat level and response to the threat.
  - A Unified Command maybe established.

The GDOE Personnel to do:

- Ensure the safety of students and personnel first.
- Stay calm.
- Follow the instructions of the Incident Commander.

#### 5. The IC or designee may deploy the Safety & Damage Response Team to conduct a “search and sweep.” “Search and sweep” refers to a systematic process where trained personnel thoroughly examine the designated area, building, or premises to locate any suspicious objects or devices, ensuring the safety of occupants. If this is determined, the following may take place:

- Assemble and deploy search teams
- Search the entire school grounds
- Account for all personnel
- General Search guidelines include:
  - Start on the outside of the building and work inward
  - When inside, start at the bottom and work upward

- Search personnel should always work towards one another
    - Listen to background noises
    - Clear evacuation routes and assembly routes
    - If suspicious item is located leave indicators for emergency services
  - Guidelines for personnel:
    - Make a quick and complete visual of the workplace and any other common areas assigned
    - Divide room into various search levels
    - First sweep all objects resting on the floor or built into walls, up to your waist
    - Scan the room from waste to chin height
    - Scan room from top of head to the ceiling, including air ducts, window tops and light fixtures
    - If anything unusual is noticed, move people away from the potential hazard and immediately report the location of the object to the Incident Commander
  - **Use of radio communications is NOT recommended unless the area has been cleared.**
6. GDOE PIO to provide notification to parents/guardians and community, and briefing to the media as appropriate.
7. The IC or designee, or law enforcement official from Unified Command Post shall give an "ALL CLEAR" prior re-entering to the facility.
- The GDOE IC and/or designated authority will resume control of incident and take the necessary steps to ensure safety and restore order.
  - The GDOE IC or designee shall conduct After-Action, complete the AAR, and submit by the required timeline.
  - The GDOE IC or designee shall determine if a critical incident debrief is needed.
  - Status updates shall be provided to the Guam Education Board and the rest of the community via the GDOE PIO.

## Incident Specific A.1: Bomb Threat Checklist

### BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

#### If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

#### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

#### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

#### Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

#### DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

### WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police  
1-877-4-FPS-411 (1-877-437-7411)
- 911

### BOMB THREAT CHECKLIST

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

Time Caller Hung Up: \_\_\_\_\_ Phone Number Where Call Received: \_\_\_\_\_

#### Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

#### Exact Words of Threat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

| Caller's Voice                           | Background Sounds:                         | Threat Language:                      |
|--|--|---------------------------------------|
| <input type="checkbox"/> Accent          | <input type="checkbox"/> Animal Noises     | <input type="checkbox"/> Incoherent   |
| <input type="checkbox"/> Angry           | <input type="checkbox"/> House Noises      | <input type="checkbox"/> Message read |
| <input type="checkbox"/> Calm            | <input type="checkbox"/> Kitchen Noises    | <input type="checkbox"/> Taped        |
| <input type="checkbox"/> Clearing throat | <input type="checkbox"/> Street Noises     | <input type="checkbox"/> Irrational   |
| <input type="checkbox"/> Coughing        | <input type="checkbox"/> Booth             | <input type="checkbox"/> Profane      |
| <input type="checkbox"/> Cracking voice  | <input type="checkbox"/> PA system         | <input type="checkbox"/> Well-spoken  |
| <input type="checkbox"/> Crying          | <input type="checkbox"/> Conversation      |                                       |
| <input type="checkbox"/> Deep            | <input type="checkbox"/> Music             |                                       |
| <input type="checkbox"/> Deep breathing  | <input type="checkbox"/> Motor             |                                       |
| <input type="checkbox"/> Disguised       | <input type="checkbox"/> Clear             |                                       |
| <input type="checkbox"/> Distinct        | <input type="checkbox"/> Static            |                                       |
| <input type="checkbox"/> Excited         | <input type="checkbox"/> Office machinery  |                                       |
| <input type="checkbox"/> Female          | <input type="checkbox"/> Factory machinery |                                       |
| <input type="checkbox"/> Laughter        | <input type="checkbox"/> Local             |                                       |
| <input type="checkbox"/> Lisp            | <input type="checkbox"/> Long distance     |                                       |
| <input type="checkbox"/> Loud            |  |                                       |
| <input type="checkbox"/> Male            |  |                                       |
| <input type="checkbox"/> Nasal           |  |                                       |
| <input type="checkbox"/> Normal          |  |                                       |
| <input type="checkbox"/> Ragged          |  |                                       |
| <input type="checkbox"/> Rapid           |  |                                       |
| <input type="checkbox"/> Raspy           |  |                                       |
| <input type="checkbox"/> Slow            |  |                                       |
| <input type="checkbox"/> Slurred         |  |                                       |
| <input type="checkbox"/> Soft            |  |                                       |
| <input type="checkbox"/> Stutter         |  |                                       |

Other Information: \_\_\_\_\_



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## Incident Specific Annex B: Targeted Violence and Active Threats Response

Targeted violence and active threats refer to violent acts where an individual deliberately targets specific people or groups. In these situations, the attacker typically plans and prepares for the act, choosing locations and victims based on specific criteria.

The "Run, Fight, Hide" paradigm is the survival strategy to follow in response to such violence. It emphasizes three primary responses:

- **Run** if it is safe to escape the area, prioritizing personal safety and the safety of others;
- **Fight** only as a last resort if confronted, using available objects to defend oneself and incapacitate the shooter; and
- **Hide** if escape is not possible, finding a secure location to conceal oneself and remaining quiet until help arrives.

This approach aims to provide clear, actionable steps for individuals to protect themselves during chaotic and dangerous situations, promoting situational awareness and preparedness. Refer to *How to Respond When an Active Shooter is in Your Vicinity* (Annex B.1).

### The following are the procedures in responding to Targeted Violence:

1. Initial Notification to GDOE Incident Commander
  - Whenever anyone on campus becomes aware of an active threat, the individual should contact the GDOE Incident Commander or designated authority and/or call 911 as soon as it is safe to do so.
2. GDOE Incident Commander to Determine Response
  - The Incident Commander and/or designated authority shall evaluate authenticity of the threat by conducting the Risk Assessment Matrix (RAM). The Incident Commander will determine the threat level (low, medium, high). Refer to the RAM section in the SOP. *Conduct the RAM, if it is expressly safe to do so.*
  - **Based on the threat level, the Incident Commander will determine the response to the threat:**
    - **Full Evacuation,**
    - **Controlled Evacuation,**
    - **Shelter-in-place,**
    - **Lockdown, or**
    - **Modified Lockdown.**
  - The response shall remain until Law Enforcement Responders clear the premises, and evacuates individuals, if appropriate.
3. Emergency Notification
  - The GDOE IC and/or designated authority will issue an alert about the targeted violence to personnel, staff, students, and others on the vicinity using their alert system.
  - The GDOE IC or designated authority will notify the DSESCL by phone and/or department Emergency WhatsApp chat and call 911, if it is expressly safe to do so.
  - Do not pull the fire alarm station. This will confuse the response teams and could cause delay in the emergency personnel.

4. What to Do: Individual should prepare to *Run-Hide-Fight*.

|              |  |
|--------------|--|
| <b>RUN</b>   | <ul style="list-style-type: none"><li>– Have an escape route and plan in mind</li><li>– Leave your belongings behind</li><li>– Evacuate regardless of where others agree to follow</li><li>– Help others escape, if possible</li><li>– Do not attempt to move the wounded</li><li>– Prevent others from entering an area where the active shooter may be</li><li>– Keep your hands visible</li><li>– Call 911 when you are safe</li></ul>                  |
| <b>HIDE</b>  | <ul style="list-style-type: none"><li>– Hide in an area out of the shooter's view</li><li>– Lock door or block entry to your hiding place</li><li>– Silence your cell phone (including vibrate mode) and remain quiet</li><li>– Cover windows of office/windows.</li><li>– Get down on the floor, low to the ground.</li><li>– Do not open the door. Wait for Guam Police Department and/or law enforcement officers to open and clear the room.</li></ul> |
| <b>FIGHT</b> | <ul style="list-style-type: none"><li>– Fight as a last resort and only when your life is in imminent danger</li><li>– Attempt to incapacitate the shooter</li><li>– Act with as much physical aggression as possible</li><li>– Improvise weapons or throw items at the active shooter</li><li>– Commit to your actions.....your life depends on it</li></ul>  |

5. Contacting 911 Directly

Only contact 911 directly if it is expressly safe to do so. Give the following information, as is known, to the 911 operator as calmly as possible:

- Your name and exact location.
- Location of the incident (provide as many specific details as possible).
- Number of shooters, the location at which they were last seen, and the direction in which they were traveling.
- Physical description of the shooter(s) (sex, race, clothing, type of weapons).
- The number and locations of victims and a brief description of their injuries.
- If you have heard explosions in addition to gunfire.
- If you have observed any suspicious devices, provide a description and location.
- Even if you did not see the shooter or any suspicious devices, provide your name, the number of people with you, your location and any injuries.

6. Law Enforcement Response

- A Unified Command may be established when multiple emergency first responders, GPD, GFD, Guam Homeland Security, response the threat.
- The transfer from the GDOE Incident Commander to designated law enforcement Incident Commander shall take place.
- **Law enforcement's primary mission is neutralize the shooter.**
- Personnel and students shall follow the command of the law enforcement officials.
- Recognize that depending upon the scene, threat, size of the facility, it may take several hours for law enforcement to clear the area and find you. Until contact is made, remain calm, quiet, and alert.
- Evacuation procedures initiated by the law enforcement, if appropriated.



7. GDOE PIO to provide notification to parents/guardians and community about the incident, and briefing to the media as appropriate.
8. Law Enforcement ALL CLEAR given to the GDOE Incident Commander.
8. The GDOE IC and/or designated authority will resume control of incident and take the necessary steps to ensure safety and restore order.
  - The GDOE IC or designee shall conduct post-incident operations: damage assessment, After-Action, complete the AAR, and submit by the required timeline.
  - The GDOE IC or designee shall determine if a critical incident debrief is needed.
  - Status updates shall be provided to the Guam Education Board and the rest of the community via the GDOE PIO.

### **Essential Strategies for Preparing for an Active Threat**

The Department of Homeland Security provides a variety of resources to the public and private sector. Schools and divisions shall reference the *Active Shooter Preparedness Program* (Annex B.2) and *Active Shooter Response Plan Template* (Annex B.3) to enhance preparedness and response to an active threat.

For Active Threat Training for the island, The Guam Homeland Security/Office of Civil Defense facilitates and leads training across the *island* (Annex B.4 *Active Shooter Governor's Circular No. 2015-109*). Contact Student Support Services Division should training need to be coordinated.

## Incident Specific Annex B.1: How to Respond When An Active Shooter is in Your Vicinity

# HOW TO RESPOND

## WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

QUICKLY DETERMINE THE MOST REASONABLE WAY TO PROTECT YOUR OWN LIFE. CUSTOMERS AND CLIENTS ARE LIKELY TO FOLLOW THE LEAD OF EMPLOYEES AND MANAGERS DURING AN ACTIVE SHOOTER SITUATION.

### 1. EVACUATE

- Have an escape route and plan in mind
- Leave your belongings behind
- Keep your hands visible

### 2. HIDE OUT

- Hide in an area out of the active shooter's view.
- Block entry to your hiding place and lock the doors

### 3. TAKE ACTION

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the active shooter
- Act with physical aggression and throw items at the active shooter

**CALL 911 WHEN IT IS  
SAFE TO DO SO**

## HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES ON THE SCENE

### 1. HOW YOU SHOULD REACT WHEN LAW ENFORCEMENT ARRIVES:

- Remain calm, and follow officers' instructions
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as attempting to hold on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

### 2. INFORMATION YOU SHOULD PROVIDE TO LAW ENFORCEMENT OR 911 OPERATOR:

- Location of the active shooter
- Number of shooters, if more than one
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location

## RECOGNIZING SIGNS OF POTENTIAL WORKPLACE VIOLENCE

AN ACTIVE SHOOTER MAY BE A CURRENT OR FORMER EMPLOYEE. ALERT YOUR HUMAN RESOURCES DEPARTMENT IF YOU BELIEVE AN EMPLOYEE EXHIBITS POTENTIALLY VIOLENT BEHAVIOR. INDICATORS OF POTENTIALLY VIOLENT BEHAVIOR MAY INCLUDE ONE OR MORE OF THE FOLLOWING:

- Increased use of alcohol and/or illegal drugs
- Unexplained increase in absenteeism, and/or vague physical complaints
- Depression/Withdrawal
- Increased severe mood swings, and noticeably unstable or emotional responses
- Increasingly talks of problems at home
- Increase in unsolicited comments about violence, firearms, and other dangerous weapons and violent crimes

## Incident Specific Annex B.2: Active Shooter Preparedness Program



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### Active Shooter Preparedness Program

Active shooter incidents, in many cases, have no pattern or method to the selection of victims, which results in an unpredictable and evolving situation. In the midst of the chaos, anyone can play an integral role in mitigating the impacts of an active shooter incident. The Department of Homeland Security (DHS) provides a variety of no-cost resources to the public and private sector to enhance preparedness and response to an active shooter incident. The goal of the Department is to ensure awareness of actions that can be taken before, during, and after an incident.

#### Active Shooter Preparedness Program

DHS maintains a comprehensive set of resources and in-person and online trainings that focus on behavioral indicators, potential attack methods, how to develop emergency action plans, and the actions that may be taken during an incident.

#### Active Shooter Online Training

This one-hour online course (IS-907 Active Shooter: What You Can Do) provides an introductory lesson on the actions that may be taken when confronted by an active shooter, as well as indicators of workplace violence and how to manage the consequences of an incident. To access this course, please visit the Federal Emergency Management Agency (FEMA) Emergency Management Institute online training website at <http://www.training.fema.gov/is/cralist.aspx> and type Active Shooter in the search bar.



#### Active Shooter Preparedness Workshop Series

These scenario-based workshops feature facilitated discussions to inform participants on the best practices associated with preparing for and responding to an active shooter incident. Through a dynamic exchange of information, these workshops provide participants an understanding of how to plan and aid in the development of an initial draft of an emergency action plan for their organizations. For more information on these workshops, please contact the Active Shooter Preparedness Program at [ASworkshop@hq.dhs.gov](mailto:ASworkshop@hq.dhs.gov).

#### Active Shooter Online Resources

There are additional resources available online to inform individuals on how to prepare for active shooter incidents. These resources range from booklets and pocket guides, to a 90-minute webinar that explains the importance of developing an emergency action plan and the need to train employees on how to respond to an incident. To access these resources, please visit <http://www.dhs.gov/activeshooter>.

#### Contact Information

For general information regarding the Active Shooter Preparedness Program, please email [ASworkshop@hq.dhs.gov](mailto:ASworkshop@hq.dhs.gov).

January 2016

## Incident Specific Annex B.3: Active Shooter Response Plan Template

### Active Shooter Response Plan Template

#### I. Introduction

Effective response to an Active Shooter event requires effective planning and role reinforcement through training for personnel caught in the event, as well as for leaders and managers coordinating the response to the event. Personnel in the vicinity of an Active Shooter may need to evacuate or shelter in place depending upon circumstances unique to that event. Organization leadership and managers coordinating the response to an active shooter event need to be able to provide effective direction to personnel in the vicinity of the Active Shooter, provide clear situation information to first responders, and inform the public.

This Active Shooter Response Plan Template is designed to be a supplement to the *(Insert name of organization or facility)* Emergency Plan (EP). The template for this plan was developed by a working group comprised of Federal agencies, law enforcement professionals and experts in emergency management operations.

#### II. Purpose

This Active Shooter Response Plan provides instructions and guidance to effectively address the response of *(Insert name of organization or facility)* to an Active Shooter incident. The Active Shooter Response Plan provides guidance for developing and implementing procedures in response to an Active Shooter incident.

This Active Shooter Response Plan was prepared by *(Insert Name)*, *(Insert name of organization or facility)* Security/Safety Director and *(Insert Name)*, *(Insert name of County/City)* Emergency Management Director on *XX/XX/XX*. This document was prepared in coordination and cooperation with the following, and they have signed-off with their concurrence:

Chief of Police \_\_\_\_\_, & Staff \_\_\_\_\_ Police Department  
Fire Chief \_\_\_\_\_, & Staff \_\_\_\_\_ Fire & Rescue  
Sheriff \_\_\_\_\_, & Staff \_\_\_\_\_ Co. Sheriff's Office  
Emergency Management Director \_\_\_\_\_  
Emergency Medical Services Director \_\_\_\_\_  
State Highway Patrol Captain \_\_\_\_\_, & Staff \_\_\_\_\_  
State Bureau of Investigation \_\_\_\_\_, & Staff \_\_\_\_\_  
FBI Special Agent in Charge \_\_\_\_\_, & Staff \_\_\_\_\_  
Bureau of Alcohol Tobacco and Firearms \_\_\_\_\_  
Area Substance Abuse Council \_\_\_\_\_  
Federal Aviation Administration, Flight Standard Office \_\_\_\_\_  
*Other – if additional or different people, continue to list.*

### III. Preparedness

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated place; in most cases, active shooters use firearms and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10-15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

### IV. Relevant Plans

This section provides an overview of the plans, policies, and guidance documents that are applicable to the *(Insert name of organization or facility)*. Plans may be maintained by the County or City where the organization or facility resides.

**A. *(Insert name of organization or facility)* Security and Safety Guideline Reference Manual**

*Insert a brief description of the (Insert name of organization or facility) owner's Security and Safety Guideline Reference Manual*

**B. *(Insert name of organization or facility)* Emergency Action Plan**

*Insert a brief description of the (Insert name of organization or facility) Emergency Plan.*

**C. *(Insert name of organization or facility)* Security & Safety Plan**

*Insert a brief description of the (Insert name of organization or facility) Security & Safety Plan.*

**D. *Other (as appropriate)***

- *Reference other organization or facility plans.*
- *Reference County Plans (including Mass Casualty Plan).*
- *Reference City Plans.*

### V. Command Structure/Response Organization

The Command Structure/Response Organization for an Active Shooter incident should mirror the normal Command Structure, as found in Section *(Insert Section Number)* of the Emergency Action Plan.

The diagram below, which depicts the command structure/response organization, is also included in the Emergency Plan.

## Exhibit 1: Command Structure/Response Organization

Insert Command Structure/Response Organization Diagram

### A. Jurisdiction and Liability

- *Identify laws, ordinances, and authorities that affect active shooter response activities*
- *Identify any issues of liability associated with active shooter response activities*

### B. Direction, & Control – Roles and Responsibilities

- *Define for each entity, designate & identify key personnel*

### C. Local, State & Federal Assistance – Roles and Responsibilities

- *Define for each entity, designate & identify key personnel*

### D. Surrounding Industry/Private Sector Assistance – Roles and Responsibilities

- *Define for each entity, designate & identify key personnel*

### E. Local Transportation Structure – Roles and Responsibilities

- *Define for each entity, designate & identify key personnel*

## VI. Pre-Incident Planning

Active shooter incidents often begin and conclude quickly, leaving facility management and security officers little to no time to coordinate response procedures with law enforcement and employees. Facility readiness requires that managers develop and exercise response plans that apply general preparedness and response protocols to specific types of emergencies and facility capabilities (including security resources). Training and exercising the plan was a key finding of experts and facility managers who participated in active shooter exercises, allowing them to identify gaps, correct weaknesses, and validate their plan.

### A. Develop Response Plans and Procedures

- Implement a comprehensive Emergency Action Plan that includes incidents beyond an environmental emergency, such as active shooter or suspicious package.

- Review and update the facility's Emergency Action Plan with assistance from law enforcement and emergency responders.
- Establish communication procedures for employees to report signs, flags, and threats of workplace violence.
- Establish alternative methods of communication with employees during an incident—including emergency notification system, e-mail, phone, cell phone, text message, and loudspeaker announcements.
- Determine how to estimate the impact of an incident on facility operations and communicate that to customers, the public, and law enforcement.
- Communicate with emergency responders to manage facility expectations of response capabilities.

#### **B. Employee Training and Awareness**

- Training captures the development of skills and/or understanding through procedurally defined learning activities focused on a specific application. This component combines the types of training and exercises and the types of personnel trained.
- Train all employees on general emergency plans and those designed for specific scenarios.
- Train security personnel in providing guidance to employees in each scenario.

#### **C. Prepare for an Incident**

- Management:
  - Learn how to recognize potential workplace violence and suspicious behavior.
  - Identify the location of the nearest exits, emergency call boxes, potential safe harbors, emergency response kits, and decontamination sites.
- Employees:
  - Become familiar with emergency procedures and regularly review checklists or materials provided on emergency procedures.
  - Identify who to call to report an incident and what information to provide about the situation.

#### **D. Exercise Emergency Action Plans Regularly and Repeatedly**

- Schedule regular drills, tabletop and functional exercises.
- Assess gaps in plans, exercises and training.

#### **E. Establish a Relationship with Emergency Responders**

- Involve emergency services responders from multiple agencies in facility training and exercises.
- Jointly map out incident management procedures and pre-identify a common, secure radio communication channel.
- Invite all emergency services responders to tour your site and provide details about the facility that will help responders to adjust their protocols if necessary.

- Gain a better understanding and awareness of the complexities involved in an integrated response to an incident, including law enforcement procedures and capabilities and the steps to preserving a crime scene.
- Educate law enforcement on the impact of a crime scene on business operations and restoration.

## VII. Incident Response Considerations

Active shooter incidents often begin and conclude quickly, and the incident may be at any location in the organization or facility. This leaves facility management and security officers no time to coordinate response procedures with law enforcement and employees. The response to a specific incident will depend on the circumstances unique to that incident. However, there are general procedures that apply to all active shooter incidents.

### A. Employees:

- Report the incident:
  - If possible, call **911** or facility/organizational security \_\_\_\_\_
- Evacuate if possible
  - Determine an escape route based on where an active shooter may be located.
  - Leave your belongings behind. Keep your hands empty and visible at all times.
  - Help others evacuate, if possible, but do not attempt to move the wounded. Evacuate even if others do not agree to follow.
  - Move quickly to a safe place far from the shooter and take cover. Remain there until police arrive and give instructions.
  - Remain calm. Avoid screaming or yelling as you evacuate.
  - Follow all instructions of law enforcement.
- Shelter if necessary
  - Go to the nearest room or office and lock the door(s). If the door does not lock, wedge the door shut or use heavy furniture to barricade it.
  - Identify an escape route in the event you are directed to evacuate.
  - Close blinds, turn off lights, and cover windows.
  - Silence all noise, including cell phones, radios, and computers.
    - Have one person call 911, if it is safe to do so. Be prepared to answer the dispatcher's questions.
  - If it is not safe to talk, keep the phone on so it can be monitored by the dispatcher.
  - Stay out of sight and take cover behind large, thick items or furniture.
  - Do not open the door until the person can provide an identification badge.
  - Remain under cover until law enforcement advises it is safe to evacuate.
    - Positively verify the identity of law enforcement as an unfamiliar voice may be the shooter attempting to lure victims from a safe place.
- Take action, if you must



- If there is no opportunity for escape or hiding, as a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter.
- Respond Appropriately When Law Enforcement Arrives
  - Remain calm and follow officers' instructions.
  - Raise your hands, spread your fingers, and keep hands visible at all times.
  - Do not run when police enter the vicinity. Drop to the floor, if you are told to do so, or move calmly out of the area or building.
  - Do not make quick moves toward officers or hold on to them for safety.
  - Avoid pointing, screaming, or yelling.
  - Do not stop officers to ask for help or directions. Evacuate the building in the direction the officers arrived while keeping your hands above your head.
  - For your own safety, do not get upset or argue if an officer questions whether you are a shooter or a victim. Do not resist, even if you are handcuffed and searched.

## **B. Facility Management and Security:**

- Control Access and Account for Personnel
  - Do personnel have the ability to remotely lock buildings or deactivate card readers? How does that impact the need to account for employees?
  - How will management notify employees of the situation and its location?
  - How will personnel allow site and building access to emergency responders?
  - Account for full-time, part-time, and contract employees
    - Obtain the visitor log
    - Identify employees and visitors who are onsite
    - Identify employees and visitor locations
- Assist Emergency Responders
  - Use security technology, such as closed circuit television, to assist law enforcement in locating the victims and shooter(s)
  - Provide site and building maps
  - Provide facility access to emergency responders
  - Ensure critical phone calls get through to security personnel
  - Provide extra radios for emergency responders
  - Ensure incoming emergency response personnel know where to stage
  - Ensure emergency responders are aware of any safety concerns as they enter process areas
- Manage the Perimeter
  - Assist law enforcement in establishing a secure perimeter
  - Control or prevent the entrance of the media
    - Establish a media center
  - Establish a safe location to stage evacuees

- Identifying Secondary Impacts
  - Identify additional shooters or other threats
  - Determine if the shooter has knowledge of the facility or its operations
  - If necessary, execute safe shutdown procedures

### C. Communication Information

This section outlines the communication equipment, systems, and terminology used at the *(Insert name of organization or facility)* for communication among all personnel (i.e., local law enforcement, fire department, Emergency Management Agency, media, facility security, etc.).

- *Identify the systems used for communication among all personnel (i.e., venue personnel, facility security), and emergency response personnel (i.e., local police, fire department, etc.).*
- *Identify the channel(s) that are used for communicating among what particular groups.*
- *Identify the equipment used.*
- *Identify the terminology used to communicate between the different personnel at the organization or facility.*

### D. Warnings, Messages and Signage

In order to notify employees and visitors of the events happening at the *(Insert name of organization or facility)*, Emergency Notification Messages need to be pre-scripted. This section includes information related to how messages will reach the employees and visitors, including sample Emergency Notifications, location and method of communicating warnings and messages, number and location of sirens, and lighting.

- *Describe the procedures for making Emergency Notifications.*
- *Describe the procedure for broadcasting different messages to different areas of the organization or facility.*
- *Describe the decision process to determine what announcement/message to provide to employees and visitors.*
- Emergency Notification Message  
A sample announcement could be:  
  
“Ladies and Gentlemen, we regret interrupting the event. There is no cause for alarm, but we have received information that necessitates that we gradually clear the stadium in \_\_\_\_\_ area. This is for your safety. As soon as we conclude our investigation of the situation, this event will continue. Again, we apologize for any inconvenience. Please follow the directions of the stadium personnel who will direct you through to the exits most convenient to your location.”
- Communication of Warnings

*List information about how warnings are communicated to employees and visitors.*

- *Describe how messages reach employees and visitors.*
- *Include: cell phone text messages, public address systems, computer messaging, audible alarms, etc.*
- Other

#### **E. Physical Resources**

This section outlines the process for determining the necessary supplies, resources and equipment that should be available and readily accessible for utilization during an active shooter event.

- *Prepare a needs assessment regarding the equipment and resources that might be required to deal with an active shooter event.*
- *Prepare necessary documentation (i.e., directives, orders, guides, MOUs) to execute an incident response.*

#### **F. Activation, Staging, and Mobilization**

The organization or facility Emergency Plan should contain guidance and procedures for the activation and mobilization of staging areas associated with an emergency. There should be separate staging areas for emergency responders and evacuees or victims of the active shooter incident. Information should be provided on the preplanned location(s), personnel, equipment (i.e., decontamination, air monitoring), and other resources needed for activating, operating and demobilizing a staging area.

#### **G. Mass Care and Family Assistance**

The organization or facility Emergency Plan should contain guidance and procedures for Mass Care/Family Assistance (a scalable Emergency Support Function 6) once the evacuees or victims have been transported to staging area(s). Health and medical support for the evacuation of casualties should encompass the organic medical response assets of the organization or facility, in addition to incorporating the local Emergency Management Services (EMS) authorities' Mass Casualty Plan.

#### **H. Health and Medical Support**

The organization or facility Emergency Plan should contain guidance and procedures to address health and medical support needed at the staging areas during an emergency incident. The organization or facility should participate in the local community's Mass Casualty Plan through mutual aid agreements between the organization, local EMS and local hospitals, and home care agencies that comprise the community Mass Casualty Plan.

- *Develop mutual aid agreements*
- *Participate in community Mass Casualty Plan*

#### **I. Incident Recovery Considerations**

- Address Victims and Families
  - Established a family hotline

- Assist with victim identification
  - Gather information related to victim identities, extent of injuries, and what hospitals are being utilized
- Notify the family members
  - Use personnel who are specifically trained for this responsibility
- Procure counselors for employees and families
- Develop an action plan to handle concerns about returning to work
- Communicate Internally
  - Develop instructions for management to give to employees
  - Develop a plan for communicating the information
    - Consider if employees should return to their homes, remain onsite at a specified location, go to another site, etc.
  - Determine how facility personnel will communicate with families
- Communicate Externally
  - Identify the designated official for responding to media inquiries
  - Determine what information and details facility personnel will provide to the media that will ease community concerns without inciting panic or hindering the investigation
- Continue Business Operations
  - Implement business recovery/continuity plans
  - Make re-entry decisions after site is released by law enforcement
  - Provide safety and security debriefings
  - Fill positions of deceased and injured employees
  - Take actions to ensure employees feel safe
  - Determine how the facility will continue operating with limited production or with certain areas of the facility designated a crime scene
  - Determine how the stage of the facility—shutdown, idle, restoration—affects protocols

## VIII. Post Incident Review/After Action Review Process

This section provides on an overview of the After Action Review (AAR) Process. *An AAR should be conducted immediately following an exercise or event and should involve representatives from each participating agency. This should include information on the major events, all lessons learned, and review any new initiatives developed or identified during the exercise or event. The AAR should also include a discussion of all techniques, tactics, and procedures utilized during the exercise/event to include what went right and what went wrong. It should identify any issues and the consequences resulting from the potential outcomes of those issues. Following the AAR meetings and discussion, an After Action Report/Improvement Plan (AAR/IP) should be written which identifies areas that require improvements, the actions required, the timelines for implementing those improvements, and the organization and party responsible for this action. The AAR/IP should be shared with all stakeholders, and used to further define the plans and procedures related to events at the stadium.*

## **IX. Program and Plan Maintenance**

The Active Shooter Response Plan will be maintained, reviewed, and updated following the Emergency Plan's preparedness cycle that includes planning, training, exercising/responding, evaluating and mitigating. All stakeholders should participate in each phase of this cycle to ensure that the plan reflects the current operational strategies, organizational structures, and methodologies utilized by response personnel. Following each event, training, or incident, an evaluation of all response actions and in-place mitigation measures should be performed. This will allow for the identification of areas to be sustained, improved, or added to enhance the organization or facility overall preparedness.

This section provides an overview of how to utilize the preparedness cycle for maintenance of the Active Shooter Response Plan.

### **A. Program Maintenance**

- *List the annual training, exercises, and drill plan.*

### **B. Plan Maintenance and Revision**

- *List the maintenance and revision plans.*

Incident Specific Annex B.4: Active Shooter Governor's Circular No. 2015-109



**EDDIE BAZA CALVO**  
*Governor*


**RAY TENORIO**  
*Lieutenant Governor*

*Office of the Governor of Guam.*

**GOVERNOR'S CIRCULAR NO. 2015-109**

**DATE:** December 16, 2015

**TO:** All Department and Agency Heads

**FROM:** Governor Eddie Baza Calvo 

**SUBJECT: ACTIVE SHOOTER ADMINISTRATIVE TRAINING**

Please be advised that Guam Homeland Security / Office of Civil Defense will be contacting you to schedule an Active Shooter Administrative Training for your respective agency and its employees. This required training, conducted by Guam Police Department, will educate and train employees on how to establish effective communication and coordination with law enforcement responders to minimize, avoid, injuries or death, should an active shooting occur.

Your continued cooperation is greatly appreciated.

## Incident Specific Annex C: Fights, Riots, Assaults, Weapons Response

Incidents involving fights, riots, assaults, weapons, firearm, and physical threats can disrupt and pose significant threats in a school community. These incidents can inflict bodily harm. All reports of these incidents are to be taken seriously and handled by the school administrator.

**The following are the procedures in responding to fights, riots, assaults, and use/possession of weapons:**

1. Initial Notification to GDOE Incident Commander
  - Whenever anyone on campus becomes aware of an incident involving a fight, riot, assault, weapon, firearm, and threats, the individual should contact the GDOE Incident Commander or designated authority immediately.
2. GDOE Incident Commander to Determine Response
  - The Incident Commander and/or designated authority shall evaluate authenticity of the threat by conducting the Risk Assessment Matrix (RAM). The Incident Commander will determine the threat level (low, medium, high). Refer to the RAM section in the SOP.
  - **Based on the threat level, the Incident Commander will determine the response to the threat:**
    - Full Evacuation,
    - Controlled Evacuation,
    - Shelter-in-place,
    - Lockdown, or
    - Modified Lockdown.
  - If 911 is called, the response shall remain until law enforcement responders clear the premises, and evacuates individuals, if appropriate.
  - The GDOE Incident Comment shall deploy staff trained in Safe Crisis Management to de-escalate the incident.
4. Emergency Notification
  - The GDOE Incident Commander and/or designated authority will issue an alert about the incident to personnel, staff, students, and others on the vicinity using their alert system.
  - The GDOE Incident Commander or designated authority will notify the DSESCL by phone and/or Department Emergency WhatsApp Chat and call 911, if needed.
5. Responding to the Incident
  - Personnel shall defuse the situation, if possible. If not, back away and remain calm until assistance arrives. Active listening can help defuse tensions while acknowledging concerns.
  - Use a calm and clear voice, and try to establish dialogue to those involved in the incident. If there is a need to raise your voice, do so decisively and with clarity.
  - Try removing other students and personnel away from the area of the incident.
  - If an individual has a weapon in possession:
    - Avoid confrontation or attempts to negotiate directly with the student, as this could escalate the danger.
    - Make every effort to keep your eyes on person suspected of having a weapon until help or law enforcement arrive.

- If possible, remove the individual from vicinity of other person.
- 6. Firearm found on premises.
  - In the event firearms (gun, rifle, shotgun) or what is believed to be a firearm is found on school property, personnel are directed to immediately report this to the principal/administrator.
  - Personnel should not tamper with or move the firearm, only in extreme circumstances.
- 7. GDOE PIO to provide notification to parents/guardians and community about the incident, and briefing to the media as appropriate.
- 8. The GDOE IC and/or designated authority will take the necessary steps to ensure safety and restore order.
  - The GDOE IC or designee shall conduct post-incident operations: damage assessment, After-Action, complete the AAR, and submit by the required timeline.
  - The GDOE IC or designee shall determine if a critical incident debrief is needed. Follow-up with affected individuals to track recovery and address ongoing address
  - Status updates shall be provided to the Guam Education Board and the rest of the community via the GDOE PIO.



## **Incident Specific Annex D: Earthquake Response**

An earthquake is a sudden, rapid shaking of the ground caused by the shifting of rocks deep underneath the earth's surface. Earthquakes can cause fires, tsunamis, or landslides. Following the main earthquake, "aftershocks," earthquakes of similar or lesser intensity, may occur.

**The following procedures outlines the appropriate actions that should be taken before, during, and after an earthquake.**

### Preparing for an Earthquake

*Earthquakes cannot be predicted. The best time to prepare for any disaster is before it happens.*

- Conduct earthquake drills and participate in the nationwide annual earthquake drill, "The Great Shakeout," to learn how to drop, cover, and hold on.
- Identify safe spots and danger zones throughout the classroom, offices, or for outdoor, find clear spot on the ground.
- Store heavy or breakable objects in low shelves or closed cabinets.
- Secure heavy items to prevent from falling during an earthquake, and evaluate where hanging objects are placed.

### Procedures during an Earthquake

*If an earthquake happens, protect yourself right away.*

If inside when the shaking starts:

- Drop, cover, and hold on. Move as little as possible.
- Stay away from windows to avoid being injured by shattered glass.
- Stay indoors until the shaking stops and you are sure it is safe to exit.

If outside when the shaking starts:

- Find a clear spot (away from building, power lines, trees, streetlights) and drop the ground. Stay there until the shaking stops.

### After the Earthquake

*Stay safe after. There can be serious hazards after an earthquake, such as damage to the building.*

1. Account for students and staff.
2. Check for injuries.
3. Assess for damages, chemical and physical hazards, and utility failures.
4. Initial Notification to GDOE Incident Commander (IC)
  - Individual should contact the GDOE Incident Commander or designated authority immediately and report any emergency or confirm safety of self and students.
3. GDOE Incident Commander to Determine Response
  - The Incident Commander and/or designated authority shall evaluate authenticity of the threat by conducting the Risk Assessment Matrix (RAM). The Incident Commander will determine the threat level (low, medium, high). Refer to the RAM section in the SOP.

- **Based on the threat level, the Incident Commander or designee will determine the response to the threat:**
    - **Full Evacuation,**
    - **Controlled Evacuation,**
  - If 911 is called, the response shall remain until law enforcement responders clear the premises, and evacuates individuals, if appropriate.
4. Emergency Notification
    - The GDOE Incident Commander or designated authority will notify the DSESCL by phone and/or Department Emergency WhatsApp Chat and call 911, if needed.
  7. Responding to the Incident
    - Exit the building if safe to do so and move to the designated assembly area.
    - If outside, proceed to the designated assembly area. Do not enter the building.
    - If the building loses power during the earthquake and you are unable to navigate your way out of the building due to low visibility, remain in place and call the Incident Commander or 911.
    - Move to the designated assembly area and take account of students and employees; report missing persons to the Incident Commander.
    - The Incident Commander will assess buildings for damages, chemical and physical hazards, and utility failures prior reauthorizing re-occupancy of the buildings.
    - The Incident Commander will notify “All Clear,” and normal operations shall resume.
  8. GDOE PIO to provide notification to parents/guardians and community about the incident, and briefing to the media as appropriate.
  9. When “ALL Clear” is given
    - The GDOE IC and/or designated authority will take the necessary steps to ensure safety and restore order.
    - For those in low-lying areas, be sure to stay alert for any tsunami warnings.
    - The GDOE IC or designee shall conduct post-incident operations: damage assessment, After-Action, complete the AAR, and submit by the required timeline.
    - The GDOE IC or designee shall determine if a critical incident debrief is needed. Follow-up with affected individuals to track recovery and address ongoing address
    - Status updates shall be provided to the Guam Education Board and the rest of the community via the GDOE PIO.

## Incident Specific Annex E: Tsunami Response

Destructive tsunamis, although rare, are a natural hazard with the potential to produce widespread impacts and catastrophic damages to Guam, mainly to the coastal areas. The common hazard for tsunamis is flooding by the destructive waves that can inundate much of the low-lying areas along the coast. The main protective action is to relocate them out of the vulnerable areas, and prepare the property in those zones as best as possible. Once the damage and impact has occurred from any extreme natural event, the basic response and recovery activities will be similar, with variations in the response activities dependent on the magnitude of the disaster and other variables related to the local situation at the time of occurrence. Critical to the smooth operation of any tsunami evacuation plan is the focused, undivided attention and participation of personnel. The following information was taken from the *Hawaii' Tsunami Education Curriculum Program*.

### What to Know about Tsunamis

When an imminent danger rises, schools should prepare for two types of tsunamis: **Local Tsunami** or **Distant Tsunami**. The signs of an immediate threat of a tsunami are: a strong earthquake, a sudden rise or fall of the ocean tide, or a loud roaring sounding coming the ocean.

A Local Tsunami can come onshore within 15 to 20 minutes after the earthquake – before there is time for an official warning from the national warning system. Ground shaking from the earthquake may be the only warning – evacuate quickly. A Distant Tsunami will take four hours or more to come ashore. You will feel no earthquake, and tsunami will be smaller than that from a local earthquake. Typically, there is time for an official warning and evacuation to safety. Generally, the final tsunami wave will come in about five to six hours from the initial wave.

Refer to Incident Specific Annex E.2: Nature's Own Warning Evacuation Signals: Immediate Responses in the Tsunami Evacuation Zone.

Schools/Central Office should be guided accordingly to plan for both types of tsunamis.

### Planning and Preparing for a Tsunami

- All plans must be flexible, dynamic and designed to include provisions for adapting to fluid situations. Many natural hazards can occur simultaneously. All plans must be flexible, dynamic and designed to include provisions for adapting to fluid situations. Many natural hazards can occur simultaneously.
- All schools need to develop school specific protocols that take these possibilities into consideration, as well as, accounting for inevitable improvements and adaptations you will make to your plan as you run through it every year.
- Understand the Office of Civil Defense (OCD) warning system, but do not assume there will be a timely warning. OCD sirens do occasionally malfunction and do not cover all areas.
- Telephone service for cell and landlines may become saturated and inoperable, and power failures may also occur.
- Do not rely on using the PA or bell system during a tsunami emergency. Power failures may make the system inoperable. Have alternate systems such as a megaphone or actual bell, and practice with the back-up system, so that both staff and students understand its significance.
- At the Incident Command Staff section, identify personnel to function as the PIO for your school, who will be in charge of making sure that the school-wide notification system and

its back up are regularly tested i.e. bell, bull-horn, fog horn etc. He/She would verify that personnel understand, and regularly test intra-school communication devices and that there are multiple communication systems in place to receive notification from agencies and first responders. A good fall-back procedure is to have a NOAA weather radio or other portable radio tuned to a local radio station with backup power. These stations are part of the Emergency Alert System and will broadcast critical information.

- As noted above, tsunamis generated from distant sources may allow several hours for notification and orderly evacuation, but a locally-generated tsunami can arrive with NO WARNING.
- For more planning preparations, refer to Incident Specific E.1: School Tsunami Evacuation Planning Tool.

#### Materials and Supplies (Refer to Incident Specific E.3: Tsunami Emergency Kit for Schools)

- Pre-stage necessary evacuation equipment distributed where needed so as to avoid the time lost picking up equipment from “the office:”
  - traffic control vests
  - flashlights
  - walkie-talkies
  - bull horn or whistle
  - traffic control aids
  - Master keys to all rooms
  - toilet paper
  - trash bags
- Coordinate with food services staff or contractor to transport liquids to prevent dehydration and nonperishable edibles, if available.
- Because many faculty and staff have their own families, who are naturally their first priority, it is essential that all faculty and staff have a family emergency plan in place, which can operate without their personal active participation. This should be updated prior to the first day of school each year or with any change in the family situation.

#### Tsunami Procedures

1. For local tsunami, all schools in the Evacuation Zone must **evacuate** immediately. Students, faculty, and staff must clear school grounds on foot to the designated Assembly Area or Safe Ground in the Safe Zone.
2. When a distant tsunami is impending, schools must be guided by the Unified Command Group or Superintendent/Deputies regarding school evacuation. During this tsunami, schools should plan for evacuation by foot or bus transportation.
3. Primary/alternate evacuation routes clearly indicated on maps must be posted in all classrooms and offices. However, these routes are situationally dependent and may change depending on variables that develop. A local earthquake might generate landslides at the base of steep slopes, or rainfall might create flood conditions along local streams, storm sewers or flood canals. Tsunamis have been shown to follow streams and flood canals and may therefore propagate much farther inland than noted on some current evacuation maps.
4. For Local Tsunami threats, schools should coordinate with the Mayor’s Office or determine personnel support to plan for roadblocks to ensure safety of students, faculty, and staff during an evacuation by foot.
5. Look for overhead power lines that could fall during an earthquake or high wind conditions, and be aware of any potential hazardous materials i.e. liquid propane gas, sewage lines, etc. along or near your evacuation routes.

6. Operations Section: Establish a team (Search and Rescue or Safety/Damage) to carry out a final sweep to make sure no one is left behind. It is also important that school utilities such as liquid propane and electric be cut off at their source prior to final evacuation. This can reduce damage to facilities, and avoid potential lawsuits due to collateral damage adjacent to school property.
7. Do not rely solely on first responders during a tsunami emergency. They may be responding to more emergent matters and unable to respond in a timely manner. School personnel must be prepared for all eventualities.
8. Communicate directly with senior GDOE leaders about evacuation courses of action and coordination for bus transport to the Tsunami Evacuation Zone (TEZ) closes to the school. If the primary or alternate location is not feasible as well the TEZ, consider relocating to an off-site location that can accommodate your students, faculty, and staff.
9. Community involvement is extremely beneficial in collaborating with neighboring business/establishments in practicing evacuation exercises, since in an actual event, everyone will be trying to evacuate at the same time. It is helpful for everyone to get as clear a picture as possible of what actual evacuation of an entire community will be like. This will also identify things that other groups do, such as the Community Emergency Response Teams (CERT) and help coordinate plans, so that they work together to help and not hinder your school's evacuation. This also brings a community closer together in better preparing everyone for such events.

#### When "All Clear" is Given

- Do not respond to an "All Clear" message from the media, unless it is directly from the Joint Information Center (JIC) or the Superintendent of Education/Deputies. Neither the Office of Civil Defense nor the Pacific Tsunami Warning Center will issue the official "All Clear." This comes only from Home Land Security, CD/EM agency, which will be aware of the local hazardous conditions in the communities on your island. They will need time to make sure that each area is safe and to demobilize emergency personnel. You may wish to have your own "School All Clear" wherein your teams check for the safety of facilities, and turns utilities back on prior to permitting re-entry of school facilities by anyone including staff.
  - Report all damages using the Preliminary Damage Assessment form

#### Schools in the Evacuation Zones

The following schools are considered low-lying areas where in which a tsunami may affect.

- Jose Rios Middle School
- Marcial Sablan Elementary School

#### Schools Designated Assembly Area or Safe Ground in Safe Zones

Guam Homeland Security and Office of Civil Defense has identified the following schools as a designated Assembly Area or Safe Ground in the following safe zones.

- Inalahan Elementary School
- M.U. Lujan Elementary School
- Oceanview Middle School
- John F. Kennedy High School
- Southern High School

Schools should have a plan in place to receive people from the community. It is very important that schools plan for both for when school is in or out of session. As reminder, the final wave of any tsunami may arrive five to six hours from initial wave.

## Incident Specific Annex E.1: School Tsunami Evacuation Planning Tool

### **SCHOOL TSUNAMI EVACUATION PLANNING TOOL**

#### A Self-Assessment Checklist for School Preparedness

|  |   |
|--|---|
| <input type="checkbox"/> Understand the Tsunami Warning system and the signals in your area. Have a back-up alert system for notification (for example: NOAA weather radio).   | <input type="checkbox"/> Pre- stage all necessary equipment (walkie-talkies, traffic control vests, flashlights, etc.) in each classroom and office where needed.                       |
| <input type="checkbox"/> Understand Nature's Own Warnings (NOW) – Refer to the next page   | <input type="checkbox"/> Ensure that every faculty and staff member has an updated personal family emergency plan.  |
| <input type="checkbox"/> Establish alternate school alert signals that do not depend on power or technology, i.e. a bullhorn or actual bell, and periodically use during exercises to familiarize your school with the signal.                                 | <input type="checkbox"/> Ensure that all staff, coaches, substitutes, aides, etc knows/has access to the school's ERP.  |
| <input type="checkbox"/> Ensure that all classes and office spaces have an Emergency Evacuation Folder in each classroom and office, ready to grab, containing: evacuation map, class roster, student medical histories, parent emergency contact information. | <input type="checkbox"/> Establish procedures that help parents understand school response actions during emergencies and reunification procedures at the beginning of the school year. |
| <input type="checkbox"/> Establish operational teams prepared to do a final sweep of all campus facilities and shut off utilities prior to finally securing the campus.  | <input type="checkbox"/> Respond <u>only</u> to an "All Clear" from HLS or Superintendent.  |
| <input type="checkbox"/> Conduct regular emergency exercises using the primary/alternate evacuation routes from school to the off-site evacuation location, and drill using an alternate back-up route.  | <input type="checkbox"/> Be self-sufficient - do not rely on police, fire, civil defense or other agencies for help.  |
| <input type="checkbox"/> Exercise both announced and unannounced exercises as appropriate.   | <input type="checkbox"/> Create a school culture where everyone takes emergency exercises seriously. - it could mean the lives of your students, faculty and staff.                     |
| <input type="checkbox"/> Execute joint tsunamis exercises with first responders.   | <i>*Refer to map of Guam with all Tsunami "Safe Areas"</i>  |

## Incident Specific Annex E.2

### **Nature's Own Warning Evacuation Signals: Immediate Responses in the Tsunami Evacuation Zone**

| <b>Nature's Own Warning (NOW)</b>  | <b>Immediate Response</b>   | <b>Comment</b>  |
|--|---|---|
| Feel strong earthquake - have difficulty standing  | <b>Protect yourself.</b><br><b>If in a building, drop</b> to hands and knees to protect yourself from falling objects.<br><b>Cover</b> your head and neck under sturdy table, desk or with arms and hands.<br><b>Hold on</b> to something stable.<br><b>Evacuate</b> tsunami evacuation zone after shaking stops. | Any strong shaking as measured by difficulty in standing requires you to protect yourself, and then evacuate the tsunami evacuation zone. This is top priority. If in doubt, whether the shaking is strong or not, evacuate.  |
| Feel weak earthquake   | <b>Become Alert</b> - Start counting the duration of shaking in seconds. Don't turn your back to the ocean, observe the water and listen for sounds.<br><b>Prepare to evacuate</b> the tsunami evacuation zone with little warning.   | Feeling an earthquake is likely the first sign you receive related to a locally-generated tsunami. <b>Yet not all earthquakes generate tsunamis.</b> People on Hawai'i generally feel 23 earthquakes per year. Since 1901, there have been 6 locally generated tsunamis. <sup>2</sup> |
| Feel earthquake shaking for more than 20 seconds   | <b>Evacuate</b> the tsunami evacuation zone   | As soon as you feel weak shaking, pay attention to the duration by counting to 20 seconds. Pay attention to the ocean for unusual water changes or sounds.  |
| Feel earthquake <b>and / or</b> hear rumbling noise from ocean - like thunder, truck noise or a jet airliner | <b>Evacuate</b> the tsunami evacuation zone immediately   | Sound is often an early warning of imminent danger.   |
| Feel earthquake <b>and</b> hear siren  | <b>Evacuate</b> the tsunami evacuation zone immediately   | If no earthquake is felt, the siren is your signal to turn on local TV and radio for further instructions and refer to the Civil Defense information in the front of your phone book.   |
| Unusual disappearance of water; exposed reef   | <b>Evacuate</b> the tsunami evacuation zone immediately   | A later signal – ocean doesn't always recede and may provide enough evacuation time. Better to evacuate, if have earlier signals.   |
| Unusual wall of water  | <b>Evacuate</b> the tsunami evacuation zone immediately   | A later signal – wall of water doesn't always appear first. Even less time to evacuate.   |

## Incident Specific Annex E.3: Tsunami Emergency Kit for Schools

### **Tsunami Emergency Kit for Schools List of Supplies**

|  |   |
|--|---|
| <b><u>ADMINISTRATION SET</u></b> <ul style="list-style-type: none"><li>• Walkie-talkie set</li><li>• Bull horn</li><li>• Whistle</li><li>• Portable radio (battery/hand crank)</li><li>• Route maps and evacuation plan in Red Folders</li><li>• Gate keys or combinations (customized by school)</li></ul>  | <b><u>CUSTODIAN SET</u></b> <ul style="list-style-type: none"><li>• Special tools: bolt cutters (if applicable)</li><li>• Traffic control aids (cones, JPO signs, hazard reflectors, flares)</li><li>• Walkie-talkie or cell phone</li><li>• Trash bags</li><li>• Toilet paper</li></ul>  |
| <b><u>OFFICE STAFF SET</u></b> <ul style="list-style-type: none"><li>• Crucial records/documents on portable drives</li><li>• Health/medication records for students with special needs</li></ul>  | <b><u>FOOD SERVICE SET</u></b> <ul style="list-style-type: none"><li>• Non-perishable snack</li><li>• Water or other liquids</li></ul>  |
| <b><u>HEALTH SET - FIRST AID KIT</u></b> <ul style="list-style-type: none"><li>• Band-aids, or bandages (variety box 20 pack)</li><li>• Adhesive tape (1 roll)</li><li>• Gauze Packets (5 pack)</li><li>• Alcohol swabs (100 count)</li><li>• Hand sanitizer</li><li>• Q-tips (100 count)</li><li>• Gloves (latex or latex-free) (50 count)</li><li>• Eye wash (1 bottle)</li><li>• Airway mask</li><li>• Ice pack (2 packs)</li></ul> | <b><u>TEACHER SET</u></b><br>(One set per teacher) <ul style="list-style-type: none"><li>• Student roster (Evacuation Folder)</li><li>• Backpack (distinguishing color)</li><li>• Whistle</li><li>• Vest for traffic direction</li><li>• Flashlight</li><li>• Cell phone or walkie-talkie</li><li>• Trash bag (bio hazard)</li><li>• Clip board, pen, with protector sheet for wet conditions</li><li>• Water bottle</li><li>• Hand sanitizer</li><li>• Snack (crackers)</li><li>• Student activity during wait period (i.e. something like a game)</li></ul> |



## **Incident Specific Annex F: Fire Response**

Fire is a chemical process known as combustion, where a material rapidly reacts with oxygen, producing heat, light, smoke, and gases. It requires three elements to occur—fuel, heat, and oxygen—collectively called the fire triangle. When these elements are present in the right conditions, they ignite and sustain a flame, which can spread and cause damage if not controlled. Fires can originate from various sources such as electrical faults, open flames, sparks, or flammable materials, and they range from small, manageable incidents to large, destructive blazes.

### **A. Procedures when the fire alarm system activates:**

1. If fire alarm is operational, review panel to determine the nature of the problem. Although it is not uncommon to have a false alarm, all activations should be taken seriously and validated.
2. There are two fire alarm control panels; one in the electrical room across from the GEB Office and the other is on the wall outside the Human Resource Office.
3. After a thorough inspection of the area identified on the panel is confirmed, notify the IC. If an actual emergency, IC should initiate evacuation procedures immediately. If the activation is a false alarm, notify the IC to authorize the silence and reset the panel. Please refer to the following screenshots to silence the fire alarm in Bldg B. For other Central Office bldgs., the IC will contact CIP to address.
4. Upon confirmation, evacuate personnel to the appropriate evacuation site.
5. When safe, follow established evacuation route. Follow alternate route if normal route is too dangerous.
6. Administrators/Division Heads take name rosters for accountability.
7. Incident Commander notifies GPD (Call 911).
8. Administrators/Divisions Heads take roll after being evacuated.
9. After role is complete, the Incident Commander will determine whether to release or resume normal operations.
10. No one may re-enter building(s) until the Incident Commander notifies employees and staff of termination of emergency. Resume normal operations.

### **Fire Suppression Safety Protocols:**

If you are Community Emergency Response Team (C.E.R.T.) certified and the fire is small enough for you and a buddy to suppress, you shall:

- Fire extinguishers are located A, B (each floor in the hallways), C, and E. Use safety equipment at all times. If you are not trained or sure of how to use a fire extinguisher, activate the fire alarm, leave the building, and call for assistance.
- Work with a buddy. Don't ever try to fight a fire alone.
- Have a backup team, whenever possible. A backup team can support your fire suppression efforts and can provide help if you need it.
- Always have two ways to exit the fire area. Fires spread much faster than you might think. Always have a backup escape plan in case your main escape route becomes block.
- Look at the door. If air is being sucked under the door or smoke is coming out the top of the door, do not touch the door.
- Feel closed doors with the back of the hand, working from the bottom of the door up. Do not touch the door handle before feeling the door. If the door is hot, there is fire behind it. Do not enter! Opening the door will feed additional oxygen to the fire.
- Confine the fire, whenever possible, by closing doors and keeping them closed.

- Stay low to the ground. Smoke will naturally rise. Keeping low to the ground will provide you with fresher air to breathe.
- Maintain a safe distance. Remember the effective range of your fire extinguisher. Don't get closer than necessary to extinguish the fire.
- Never turn your back on a fire when backing out.
- Overwatch the fire to be sure that it is extinguished- and stays extinguished.

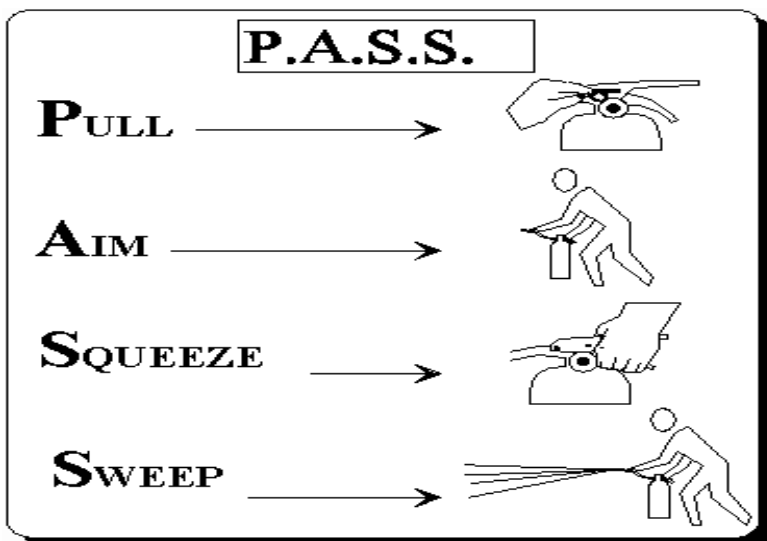
#### B. Operating a Fire Extinguisher

The acronym for operating a fire extinguisher is **P.A.S.S.**

|                |                   |
|----------------|-------------------|
| • <u>P</u> ull | • <u>S</u> queeze |
| • <u>A</u> im  | • <u>S</u> weep   |

To ensure that the extinguisher is working properly, test it before approaching any fire. Be sure to aim at the base of the fire. Any fire extinguishers that have been completely depleted should be laid down and stored on their side so no attempt will be made to use them until they are recharged.

Ensure that all GDOE personnel are trained on how to operate a fire extinguisher.



#### C. Operable Fire Alarm System

The school is responsible for conducting periodic checks to ensure the fire alarm system is operable. If there are problems with the system, please contact the vendor to address as soon as possible. Please refer to the next section on protocols to follow when a fire alarm system is partial or completely inoperable.

In the event a fire or smoke from a fire has been detected, **activate the fire alarm or signal used to alert everyone of the emergency.**

#### D. Inoperable Fire Alarm System – Partial or Full – Fire Watch is required

Schools are required to implement a Fire Watch Program (*Incident Specific Annex F.1: Fire Watch Requirements by the Guam Fire Department*) when their fire alarm system is not fully operational. This requirement ensures compliance of the law and code outlined by the Guam Fire Department.



The Fire Watch Program consists of school personnel being trained on the requirements and the actual implementation of the program. Each school shall identify a School Safety Liaison (collateral duty) whose responsibility is to manage the program in concert with school administrators and to provide evidence of its implementation using the attached *Incident Specific Annex F.2 Fire Watch Log* (FWL). Fire Watch procedures require inspections every 45 minutes during operational hours. Please ensure the FWL log is consistent with this timeline and maintained in a binder/folder located in the Main Office/Reception Desk. In addition, the School Safety Liaison is responsible for ensuring that the requisite number of fire extinguishers are certified and placed on campus in accordance with Fire Code. The locations of each fire extinguisher shall be reflected on the school/central office maps. A copy of the map shall be in your FWL binder.

To assist with 100% compliance, the Deputy Superintendent of Educational Support and Community Learning or designee will conduct random inspections of schools conducting fire watch procedures. The FWL should be in a binder/folder clearly marked and located in the school's Main Office for easy access and inspection. All incidents of non-compliance will be reported for immediate corrective action.

The department is currently working to establish contractual services to repair and maintain fire alarm systems. However, until services are in place and fire alarm systems are fully operational, a Fire Watch Program is required. The monthly status of the districts fire alarm systems will be reported to the Superintendent of Education.

## Incident Specific Annex F.1: Fire Watch Requirements by the Guam Fire Department

- Verify that all exit doors are operational and not obstructed. If doors are blocked, immediate actions shall be taken to correct the discrepancy.
- Look for obvious fire hazards such as defective electrical equipment, overloading of electrical outlets, and large accumulation of garbage.
- Personnel are trained in the use of fire extinguishers, the locations of all fire extinguishers and be familiar with the type and size.
- Inspect all fire appliances to see that they are accessible, in a proper location and in good working order.

|  |               |
|--|---------------|
|  <div style="display: inline-block; text-align: center;"><b>GUAM FIRE DEPARTMENT</b><br/>GOVERNMENT OF GUAM<br/><i>Dipattamenton Guafi Guahan</i><br/><b>FIRE PREVENTION BUREAU</b><br/><small>Code Enforcement – Plan Review – Public Education – Arson Investigation</small></div>   |               |
| <b>FIRE WATCH</b>  |               |
| <b>General Requirements</b>  |               |
| <p><i>Individuals approved as "Fire Watch" by the Fire Marshall to conduct the fire watch shall not be required or permitted to perform any other duties while on duty. This individual's sole function is to perform a fire watch. Fire watch shall keep watch diligent for fires and take prompt measure to notify the occupants in a building of a fire condition by pulling pull stations or by other means as agreed upon by the Fire Marshall. At the completion of the fire watch the Fire Marshall shall be notified.</i></p> <p><i>Preventive fire watch is required, pursuant to the Fire Prevention Bureau adopted code. GCA Title 10 Chapter 73, Section 73111. In any place of assembly or any place where people congregate where public safety is at risk due to the number of persons, or the nature of the performance, exhibition, display, contest or activity, or due to unusual fire hazards.</i></p> <p><i>Fire watch shall verify that all exit doors are operational and not obstructed. If doors are blocked, immediate actions shall be taken to correct the discrepancy.</i></p> <p><i>Fire watch shall look for any obvious fire hazards such as defective electrical equipment, overloading of electrical outlets, and large accumulations of garbage. Appropriate actions shall be taken to eliminate all fire hazards.</i></p> <p><i>Fire watch shall be trained in the use of fire extinguishers, the location of all fire extinguishers and be familiar with the type and size. Fire watch shall inspect all fire appliances to see that they are accessible. In a proper location and in good working order.</i></p> <p><i>While on duty, the fire watch shall tour the entire site once every (45) forty-five minutes. Approved fire watch forms are available to the Fire Prevention Bureau and shall be filled out in its entirety. Notification of the fire watch and watch log shall be readily available to the Fire Prevention Bureau upon request.</i></p> |               |
| Location of fire watch: _____  |               |
| Address: _____   |               |
| Phone Numbers: _____   |               |
| Representative /Owner: _____   |               |
| <p><i>I, _____, have read and acknowledged the general requirements of a fire watch and understand and agreed to all requirements. I have received and received and given a copy of the general requirements to the Fire Prevention Bureau.</i></p>  |               |
| _____<br>Representative /Owners  | _____<br>Date |

## FIRE WATCH LOG SHEET

### School Safety Liaison

[illegible]

## Incident Specific Annex G: Foodborne Illness Response

Foodborne illness, often called food poisoning, is caused by the improper handling, cooking or storage of food. All foods naturally contain small amounts of bacteria. But in certain conditions, bacteria can multiply in large enough numbers to cause illness. Parasites, viruses, toxins and chemicals also can contaminate food and cause illness.

### Procedures in response to a foodborne illness:

1. Refer individual to school health counselor (nurse).
  - The nurse will determine the severity based on the number of sick with similar symptoms as follows:

|                |                          |
|----------------|--------------------------|
| – Less than 5: | <b><u>NON-URGENT</u></b> |
| – 5 to 9:      | <b><u>URGENT</u></b>     |
| – 10 or more:  | <b><u>EMERGENCY</u></b>  |
2. Initial Notification to GDOE Incident Commander (IC)
  - School nurse shall contact the GDOE Incident Commander or designated authority immediately and report of possible foodborne illness
4. Incident Commander will determine the response.
  - The IC may activate the Incident Command Post upon notification from the school nurse.
  - A triage maybe set-up to isolate affected individuals.
  - The IC shall send support staff to assist the nurse.
  - If needed, activate the CERT.
  - Should the severity level escalate, activate the Liaison Officer and Parent Reunification Team and conduct briefing.
5. Emergency Notification
  - The IC or designated authority will notify the DSESCL by phone and/or Department Emergency WhatsApp Chat.
  - Call 911, if needed.
  - The IC shall notify Administrator, Community Health & Nursing, and Food & Nutrition Services Division.
6. Set-up triage.
  - School nurse shall lead the triage and assign other support staff to assist.
  - Isolate all individuals affected by the transmission.
  - For individuals needed immediate emergency care to the hospital. Ensure one GDOE staff accompanies the individual to the hospital with copy of foodborne illness documents.
  - Contact the parent of affected students. If a parent/guardian accompanies individual via the ambulance or takes individual home, ensure he/she signs a release form. If parents choose to transport, the student(s) to their doctor/medical clinic have them sign a release form and give them the completed medical referral.
  - It is imperative that schools establish effective command and control of situation. Accountability of all students impacted and whether they are released to parents or transported to a hospital is critical.
  - Complete the triage tags for all students.
  - Document the disposition of each person on the Intake Log.
  - Notify the IC once all patients have been released from triage.

7. GDOE PIO to provide briefing to the media as appropriate.
8. After the incident
  - IC completes the After-Action Report
  - Follow-up with affected individuals to track recovery and address ongoing address

## **Incident Specific Annex H: Serious Injury/Death Response**

Serious injury or death refers to a severe physical harm or fatality resulting from accidents, violence, or other incidents that significantly impact an individual's health and well-being. Both situations demand urgent response, accurate assessment, and appropriate medical or emergency intervention to protect lives and mitigate further harm.

### Procedures for Serious Injury/Death:

1. Initial Notification to GDOE Incident Commander (IC)
  - The IC shall notify the school nurse and/or CPR/First Aid Team to response.
  - CALL 911
2. Incident Commander will determine the response.
  - Complete the RAM.
  - The IC shall activate the school nurse and/or CPR/First Aid to respond to the injured individual.
3. Emergency Notification
  - The IC or designated authority will notify the DSESCL by phone and/or Department Emergency WhatsApp Chat.
4. Isolate injured or dead person until emergency officials arrives.
  - Only a medical doctor can pronounce someone as dead.
  - If not determined, injured person remains undetermined status.
5. Designate staff person to accompany injured/ill person to hospital.
6. The IC notifies the family of the injured/dead person.
  - Determine method of notifying family.
7. The IC directs witnesses to GPD investigators.
8. GDOE PIO to provide briefing to the media.
9. After the incident
  - IC completes the After-Action Report.
  - Brief Guam Education Board.

### Procedures for Post-Incident:

Refer the SOP1200-023: Student Procedural Assistance Manual (SPAM) for the Critical Incident Debriefing.



## **Incident Specific Annex I: Bus Crash Management Response**

A bus crash is a transportation accident involving a bus that results in damage, injury, or fatalities. Bus crashes can range from minor collisions to serious accidents causing multiple injuries or deaths, often affecting many passengers and bystanders. Such incidents require emergency response, medical assistance, and investigations to determine causes and prevent future occurrences, while also addressing the safety and well-being of those involved.

### **A. Bus Crash Management WITHOUT Injuries**

1. Superintendent of Education receives call from DPW Superintendent (Bus Operations), Asst. Superintendent Special Education, (DOE Bus Operations), or Private Bus Operations regarding bus crash without injuries.
  - Superintendent notifies Deputy Superintendents of Educational Support and Community Learning (DSESCL) & Assessment & Accountability (DSAA).
  - DSESCL (primary) DSAA (secondary) or designee will notify nearest Principal/School administrator to report to the scene/Incident Command Post as the DOE Incident Commander (IC) and provide updates to the Deputy in charge using the WhatsApp Emergency Chat.
  - Brief Guam Education Board (GEB) members as needed.
2. **Morning Run**  
Nearest Principal/School Administrator Reports to the Scene of Crash and Contacts:
  - School Administrator of school impacted of incident so he/she can prepare a staging area to receive students for School Health Counselor (SHC) to screen, evaluate, and notify parents.
  - Community Health & Nursing Services Administrator (CH&NSA) will activate nursing support at specific school to assess status of students post minor bus crash. Make contact with parents. If student reports injury, School Health Counselor (SHC) will assess and determine whether to call 911.
  - District School Psychologist will be contacted if requested by DSESCL/School Principal.
  - Safety Liaison Officer/Attendance Officer Supervisor - SRO support for crowd control at school, if requested by DSESCL/School Administrator.
  - Student Parent Community Engagement Supervisor to provide support with parent notification, if requested by DSESCL/School Administrator.

#### **Agency Protocols:**

- After students are assessed and released by the Guam Fire Department (GFD). GFD will issue a EMS Pre-Hospital School Bus Crash Response Release of Service Form (refer to appendix I-1) to the DOE IC indicating that all students were assessed and released due to no medical injuries reported.
- DPW, DOE or Private Bus Operations will coordinate for another bus and driver to secure students as needed.
- DPW, DOE, or Private Bus Operations Supervisor will issue the GFD/DOE Notice of Emergency Medical Services Response to a Minor (refer to appendix I-1) to all students indicating that they were involved in a minor bus crash and assessed by GFD and released due to no medical injuries reported.
- When students are dropped at the school, the SHC will immediately conduct a screening/assessment and contact parent. If no injury, SHC will ensure that the SHC

Post Bus Crash Screening letter (refer to Appendix I-4) is completed and issued to each student and parents contacted.

- There is a form to be filled out which enables parents to file a government claim. (Form can be found at the following web address-[www.guamattorneygeneral.com](http://www.guamattorneygeneral.com)) as well as refer to Appendix I-5).
- School Administrator who responded to the crash will submit an After Action Report (AAR) and submit to DSESCL within 48 hours of the incident.
- DSESCL and DSAA will schedule a debriefing to review AAR and discuss the strengths of the operation as needed.

### 3. Afternoon Run

Nearest School Principal/Administrator Reports to the Scene of Crash and Contacts:

- **School** principal of school impacted who is responsible for relaying this information to his/her administrators and SHC to ensure that students are screened the same day if returned before school ends, or the following day if school has already ended.
- **CH&NSA** will assign additional nursing support if needed to assess all students the same day or the following morning and make contact with parents.
- **District School Psychologist** will be contacted, if requested by DSESCL/School Principal.
- **DSAA/PIO** for media release, If needed.

### Agency Protocols:

- DOE IC on scene will receive a listing of student names from GFD IC and briefing on students' disposition. DOE IC will also receive the EMS Pre-Hospital School Bus Crash Response Release of Service Form (refer to Appendix I-1) and provide it to the school principal of school impacted to keep on file for reference.
- After students have been assessed and released by GFD. GFD, DPW, DOE, or Private Bus Operations will issue a Notice of Emergency Medical Services Response to a Minor (refer to Appendix I-1) to students to provide to their parents indicating that the bus was involved in a minor crash with no reported injuries.
- For DOE SPED BUS OPERATIONS ONLY, it is the responsibility of the driver or designee to provide the Notice of Emergency Medical Services Response to a Minor (refer to appendix I-1) to the parent or receiving adult. Inform them of their option to take the child to their private doctor/clinic for a follow up exam if they wish.
- If requested by parent/guardian, there is a government claim form they can file with the Guam Attorney General's Office. (Form can be found at the following web address-[www.guamattorneygeneral.com](http://www.guamattorneygeneral.com)) as well as refer to Appendix I-5).
- When students return to school the SHC will screen students and complete the Post-Bus Crash Screening Notification Letter (refer to Appendix I-4). However, if there is an injury or illness reported, the SHC will complete the Illness/Injury Report Form (refer to Appendix I-4).
- The School Administrator who responded to the crash will submit an After Action Report (AAR) and submit to DSESCL within 48 hours.
- If needed, the DSESCL and DSAA will schedule a debriefing to review AAR and discuss the strengths of the operation and what to improve.

## **B. Bus Crash Management WITH Injuries**

1. Superintendent of Education receives call from DPW Superintendent (Bus Operations), Asst. Superintendent Special Education, (DOE Bus Operations), or Private Bus Operations regarding bus crash with injuries and/or death.
  - Superintendent notifies Deputy Superintendents of Educational Support and Community Learning (DSESCCL) & Assessment & Accountability (DSAA).
  - DSESCCL (primary) DSAA (secondary) or designee will designate the nearest Principal/school administrator to report to the scene-Incident Command Post as the DOE IC and provide updates to the Superintendent and Deputies on the WhatsApp Emergency Chat.
  - Brief GEB members.

### **2. Morning Run**

Nearest School Principal/Administrator Reports to the Scene of Crash and Contacts:

- School Administrator of school impacted. If students need to be identified, report to Incident Command Post (ICP) at the scene of the crash. (Emergency information binder should be available at the school site for staff to contact parents as needed).

*Note: It is the responsibility of the School Administrator to know the location of the binder and to ensure that personnel managing phone calls are providing the latest updated information.*

- CH&NSA report to the scene of the crash or hospital as directed by Deputy Superintendent and DOE IC.
- Safety Liaison Officer/Attendance Officer Supervisor - support crowd control at the reunification center, if requested by DSESCCL or principal.
- Student Parent Community Engagement Supervisor – report to the school and provide support for parent notification & reunification, if requested by DSESCCL or principal.
- If injured students are transported to multiple hospitals, DOE IC will determine need for Deputy Superintendents of Accountability & Assessment (DSAA), Curriculum & Instruction Improvement (DSCII) and Finance and Administrative Services (DSFAS) to report to an assigned hospital to assist with managing student information and receiving parents. Each Deputy will provide periodic SITREPS to the school administrator of students impacted via cell phone/Emergency Chat Group:
  - Guam Memorial Hospital: DSAA
  - Guam Regional Medical Center: DSCII
  - U.S. Naval Hospital: DSFAS
  - Alternate: CH&NSA
  - Alternate: SSSD Administrator
- District Psychologist - if activated by DSESCCL to provide Crisis management at the reunification site (in the event of death and/or severely injured students/staff) or hospital.

### **Agency Protocols:**

- GFD assess all students and transports students to the nearest hospital(s).
- DSESCCL and School Administrator will receive a Bus Crash Injured Students Log (refer to appendix I-1) or if no injuries, issue an EMS Pre-Hospital School Bus Crash Response Release of Service Form (refer to appendix I-1) from IC and briefing on students disposition (school administrators will secure a copy and keep a file at respective school).

- The school principal of school(s) impacted is responsible for relaying information regarding students impacted and hospital location to school administrators assigned to the reunification center. School personnel will contact impacted parents to report to the reunification center if injured student has not been transported to receive updates and direction on where to proceed once a hospital is assigned.
- School administrators assigned to the reunification center will maintain communication with their school principal for situational awareness.
- DSESCL will coordinate with PIO for media release as needed.
- If requested, there is a form to be filled out which enables parents to file a government claim with the Guam Attorney General's Office. (Form can be found at the following web address-[www.guamattorneygeneral.com](http://www.guamattorneygeneral.com)) as well as refer to Appendix I-5).
- The DOE IC will submit an After Action Report (AAR) to the DSESCL within 48 hours.
- DSESCL and DSAA will schedule a debriefing to review AAR and discuss the strengths of the operation and what to improve, if needed.

### 3. Afternoon Run

DSESCL Reports to Scene of Crash and Contacts:

- School Administrator of school impacted. If students need to be identified, report to Incident Command Post (ICP) at the scene of the crash. (Emergency information binder should be available at the school site for staff to contact parents as needed).

*Note: It is the responsibility of the School Administrator to know the location of the binder and to ensure that personnel managing phone calls are providing the latest updated information.*

- CH&NSA report to the scene of the crash or hospital, if directed by Deputy Superintendent.
- Safety Liaison Officer/Attendance Officer Supervisor - support crowd control at the reunification center, if requested by DSESCL or principal.
- Student Parent Community Engagement Supervisor – report to the school and provide support for parent notification & reunification, if requested by DSESCL or principal.
- If injured students are transported to multiple hospitals, DOE IC will determine need for Deputy Superintendents of Accountability & Assessment (DSAA), Curriculum & Instruction Improvement (DSCII) and Finance and Administrative Services (DSFAS) to report to an assigned hospital to assist with managing student information and receiving parents. Each Deputy will provide periodic SITREPS to the school administrator of students impacted via cell phone/Emergency Chat Group:
  - Guam Memorial Hospital: DSAA
  - Guam Regional Medical Center: DSCII
  - US Naval Hospital: DSFAS
  - Alternate: CH&NSA
  - Alternate: SSSD Administrator
- District Psychologist – if activated to provide Crisis management at the reunification site (in the event of death and/or severely injured students/staff) or hospital.

### Agency Protocols:

- GFD assess all students and transports students to the nearest hospital(s).
- DOE IC will receive a Bus Crash Injured Students Log (refer to appendix I-1) or if no injuries, issue an EMS Pre-Hospital School Bus crash Response Release of Service Form (refer to appendix I-1) and briefing on status of impacted students (DOE IC will

ensure that school administrators of school impacted receive the forms to keep on file for reference).

- The school principal of school(s) impacted is responsible for relaying information regarding students impacted and hospital location to school administrators assigned to the reunification center.
- School personnel will contact impacted parents to report to the reunification center if injured student has not been transported to receive updates and direction on where to proceed once a hospital is assigned.
- School administrators assigned to the reunification center will maintain communication with their school principal for situational awareness.
- DSESCL will coordinate with PIO for media release as needed.
- There is a form to be filled out which enables parents to file a government claim. (Form can be found at the following web address-[www.guamattorneygeneral.com](http://www.guamattorneygeneral.com)) as well as refer to Appendix I-5).
- All impacted DOE personnel activated need to submit an After Action Report (AAR) and submit to DSESCL within 48 hours
- DSESCL and DSAA will schedule a debriefing to review AAR and discuss the strengths of the operation and what to improve, if needed.

#### **G. Bus Crash during a Field Trip**

Before a bus leaves with students going on a field trip or school sponsored trip, a list of riders for each bus will be left with the school secretary/clerk in the main office. The list will include parent phone numbers and emergency contact numbers. A copy of the riders' list must be with the Chaperone/Teacher on the bus and a copy to be provided to the bus driver. The Chaperone/Teacher must secure the riders list at the end of the fieldtrip.

Follow all protocols listed above for Bus Crash with or without injuries irrespective of whether in the morning or afternoon.

#### **IMPORTANT NOTES:**

- Once finalized, GDOE will sign the EMS agreement that allows them to follow stated protocols.
- DPW is responsible for registering students to ride on a DPW bus. Refer to Appendix B & D for forms. This should include the GFD agreement form that parents sign indicating that they are familiar with EMS protocols.
- The School Health Counselor will issue Post-Bus Crash Screening Letter. Refer to Appendix E.
- Refer to the Appendix for the MOU for DPW/DOE, and DPW Bus registration form. This is currently not in place but an important aspect of emergency response that will critically impact the timeliness of agency response. Attached is the proposed protocols from GFD. Will be updated as finalized.

## **GUAM EMERGENCY MEDICAL SERVICES STANDING MEDICAL ORDERS STANDING OPERATING PROCEDURES**

### **SMO: School Bus Crash Response/Alternative Transport Vehicle**

Overview: This policy was developed to assist in responding to handling of school bus incidents involving the presence of minors. It is the intent that this policy be implemented by Guam Providers, in conjunction with Guam EMS policies and protocols governing Multiple Victim Incident. The goal of this policy is to maximize resources by reducing the number of confirmed uninjured children transported to the hospital.

This policy only applies with schools, Agencies and organizations that have a pre-arranged agreement with the Guam Fire Department and the Guam Office of EMS. If there is no pre-arranged agreement, the EMS Provider must transport all patients.

#### **INFORMATION NEEDED:**

It is recommended that EMS providers on Guam (GFD, DOD) will implement and develop a procedure for releasing uninjured children to a parent, legal guardian, or local school official who is willing and approved to take custody of the children.

- These procedures should be reviewed and accepted by Local EMS and School Officials.
- Once Medical Control confirms that minors are not injured, the custody and responsibility for these uninjured children will remain with the responding EMS provider until the children are transferred to parents, legal guardian, school officials or the hospital as outlined in their individual agency procedures.
- If no procedure exists, then the children would need to be transported to the hospital(s) designated by medical control.

#### **OBJECTIVE FINDINGS**

\_\_\_\_\_ mechanism of injury  
\_\_\_\_\_ number of patients  
\_\_\_\_\_ damage to school transport vehicle  
\_\_\_\_\_ potential for more help needed

Once these objective findings have been determined, the patients may be assigned to one of the following levels.

#### **Level 1 Bus Incident:**

Significant injuries present in one or more children, or the existence of an obvious mechanism of injury that can be reasonably expected to cause significant injuries.

#### **Level 2 Bus Incident:**

Minor injuries present in one or more children with no obvious existence of a mechanism of injury that could reasonably be expected to cause significant injuries.

#### **Level 3 Bus Incident:**

No injuries present in any children and no mechanism that could be reasonable expected to cause injuries.

**Level 4 Bus Incident:**

If the patients have special healthcare needs and / or have communication difficulties, EMS must contact Medical Control for further directions.

\_\_\_\_ Once the Level has been determined, approval to implement this policy must be obtained from Medical Control. All children in Level 1 Incident will be transported to hospital(s). All Level 4 children will be transported per direction of Medical Control. Each provider should follow the Guam EMS Protocols for Multiple Victim Incident Procedure as applicable.

- If Medical Control approves implementation of this policy for a level 2 or 3 incident, an appropriate release of service form will be utilized for the children who will not be transported.
- The provider agency will then transfer the custody of the minor consistent with the Treatment of Minor policy, to the parents, legal guardians or school officials.
- The school officials will follow their established procedure for informing parents and / or legal guardians of the crash / crash / incident.

\_\_\_\_ Once the decision to implement the uninjured children procedure is approved by Medical Control, it is the responsibility of the Local School Official with assistance from EMS to direct and confirm that the children are returned to their parents, legal guardians. EMS will complete all appropriate reports and release of services forms.

**Documentation of adherence to protocol:**

- \_\_\_\_ All contacts/discussions with Medical Control
- \_\_\_\_ Criteria that designates patient as Level 1, 2, 3, 4.
- \_\_\_\_ To whom care of child released (school official, parent, etc.)
- \_\_\_\_ Care rendered to minor patient

| Medical Control Contact Criteria  |
|---|
| Contact Medical Control if any question exists as to the best option for the patient. |
| * Approval to implement this policy must be obtained from Medical Control.            |

**PRECAUTIONS AND COMMENTS**

- If EMS Personnel on the scene feel that any child should be offered medical care, need evaluation by a physician or confirmation of custody or responsibility cannot be verified, then the child should be transported to the hospital(s) designated by Medical Control.
- This policy and procedure only governs the disposition of uninjured children. Per Medical Control, all uninjured children will be discharged to the custody of the appropriate person as outlined in the agency procedure. It is required for the EMS Provider to list the names of the uninjured children with the description of the incident on the System approved patient care run report as well as complete an appropriate release of service form. These reports / forms must then be forwarded to the EMS System Office.
- All such incidents will be reviewed by the EMS System Medical Director and the provider agency or agencies involved for each implementation of this procedure.

## GUAM EMS Pre-Hospital School Bus Crash Response RELEASE OF SERVICE FORM

**Directions: To be completed by EMS personnel and submitted to the GDOE Incident Commander who in turn will submit to School Principal for file.**

Type of incident:

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Date: \_\_\_\_\_ Location of incident: \_\_\_\_\_

**Level of incident:** \_\_\_\_\_ 2 minor injuries with no obvious mechanism of injury that could reasonably be expected to cause significant injuries.  
\_\_\_\_\_ 3 no injuries present and no mechanism of injury that could be reasonably expected to cause injuries.

Medical control (MC): Policy implementation approval per \_\_\_\_\_

Time of call \_\_\_\_\_ Arrival at scene \_\_\_\_\_ MC contacted \_\_\_\_\_ Call completed \_\_\_\_\_ Bus # \_\_\_\_\_

\_\_\_\_\_  
EMS Personnel (Print and Sign) Date: \_\_\_\_\_

\_\_\_\_\_  
Printed name of witness Signature of witness

NAME DOB \*PARENT SIGNATURE  
(If released to parent)

NAME DOB \*PARENT SIGNATURE  
(If released to parent)

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Note 1: \*Regular protocol is for parents NOT to report to the scene of the bus crash. However, if a parent does report to scene and insists on taking custody of child, they must sign next to child's name. GDOE IC is responsible for verifying parent/guardian before student is released.

Note 2: This form is to be provided to the GDOE IC who is responsible for giving to school for record keeping.



## **GUAM EMS Prehospital School Bus Crash Response School District Agreement Form**

The Guam Department of Education agrees to the Guam EMS Prehospital School Bus Crash Response for any Guam EMS provider.

This covers the responsibility for and transport of students in the case of a bus incident resulting in injuries or resulting in no injuries as outlined in the Emergency Medical Services Standing Medical Order.

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Superintendent of Education

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Date

Please return completed form to:

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\_\_\_\_\_ EMS System

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Incident Specific Annex I.4: Notice of Emergency Medical Services Response to a Minor Form/Letter



**DEPARTMENT OF EDUCATION  
OFFICE OF THE SUPERINTENDENT**

www.gdoe.net  
501 Mariner Avenue  
Barrigada, Guam 96913  
Telephone: (671)300-1547/1536 • Fax: (671)472-5003  
Email: keswanson@gdoe.net



**K. Erik Swanson, Ph.D.**  
Superintendent of Education

**Notice of Emergency Medical Services (EMS) Response to a Minor Form Letter**

**Dear Parent/Guardian:**

Emergency Medical Services (EMS) Personnel agency were called to evaluate your son/daughter today as a result of a bus collision/incident.

After responding to the above incident, EMS evaluated your child. Based on their assessment and statement made by your child, it was determined that he or she did not require emergency care and/or transportation to an emergency department at that time.

Whereas your child is a minor, it is our duty to inform you of this incident so that an informed decision can be made as to whether follow-up evaluation with a physician is desired.

Your child was released to a bus driver to transport your child to school or home.

If you need additional information, please contact your child's school. Thank you.

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**Superintendent of Education**

Incident Specific Annex I.5: GDOE Bus Crash Injured Student Log



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Email: keswanson@gdoe.net



**K. Erik Swanson, Ph.D.**  
Superintendent of Education

*Directions: To be completed by EMS Personnel.*

**GUAM DEPARTMENT OF EDUCATION  
BUS CRASH INJURED STUDENTS LOG**

| Date: | Time: | Location: | School: | Bus No.: |
|-------|-------|-----------|---------|----------|
|       |       |           |         |          |
|       |       |           |         |          |

\_\_\_\_\_ **LEVEL 1 Bus Incident:** Significant injuries present in one or more children, or the existence of an obvious mechanism of injury that can be reasonably expected to cause significant injuries.

\_\_\_\_\_ **LEVEL 4 Bus Incident:** If the student(s) have special healthcare needs and / or have communication difficulties, EMS must contact Medical Control for further directions.

**All students in a Level 1 incident will be transported to hospital(s).**

| Student Name | Age | Hospital Assigned | *Parent Signature<br>(If student is released to parent) |
|--------------|-----|-------------------|---|
|              |     |                   |   |
|              |     |                   |   |
|              |     |                   |   |
|              |     |                   |   |
|              |     |                   |   |
|              |     |                   |   |
|              |     |                   |   |

**Note 1:** \*Regular protocol is for parents NOT to report to the scene of the bus crash. However, if a parent does report to scene and insists on taking custody of child, they must sign next to child's name. GDOE IC is responsible for verifying parent/guardian before student is released.

**Note 2:** This form is to be provided to the GDOE IC who is responsible for giving to school for record keeping.

Incident Specific Annex I.6: MOU – GDOE & DPW Regarding Management & Reporting of Student Conduct on Buses

**MEMORANDUM OF UNDERSTANDING BETWEEN  
GUAM DEPARTMENT OF EDUCATION AND DEPARTMENT OF PUBLIC WORKS  
REGARDING MANAGEMENT AND  
REPORTING OF STUDENT CONDUCT ON BUSES**

THIS Memorandum of Understanding ("MOU") is entered into by and between the GUAM DEPARTMENT OF EDUCATION ("GDOE"), an agency of the government of Guam, whose address is 500 Mariner Ave, Barrigada Guam 96932 and the DEPARTMENT OF PUBLIC WORKS ("DPW"), an agency of the government of Guam, whose address is 542 North Marine Corps Drive, Upper Tumon, Guam 96913. GDOE and DPW are collectively referred to herein as the "Parties".

WHEREAS, GDOE is the agency responsible for providing public education to eligible students within Guam and DPW is the agency responsible for providing bussing to and from school for those students; and

WHEREAS, both GDOE and DPW are committed to ensuring the safety of Guam's students while they are waiting for or riding on a bus; and

WHEREAS, GDOE and DPW agree that collaboration between the agencies is necessary to ensure that both DPW bus drivers and GDOE school administrators engage in consistent procedures to address student conduct on the bus; and

THEREFORE, the Parties agree as follows:

1. In May of each year, the DPW Director shall designate in writing to GDOE a department representative who is familiar with DPW's school bus operations and who will meet with GDOE's designated representative at least twice yearly for the purpose of reviewing and revising this MOU and procedures for the reporting of student conduct on DPW's buses.
2. The DPW representative shall ensure that DPW bus drivers are provided with current GDOE Office Discipline Referral Forms for use in reporting student misconduct to the student's school Principal. Office Discipline Referral Forms shall be submitted to the school Principal whenever a bus driver believes a student has engaged in the following conduct either on the bus or at a designated bus stop:

|  |   |
|--|---|
| <ul style="list-style-type: none"><li>- Profane language or behavior</li><li>- Littering</li><li>- Insubordination</li><li>- Theft</li><li>- Gambling</li><li>- Use or possession of weapons or dangerous material</li></ul> | <ul style="list-style-type: none"><li>- Assault or Fighting , or threat of</li><li>- Inappropriate touching of self or others, or others' property</li><li>- Property damage or vandalism</li><li>- Use or possession of tobacco, alcohol or other drugs or contraband</li><li>- Harassment or bullying</li><li>- Appearing to be under the influence of alcohol or drugs</li></ul> |
|--|---|

- Any behavior that threatens the health or safety of other riders or the bus driver, or interferes with the driver's management of bus operations

Office Discipline Referral Forms, including a written description of the reported incident shall be submitted by the DPW driver to the school Principal by delivering the form to the school's main office.

3. Office Discipline Referral Forms shall be submitted by the DPW driver or the DPW Bussing Superintendent to the school no later than one business day after the student's reported misconduct.
4. DPW shall post, within buses or bus stops, signs, posters, or other written material provided by GDOE regarding expected behavior while on the bus.
5. The DPW representative shall work with GDOE to schedule training for DPW bus drivers regarding GDOE student discipline procedures and other topics relevant to student conduct on the bus. The DPW representative shall ensure that DPW bus drivers attend such training.
6. DPW shall develop a system to maintain a current listing of GDOE students who have registered to ride DPW buses to school.
7. In May of each year, the GDOE Superintendent shall designate in writing to DPW a department representative who will meet with DPW's designated representative at least twice yearly for the purpose of reviewing and revising this MOU and procedures for the reporting of student conduct on DPW's buses.
8. GDOE shall provide training for DPW drivers no less than annually regarding GDOE student discipline procedures and other topics relevant to student conduct on the bus.
9. The GDOE representative shall ensure that GDOE school administrators are advised of expected behavior from students while on DPW buses.
10. The GDOE representative shall provide the DPW representative with the current GDOE Office Discipline Referral Form at the start of each school year and whenever the form is revised.

11. GDOE shall respond to reported misconduct on DPW buses using the same procedures applied to misconduct on GDOE campuses.
12. The GDOE representative shall, upon request, assist DPW with the development and implementation of behavioral support and intervention systems as they are routinely used on GDOE campuses.
13. Upon receiving a report from a DPW bus driver of a student suspected of carrying weapons, contraband, or potentially dangerous items, GDOE school administrators shall cause the search of such student in accordance with GDOE policies and procedures.
14. The GDOE representative shall release to the DPW representative information regarding health or behavioral issues of students who ride DPW buses as necessary to ensure the health and safety of students and drivers on a bus. The release of information shall be subject to applicable law and regulation regarding confidentiality of student records, and where necessary, to the consent of the parent or guardian of the student.
15. GDOE and DPW agree that when information regarding a student is released by one agency to the other, the receiving agency shall not disclose such information other than to the student's parent or guardian unless allowed or required by law or regulation.
16. This MOU may be modified upon written agreement between the Parties.
17. This MOU shall remain in effect until written notice of termination is made by either Party to the other.

**DEPARTMENT OF EDUCATION**

  
\_\_\_\_\_  
**JON FERNANDEZ**  
Superintendent of Education

Dated: 7/28/14

**DEPARTMENT OF PUBLIC WORKS**

  
\_\_\_\_\_  
**CARL V. DOMINGUEZ**  
Director

Dated: 8/5/14

Incident Specific Annex I.7: School Bus Registration



# DEPARTMENT OF EDUCATION

## OFFICE OF THE SUPERINTENDENT

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Email: keswanson@gdoe.net



**K. Erik Swanson, Ph.D.**

Superintendent of Education

### SCHOOL BUS REGISTRATION

The Guam Department of Education (GDOE) recognizes that the bus is an extension of the classroom/school campus. Each student who rides the bus must be registered. The goal is to ensure the safety of everyone riding a Department of Public Works (DPW) Bus or Special Education (SPED) bus. The School Bus Registration form only has to be completed once while your child is enrolled in a GDOE school. However, when your child enters a GDOE school for the first time, transfers to another school, transitions to middle school and to high school, or if your child is coming from a school outside of GDOE, a new registration form must be completed.

#### SECTION I – BUS REGISTRATION REQUIREMENTS

**Parents/Guardian/Eligible Student (18yrs or older), please initial the items below in order to proceed in the following Sections:**

|   | INITIALS |
|---|----------|
| 1. My child is already fully registered in a Guam Department of Education School. If not yet registered at a GDOE school, <b>STOP HERE</b> . All students who register for bus transportation must already be registered to attend a school. Please proceed to the school that services your attendance area to register for school first.                  | 1. _____ |
| 2. I understand that my child must be registered to ride only the DPW or SPED bus that services the residence in which I, the parent/guardian resides unless specified by Special Education plan, Section 504 plan or other legal conditions pre-approved by the Assistant Superintendent of Special Education or the DPW Superintendent of Bus Operations. | 2. _____ |
| 3. I understand that if I move to another residence or move outside of the attendance zone in which I have registered, that I am required to notify the DPW or SPED to update my child's bus registration form.   | 3. _____ |
| 4. I have been provided a brochure containing information regarding the Bus Crash Management Plan and Student Conduct on the bus and will discuss with my child.  | 4. _____ |

#### SECTION II – STUDENT INFORMATION

|   |       |            |              |
|---|-------|------------|--------------|
| <b>STUDENT FULL (LEGAL) NAME</b>  |       |            |              |
| LAST,   | FIRST | M.I.       |              |
| <b>STUDENT ID</b>   |       | <b>DOB</b> | <b>GRADE</b> |
| <b>GENDER</b> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Transmale <input type="checkbox"/> Transfemale<br><input type="checkbox"/> Genderqueer/Gender Non-Conforming <input type="checkbox"/> Different Identity<br>(specify): _____ |       |            |              |
| <b>SCHOOL NAME:</b>   |       |            |              |
| <b>Transportation Type:</b><br><input type="checkbox"/> Regular School Transportation (DPW) <input type="checkbox"/> SPED/Sec 504 on Regular School Transportation (DPW)<br><input type="checkbox"/> SPED/Sec 504 on SPED Transportation  |       |            |              |

|   |              |                    |                               |                                    |                   |             |
|---|--------------|--------------------|-------------------------------|------------------------------------|-------------------|-------------|
| <b>SPECIAL INSTRUCTIONS (ex: health issues, social/behavioral health issues, allergies, etc.):</b>  |              |                    |                               |                                    |                   |             |
| <b>SECTION III – PARENT/GUARDIAN INFORMATION</b>  |              |                    |                               |                                    |                   |             |
| <b>PARENT (MOTHER) / GUARDIAN NAME</b>  |              |                    | <b>CELL PHONE</b>             | <b>HOME PHONE</b>                  | <b>WORK PHONE</b> |             |
|   |              |                    | <b>MOTHER'S EMAIL ADDRESS</b> |                                    |                   |             |
| <b>HOME ADDRESS</b>   |              |                    | <b>MAILING ADDRESS</b>        |                                    |                   |             |
| <b>PARENT (FATHER) / GUARDIAN NAME</b>  |              |                    | <b>CELL PHONE</b>             | <b>HOME PHONE</b>                  | <b>WORK PHONE</b> |             |
|   |              |                    | <b>FATHER'S EMAIL ADDRESS</b> |                                    |                   |             |
| <b>HOME ADDRESS</b>   |              |                    | <b>MAILING ADDRESS</b>        |                                    |                   |             |
| <b>OTHER PERTINENT INFORMATION (ex: If parents are legally separated, divorced or no longer living together, please indicate who has custodial guardianship or shared guardianship or any other pre-approved conditions for alternate arrangements, etc.)</b> |              |                    |                               |                                    |                   |             |
| <b>SECTION IV – EMERGENCY CONTACT INFORMATION: If parents are unable to be reached.</b>   |              |                    |                               |                                    |                   |             |
| <b>EMERGENCY CONTACT NAME</b>   |              |                    |                               | <b>RELATIONSHIP TO THE STUDENT</b> |                   |             |
| <b>CELL PHONE</b>   |              | <b>HOME PHONE</b>  |                               |                                    | <b>WORK PHONE</b> |             |
| <b>SECTION V – PARENT/GAURDIAN SIGNATURE</b>  |              |                    |                               |                                    |                   |             |
| <b>SIGNATURE</b>  |              |                    |                               |                                    | <b>DATE</b>       |             |
| <b>SECTION VI – TO BE FILLED OUT BY BUS OPERATIONS OFFICE PERSONNEL</b>   |              |                    |                               |                                    |                   |             |
| <b>NOTE: Selected information from this completed forms are is to be transmitted to the school via BRM within 5 working days</b>  |              |                    |                               |                                    |                   |             |
| <input type="checkbox"/> <b>ELIGIBLE</b>  | <b>BUS #</b> | <b>BUS STATION</b> | <b>ROUTE #</b>                | <b>PRIMARY BUS DRIVER</b>          | <b>INITIALS</b>   | <b>DATE</b> |
| <b>REMARKS:</b>   |              |                    |                               |                                    |                   |             |



Incident Specific Annex I.8: GDOE School Health Counselor Post-Bus Crash Screening Notification Letter



**GUAM DEPARTMENT OF EDUCATION  
SCHOOL HEALTH COUNSELOR  
POST-BUS CRASH SCREENING  
NOTIFICATION LETTER**



**School:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dear Parent/Guardian,**

Your child \_\_\_\_\_, D.O.B. \_\_\_\_\_ was involved in a bus crash \_\_\_\_\_ (date) while riding the school bus. Emergency Medical Services (EMS) were called to the scene and assessed your child. Based on their findings, it was not deemed necessary to transport your child to the hospital at that time. EMS made the decision that your child could be safely transported back to school and/or home. Upon arrival to the school, your child received a “post-bus crash” screening by the School Health Counselor (SHCs) – School Nurse. This screening was performed at \_\_\_\_\_am / pm, and was directed at identifying any immediate life-threatening conditions.

This “post-bus crash” screening is not to be confused with a full medical evaluation by a physician. If the crash occurs in the afternoon after school, students that have been released by the EMS will be re-evaluated by the SHCs in the morning the following day.

School personnel are communicating that at the time of the post screening, the child did not complain of any pain or injury, nor demonstrate any indication that an emergency condition existed. Your child’s vital signs were within normal limits for his/her age at that time as well (*refer to table below*).

**I understand that my child has only received an initial evaluation by EMS and a “post-bus crash” screening by the nurse.**

**I understand that a full medical evaluation has NOT been performed. I understand that if my child complains of pain, or I notice a change in my child’s condition, I need to immediately take my child to the nearest Emergency Room and/or Private Clinic.**

**Name of Parent/Guardian:** \_\_\_\_\_

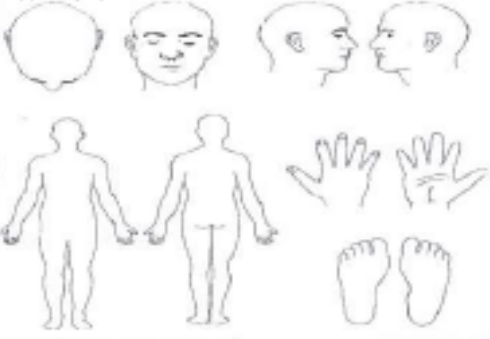
**Signature of Parent/Guardian:** \_\_\_\_\_

**Name of School Health Counselor:** \_\_\_\_\_

**Signature of School Health Counselor:** \_\_\_\_\_

**VITAL SIGNS:**

# Incident Specific Annex I.9: Illness/Injury Report

| NAME:   |   | GR/RM #:                              |  | Time In:  |                                      | Time Out:                               |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
|---|---|---------------------------------------|--|---|--------------------------------------|---|-----------------------------------|--|--|-------------------------------------|---|----------------------------------|--|---|--|--|---------------------------------------|-------------------------------------|---|---------------------------------|----------------------------------|--------------------------------------|---|-----------------------------------|------------------------------------|--------------------------------------|---------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|------------------------------------|--------------------------------|--------------------------------|
| DOB:  |   | M / F                                 |  | VITALS  |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <p>Dear Parent/Guardian: Your child reported to the Health Counselor's Office today for the following reason(s).</p>  |   |                                       |  | BP:   |                                      | T:                                      |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
|   |   |                                       |  | O2 Sat:   |                                      | P:                                      |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
|   |   |                                       |  | Pain Scale:   |                                      | R:                                      |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <p><b>INJURY</b></p> <table border="1"> <tr> <td><input type="checkbox"/> Abrasion/scrape</td> <td><input type="checkbox"/> Bruise/bump</td> </tr> <tr> <td><input type="checkbox"/> Cut laceration</td> <td><input type="checkbox"/> Puncture</td> </tr> <tr> <td><input type="checkbox"/> Suspected sprain/fracture</td> <td><input type="checkbox"/> Bee Sting/insect bite</td> </tr> <tr> <td><input type="checkbox"/> Nose bleed</td> <td><input type="checkbox"/> Possible dislocation</td> </tr> <tr> <td colspan="2"><input type="checkbox"/> Other</td> </tr> </table> <p>Location when injury occurred:</p> <p>Mark area(s) of injury:</p>    |   |                                       |  | <input type="checkbox"/> Abrasion/scrape  | <input type="checkbox"/> Bruise/bump | <input type="checkbox"/> Cut laceration | <input type="checkbox"/> Puncture | <input type="checkbox"/> Suspected sprain/fracture | <input type="checkbox"/> Bee Sting/insect bite | <input type="checkbox"/> Nose bleed | <input type="checkbox"/> Possible dislocation | <input type="checkbox"/> Other   |  | <p><b>ILLNESS</b></p> <table border="1"> <tr> <td><input type="checkbox"/> Colds</td> <td><input type="checkbox"/> Breathing difficulties</td> </tr> <tr> <td><input type="checkbox"/> Cough</td> <td><input type="checkbox"/> Earache</td> </tr> <tr> <td><input type="checkbox"/> Sore throat</td> <td><input type="checkbox"/> Eye irritation</td> </tr> <tr> <td><input type="checkbox"/> Headache</td> <td><input type="checkbox"/> Toothache</td> </tr> <tr> <td><input type="checkbox"/> Stomachache</td> <td><input type="checkbox"/> Nausea</td> </tr> <tr> <td><input type="checkbox"/> Vomiting</td> <td><input type="checkbox"/> Diarrhea</td> </tr> <tr> <td><input type="checkbox"/> Rash/hives</td> <td><input type="checkbox"/> Dizziness</td> </tr> <tr> <td><input type="checkbox"/> Fever</td> <td><input type="checkbox"/> Other</td> </tr> </table> <p>Comments:</p> |  |  |                                       | <input type="checkbox"/> Colds      | <input type="checkbox"/> Breathing difficulties | <input type="checkbox"/> Cough  | <input type="checkbox"/> Earache | <input type="checkbox"/> Sore throat | <input type="checkbox"/> Eye irritation | <input type="checkbox"/> Headache | <input type="checkbox"/> Toothache | <input type="checkbox"/> Stomachache | <input type="checkbox"/> Nausea | <input type="checkbox"/> Vomiting | <input type="checkbox"/> Diarrhea | <input type="checkbox"/> Rash/hives | <input type="checkbox"/> Dizziness | <input type="checkbox"/> Fever | <input type="checkbox"/> Other |
| <input type="checkbox"/> Abrasion/scrape  | <input type="checkbox"/> Bruise/bump            |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Cut laceration   | <input type="checkbox"/> Puncture               |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Suspected sprain/fracture  | <input type="checkbox"/> Bee Sting/insect bite  |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Nose bleed   | <input type="checkbox"/> Possible dislocation   |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Other  |   |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Colds  | <input type="checkbox"/> Breathing difficulties |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Cough  | <input type="checkbox"/> Earache                |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Sore throat  | <input type="checkbox"/> Eye irritation         |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Headache   | <input type="checkbox"/> Toothache              |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Stomachache  | <input type="checkbox"/> Nausea                 |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Vomiting   | <input type="checkbox"/> Diarrhea               |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Rash/hives   | <input type="checkbox"/> Dizziness              |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Fever  | <input type="checkbox"/> Other                  |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <p><b>Treatment /Care Administered</b></p> <table border="1"> <tr> <td><input type="checkbox"/> Soap/Water</td> <td><input type="checkbox"/> Warm Compress</td> <td><input type="checkbox"/> Ice Pack</td> <td><input type="checkbox"/> Juice/water</td> </tr> <tr> <td><input type="checkbox"/> Bandage</td> <td><input type="checkbox"/> Pressure Dressing</td> <td><input type="checkbox"/> Made to rest</td> <td><input type="checkbox"/> Referred to Admin</td> </tr> <tr> <td><input type="checkbox"/> Prescribed Medication</td> <td><input type="checkbox"/> Splint/Sling</td> <td><input type="checkbox"/> Repeat V/S</td> <td><input type="checkbox"/> Referred to Counselor</td> </tr> <tr> <td colspan="4"><input type="checkbox"/> Other:</td> </tr> </table> <p>Parent/Guardian Notified: _____ Time: _____</p> <p><b>Instructions/Recommendations/Disposition</b></p> <p><input type="checkbox"/> Recommend rest and fluids.</p> <p><input type="checkbox"/> I recommend that you observe your child carefully and take him/her to the doctor if deemed necessary.</p> <p><input type="checkbox"/> I recommend that you take your child and this form to the doctor or clinic as soon as possible.</p> <p><input type="checkbox"/> Your child may return to school when fever free for 24 hours without fever reducing medications.</p> <p><input type="checkbox"/> Must provide a written clearance from a doctor or medical provider before returning to school.</p> <p><input type="checkbox"/> Head injury precautions: Be alert for symptoms that worsen over time. Take your child to the ER right away if you observe any loss of consciousness, convulsions, headaches, dizziness, nausea, vomiting, slurred speech, drowsiness, and/or changes in personality.</p> <p><input type="checkbox"/> Please keep injury clean and dry and observe for signs of infection (redness, swelling, yellow discharge, increased pain and temperature)</p> <p>911 called Time: _____ Time EMS arrived in school: _____ Returned to class <input type="checkbox"/> Sent home <input type="checkbox"/></p> <p>Refused EMS Transport: _____</p> <p>Print Name _____ Signature _____ Relationship _____</p> |   |                                       |  |   |                                      |   |                                   | <input type="checkbox"/> Soap/Water                | <input type="checkbox"/> Warm Compress         | <input type="checkbox"/> Ice Pack   | <input type="checkbox"/> Juice/water          | <input type="checkbox"/> Bandage | <input type="checkbox"/> Pressure Dressing | <input type="checkbox"/> Made to rest   | <input type="checkbox"/> Referred to Admin | <input type="checkbox"/> Prescribed Medication | <input type="checkbox"/> Splint/Sling | <input type="checkbox"/> Repeat V/S | <input type="checkbox"/> Referred to Counselor  | <input type="checkbox"/> Other: |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Soap/Water   | <input type="checkbox"/> Warm Compress          | <input type="checkbox"/> Ice Pack     | <input type="checkbox"/> Juice/water           |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Bandage  | <input type="checkbox"/> Pressure Dressing      | <input type="checkbox"/> Made to rest | <input type="checkbox"/> Referred to Admin     |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Prescribed Medication  | <input type="checkbox"/> Splint/Sling           | <input type="checkbox"/> Repeat V/S   | <input type="checkbox"/> Referred to Counselor |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <input type="checkbox"/> Other:   |   |                                       |  |   |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <p><b>Signatures</b></p> <p>School Admin/Designee: _____</p> <p>School Health Counselor: _____</p> <p>(I acknowledge and understand the recommendations and instructions from the SHC)</p> <p>Parent/Guardian: _____</p>  |   |                                       |  | <p><b>Medical Report and Diagnosis:</b></p>                                     |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |
| <p>Physical restrictions: _____</p> <p>Medications: _____</p>   |   |                                       |  | <p>Physician's Signature: _____ Date: _____ Clinic Name/Number/Stamp: _____</p> |                                      |   |                                   |  |  |                                     |   |                                  |  |   |  |  |                                       |                                     |   |                                 |                                  |                                      |   |                                   |                                    |                                      |                                 |                                   |                                   |                                     |                                    |                                |                                |

REVISED 8/17/16



## Office of the Attorney General of Guam

590 S. Marine Corps Dr., Ste. 901, Tamuning, Guam 96913



### FILING A CLAIM AGAINST THE GOVERNMENT

Please be advised that under the Government Claims Act (5 G.C.A., Chapter 6), the government has **SIX (06) MONTHS** in which to investigate and either grant, settle, or deny your claim.

If your claim involves a **traffic accident**, you need to submit:

1. A copy of the police report;
2. A copy of the vehicle registration;
3. Two to three estimates of repair from a licensed auto repair shop
4. Pictures of the damages

If your claim involves **wages**, you need to submit:

- Any documents of proof of wages owed.

If your claim involves a **dormant bank account**, you need to submit:

- Account name, account number, address, social security number, and proof of authorized access to account funds.

Please provide **copies** of all documents. We are unable to make copies due to budgetary cuts. **All claims shall be filed in duplicate** (one original and one copy). If you have any questions, please call our office at 475-3324 ext. 2115 or 3220.

*Please read, sign and return the letter on the reverse side of this sheet. Thank you.*



## Office of the Attorney General of Guam

590 S. Marine Corps Dr., Ste. 901, Tamuning, Guam 96913



Dear Claimant:

Pursuant to the Government Claims Act (Public Law 17-29), the government has six (06) months to investigate and either grant, settle or deny your claim. If you are claiming property damage to a motor vehicle involved in an accident, we will make a determination on this part of your claim within thirty (30) days pursuant to Public Law 25-130, provided you furnish us with all the documents necessary to process your claim.

Although most claims require the full six (06) months for review and final decision, smaller claims usually take less time than larger ones; however, they are considered equally. If after six (06) months your claim has not been settled or you have not been notified by our office that your claim was denied, you may institute an action in the Superior Court of Guam for money damages.

Additional questions on the status of this claim should be directed to the undersigned.

*Thank you in advance for your cooperation.*

Sincerely,

GABRIELA P. ROJAS RIPPEL  
Paralegal I  
Interim Assistant Claims Officer

BRENDA PEREZ AGUON  
Paralegal II

I have read and fully understand the above.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Office of the Attorney General of Guam

590 S. Marine Corps Dr., Ste. 901, Tamuning, Guam 96913



## CLAIM AGAINST THE GOVERNMENT

(Please complete the form in its entirety. **DO NOT** leave any portions blank. Write "N/A" or "None" where appropriate.)

1. Name of Claimant: \_\_\_\_\_
2. Mailing Address: \_\_\_\_\_  
Home/Work Address: \_\_\_\_\_
3. Home Telephone \_\_\_\_\_ Work Telephone \_\_\_\_\_
4. Amount of Damages you are claiming: \$ \_\_\_\_\_
5. Any other relief you are claiming \_\_\_\_\_
6. Government Agency Responsible \_\_\_\_\_
7. Date Claim arose \_\_\_\_\_
8. Your statement of facts upon which you base your claim. Attach extra sheet(s) if necessary.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Attach a copy of all documents pertaining to your claim, such as a police report, accident report or a contract.
10. The lowest estimate of repair is \$ \_\_\_\_\_
11. I have the following insurance covering this claim \_\_\_\_\_
12. I am the real party in interest except for the following parties who have an interest in this claim:  
\_\_\_\_\_  
\_\_\_\_\_
13. I have received the following compensation/repairs from other parties \_\_\_\_\_
14. Name, address, and telephone of attorney representing claimant, if any:  
\_\_\_\_\_  
\_\_\_\_\_

All notices will be sent to your mailing address above or if you have an attorney, to your attorney's address. If you want to change the address at which you will receive notices, you must file, in writing, a change of address with the Claims Officer.

I, \_\_\_\_\_, declare under penalty of perjury that the foregoing is true and correct.

Date \_\_\_\_\_ Claimant's Signature \_\_\_\_\_

## Incident Specific Annex J: Terroristic Event Response

Ballistic detonation refers to the explosion that occurs when a projectile, such as a missile or artillery shell, impacts a target and causes a rapid, destructive release of energy, often resulting in an explosive blast. This type of detonation is typically associated with military or explosive devices designed to deliver destructive force upon impact, resulting in fragmentation, shockwaves, and damage to surrounding structures or targets. **There are five basic categories: nuclear, biological, chemical, conventional, or radiological.**

- **Nuclear:** Refers to the trajectory and delivery of nuclear weapons via ballistic missiles, which are high-velocity projectiles designed to travel vast distances through suborbital or orbital space before reaching their target. These missiles are equipped with nuclear warheads, capable of causing massive destruction and widespread radioactive contamination.
- **Biological:** Refer to the delivery of biological agents via ballistic missiles or projectiles. In this context, it involves launching biological weapons—such as bacteria, viruses, or toxins—using ballistic missile technology to target specific areas, with the intent of causing disease and widespread harm. This method of delivery combines the destructive capabilities of ballistic missile technology with the biological warfare agents, posing significant health, environmental, and ethical concerns.
- **Chemical:** Refer to the delivery of chemical weapons using ballistic missile technology, where chemical agents such as nerve agents, blister agents, or choking agents are launched over long distances to target areas. These weapons are designed to disperse toxic chemicals quickly across large regions, causing injury, death, and environmental damage.
- **Conventional:** Refers to the use of ballistic missiles or projectiles that deliver conventional, non-nuclear, and non-biological or chemical explosives or warheads to a target. These missiles rely on ballistic trajectories, traveling through the air after being launched, typically from land, sea, or air platforms, to strike specific targets with high accuracy.
- **Radiological:** Refers to the use of ballistic missile technology to deliver radiological materials, often associated with a "dirty bomb" or radiological dispersal device (RDD), designed to spread radioactive substances over a targeted area. Unlike nuclear weapons, radiological ballistic attacks do not cause nuclear explosions but aim to contaminate the environment, cause panic, and inflict economic or psychological damage through the dispersal of radioactive materials.

### **Procedures for Responding to a Nuclear Detonation:**

*Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:*

- Reverse-evacuate all people into office buildings. Move everyone indoors and into rooms without windows. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the duck, cover and hold position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep personnel inside buildings. Allow personnel to leave once cleared to do so by public safety, emergency management, or military authorities.

### **Procedures for Responding to a Biological Detonation:**

*Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress Central Office should:*

- Reverse-evacuate all people into office buildings. Move everyone indoors and into rooms without windows. Interior hallways may be used as an alternate.
- **Shelter in place.**
- Close all doors and windows.
- Shut down the HVAC/aircon system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep personnel inside buildings. Allow personnel to leave once cleared to do so by public safety, emergency management, or military authorities.

**Procedures for Responding to a Chemical Detonation:**

- Reverse-evacuate all people into the buildings. Move everyone indoors and into rooms without windows. Interior hallways may be used as an alternate.
- **Shelter in place.**
- Close all doors and windows.
- Shut down the HVAC/aircon system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat personnel who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

**Procedures for Responding to a Conventional Detonation:**

*The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of an imminent blast nearby:*

- Reverse-evacuate all people into office buildings. Move everyone indoors and into rooms without windows. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- **Shelter in place** to protect from fall out if attack is far enough away.
- Keep employees and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

**Procedures for Responding to a Radiological Detonation:**

*Radiological release requires protective actions. There are two basic protective actions: sheltering and evacuation.*

**Shelter in Place:** The Shelter-In-Place plan protects students and staff in the event of potential exposure to a dangerous chemical that could be released through: An industrial crash, chemical spill, a break in a natural gas pipeline, materials transported through our community, and a terrorist attack.

- Bring everyone inside building(s).
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.

**Evacuation Notification:**

- Incident Commander notifies all personnel that they are to evacuate.
- Incident Commander notifies personnel of the evacuation and whether to go home or to a relocation center. Instruct personnel to take belongings.
- Employees should close all windows, turn off lights, electrical equipment, generator, water faucets, and air conditioning.
- Place evacuation sign on your office door.
- Lock doors.
- Division Heads and or Deputies take accountability for their personnel and report status to the IC.
- Evacuate to designated off-site location.



GUAM DEPARTMENT OF EDUCATION

# PANDEMIC RE-ENTRY PLAN



JULY 2020

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- **ABOUT COVID-19**

In February 2020, the World Health Organization (WHO) officially named the 2019 novel coronavirus outbreak that was first identified in Wuhan, China COVID-19 (**CO**rona**VI**rus **D**isease **2019**). “COVID-19 is a new disease, caused by a novel (or new) coronavirus that has not previously been seen in humans. The name of this disease was selected following the World Health Organization (WHO) for naming of new human infectious diseases.” (Center for Disease Control (CDC), 2020). COVID-19 is a respiratory disease caused by the SARS-CoV-2 virus.

*Infection with SARS-CoV-2, the virus that causes COVID-19, can cause illness ranging from mild to severe, and in some cases also be fatal. Symptoms typically include fever, cough, and shortness of breath. Some people infected with the virus, have also experienced non- respiratory symptoms. Other people infected with the virus, have also experienced no symptoms at all, also referred to as asymptomatic cases.*

*According to CDC, symptoms of COVID-19 may appear **2-14 days after exposure to the virus**. People with these symptoms may have COVID-19:*

- Fever
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Muscle or body aches
- Sore throat
- Congestion or runny nose
- New loss of taste or smell
- Headache
- Fatigue
- Less common symptoms also including: nausea, vomiting, or diarrhea

*Some children have similar symptoms to adults and generally have mild illness. This list is not all inclusive. Other less common symptoms have been reported, including gastrointestinal symptoms like nausea, vomiting, or diarrhea.*

***Signs and Symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C):***

A new rare condition similar to Kawasaki disease and toxic shock syndrome may affect children who had COVID-19 but later recovered. Children who are suspected of having signs and symptoms of MIS-C

should be seen by a healthcare provider. Children who exhibit any serious signs and symptoms of illness need to be taken to an emergency room.<sup>1</sup>

Common signs of Multisystem Inflammatory Syndrome (MIS-C) include

- High fever (100.4F or greater) lasting several days
- Abdominal pain
- Pink or red eyes
- Enlarged lymph nodes on one side of neck
- Cracked lips
- Red tongue
- Blotchy rash
- Swollen hands and feet
- Blood pressure/heart rate out of range
- Cardiac inflammation

---

<sup>1</sup> Information sourced from <https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>

## ● OVERVIEW

The decision and confidence to reopen all 41 elementary, middle, and high schools, and GDOE Central Office (i.e., all support divisions) is dependent upon strategic and measured community monitoring to prevent COVID -19 from spreading. **Given low levels of COVID -19 spread within the island community and confidence supported by public health data that the incidence of infection is genuinely low will allow GDOE to gradually reopen educational services and support functions.**

The decision and rate at which GDOE will resume activity will be continuously monitored and informed by GDOE, DPHSS, and other government agencies using interagency communication and based on the Pandemic Condition of Readiness System.

The Pandemic Condition of Readiness (PCOR) System<sup>2</sup> was established by the Government of Guam to be used as a scale to determine gradual and appropriate lifting of public mandates and restrictions. The graphic below identifies a system-based on specific public health readiness data and triggers that establish informed decision-making by the Governor. There are four phases to this system, ranging from PCOR 1 (maximum restrictions) to PCOR 4 (no restrictions). The graphic detailing PCOR System is located on the following page.

In conjunction with the guidance of the Guam Department of Public Health and Social Services, Guam Homeland Security, and the Office of the Governor of Guam, GDOE has taken appropriate and deliberate measures to ensure the highest possible level of safety for our students and employees.

### IMPORTANT NOTE

The guidance provided within this document has been taken directly from the literature distributed by the U.S. Center for Disease Control (CDC), the World Health Organization, and other federal and local government public health entities.

The sources for each of the sections is indicated throughout the document.

GDOE acknowledges that the worldwide situation regarding COVID-19 guidance is constantly evolving, and, as such,

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<sup>2</sup> Guam Homeland Security & the Office of the Governor of Guam

## PANDEMIC CONDITIONS OF READINESS SYSTEM



# CHÅLAN PARA HINEMLO' GUAM'S ROAD TO RECOVERY PCOR: PANDEMIC CONDITIONS OF READINESS

## PCOR1

## PCOR2

### TRIGGERS TO INFORM DECISION TO MOVE TO PCOR2:

**CASES:** Downward trend of confirmed cases and a downward trend of positive tests as a percent of total tests within a 14-day period, utilizing a 5-day rolling average; and

**HOSPITALIZATION:** Guam hospitals are able to treat all inpatients without resorting to crisis standards of care due to an increased rate of COVID-19 cases; and

**TESTING:** Guam has the capacity to test all people with COVID-19 symptoms; and

**CONTACTING TRACING:** The DPHSS has the capacity to conduct adequate monitoring of all COVID-19 cases and tracings of their contacts

## PCOR3

### TRIGGERS TO INFORM DECISION TO MOVE TO PCOR3:

**CASES:** Downward trend of confirmed cases and a downward trend of positive tests as a percent of total tests within a 28-day period, utilizing a 5-day rolling average starting from when PCOR2 was declared; and

**HOSPITALIZATION:** Guam hospitals continue to treat all inpatients without resorting to crisis standards of care due to an increased rate of COVID-19 cases; and

**TESTING:** Guam continues to have the capacity to test all people with COVID-19 symptoms AND the availability and affordability of rapid and reliable testing of travelers as it relates to quarantine requirements; and

**CONTACTING TRACING:** The DPHSS continues to have the capacity to conduct adequate monitoring of all COVID-19 cases and tracings of their contacts

## PCOR4

### TRIGGERS TO INFORM DECISION TO MOVE TO PCOR4:

**VACCINE:** Ability to confer adequate immunity on Guam either by mass administration of a FDA authorized SARS-CoV-2 vaccine, if ever developed, OR by the confirmation that enough herd immunity has developed, via natural disease and recovery, to prevent another pandemic.

- Price freezing
- Face masks required
- Social distancing

## MINIMUM RESTRICTIONS

- Prohibition of social gatherings of any type
- All K-12 Schools and higher education
- Gatherings prohibited
- Traveller quarantine
- Closure of public spaces

## MODERATE RESTRICTIONS

- Any place of business or public accommodation: operate at diminished occupancy rate
- Non-essential Government of Guam offices
- Non-essential businesses and activities

## MINIMUM RESTRICTIONS

- All K-12 Schools and higher education
- Gatherings prohibited
- Traveller quarantine
- Closure of public spaces
- Price freezing
- Face masks required
- Social distancing

## MAXIMUM RESTRICTIONS

- Any place of business or public accommodation: operate at diminished occupancy rate
- Non-essential Government of Guam offices
- Non-essential businesses and activities
- Prohibition of social gatherings of any type

## MODERATE RESTRICTIONS

- Any place of business or public accommodation: operate at diminished occupancy rate
- Non-essential Government of Guam offices
- Non-essential businesses and activities
- Prohibition of social gatherings of any type
- All K-12 Schools and higher education
- Gatherings prohibited
- Traveller quarantine
- Closure of public spaces
- Price freezing
- Face masks required
- Social distancing

## MAXIMUM RESTRICTIONS

- Any place of business or public accommodation: operate at diminished occupancy rate
- Non-essential Government of Guam offices
- Non-essential businesses and activities
- Prohibition of social gatherings of any type
- All K-12 Schools and higher education
- Gatherings prohibited
- Traveller quarantine
- Closure of public spaces
- Price freezing
- Face masks required
- Social distancing

## NO RESTRICTIONS



## **GENERAL INFORMATION FOR GDOE PERSONNEL**

### **Basic Principles**

Following basic principles can help keep students and employees safe and help stop the spread of this disease.

To ensure a healthy and safe work environment, employees must:

- Sick employees should not report to work.
- Schools/Central Office management should enforce regular hand washing with safe water and soap, alcohol rub/hand sanitizer or chlorine solution and, at a minimum, daily disinfection and cleaning of school surfaces.
- Schools/Central Office should provide follow environmental cleaning and decontamination procedures as outlined in the GDOE.
- Schools/Central Office should promote physical distancing of 6ft.

### **Know the latest facts**

Understand basic information about COVID-19, including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID -19 through reputable sources such as CDC and WHO and DPHSS. Be aware of unverified information/myths that may circulate by word -of-mouth or online. Employee training videos/documents have been placed on the GDOE Google Drive at the following link address: <https://bit.ly/2TpnGQU>

### **Ensure safe school/central office operations**

Update or develop school emergency and contingency plans. Work with officials to guarantee schools are not used as shelters, treatment units, etc. Consider cancelling any community events/meetings that usually take place on school premises, based on risk.

Reinforce frequent handwashing and sanitation and procure needed supplies. Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand rub (hand sanitizers) in each classroom, at entrances and exits, and near lunchrooms and toilets.

Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)

## Safe School & Office Environments

- ✓ Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake.
  - Ensure adequate, clean and separate toilets for girls and boys.
  - Ensure soap and safe water is available at age-appropriate hand washing stations.
- ✓ Encourage frequent and thorough washing (at least 20 seconds)
- ✓ Place hand sanitizers in restrooms, classrooms, halls, and near entrance/exits where possible
- ✓ Ensure adequate, clean and separate toilets or latrines for both genders
- ✓ Clean and disinfect offices, school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (countertops, railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)
- ✓ Use sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for employees assisting with cleaning
- ✓ Increase airflow and ventilation where climate allows (open windows, use air conditioning, etc.)
- ✓ Post signs encouraging good hand and respiratory hygiene practices. Ensure trash is removed daily and disposed of safely

## Promote information sharing

Coordinate and follow guidelines from DPHSS, JIC and GDOE Public Information Officer. Share known information with employees, caregivers and students, providing updated information on the disease situation, including prevention and control efforts at school/central office. Reinforce that caregivers should alert the school and health care authorities if someone in their home has been diagnosed with COVID-19 and keep their child at home. Utilize parent-teacher committees and other mechanisms to promote information sharing. Also be sure to address children's questions and concerns, including through the development of child-friendly materials such as posters which can be placed on bulletin boards, in restrooms, and other central locations.

## Adapt school/central office policies where appropriate

Develop flexible attendance and sick leave policies that encourage students and employees to stay home when sick or when caring for sick family members. Discourage the use of perfect attendance awards and incentives. Identify critical job functions and positions, and plan for alternative coverage by cross-training employees. Plan for possible academic calendar changes, particularly in relation to breaks and exams.

Other suggestions by the CDC include:

- Discouraging the use of perfect attendance awards and incentives during the COVID-19 situation

- Identifying critical job functions and positions, plan for alternative coverage by cross-training staff.

#### **Monitor school/central office employee attendance**

***Until PCOR4 is declared, attendance policies will remain flexible. Parents and schools must remain in communication regarding student attendance issues.***

Implement school absenteeism monitoring systems to track student and employee absence and compare against usual absenteeism patterns at the school. Inform C.H.A.N.S. Administrator about large increases in student and employee absenteeism due to respiratory illnesses.

#### **Plan for continuity of learning**

In the case of absenteeism/sick leave or temporary school closures, support continued access to quality educational services. This can include:

- Use of online/e-learning strategies
- Assigning reading and exercises for home study
- Radio, podcast or television broadcasts of academic content
- Assigning teachers to conduct remote daily or weekly follow up with students
- Review/develop accelerated education strategies

#### **In All Phases of Operation**

- Establish and continue communication with the Department of Public Health and Social Services (DPHSS) to determine current mitigation levels in your community.
- Identify, protect, and support vulnerable students and employees who are at higher risk for severe illness, by providing options for telework and virtual learning.
- Provide teachers and employees from higher transmission areas with accommodations. **Please refer to SOP \_\_\_\_\_ from Guam DOE HR/EEO.**
- Ensure that external community organizations that use the facilities also follow this guidance.

#### **Key Messages and Actions**

COVID-19 is a new virus and we are still learning about how it affects children. People of any age can be infected with this virus. Older adults and people who have underlying medical conditions remain at an increased risk for severe illness. We know it is possible for people of any age to be infected with the virus, but so far there have been relatively few cases of COVID-19 reported among children. The virus can be fatal in cases, so far mainly among older people with pre-existing medical conditions.

#### **Know the Latest Facts**

Understand basic information about COVID-19, including symptoms, complications, transmission and transmission prevention. Stay informed about COVID -19 through reputable sources such as CDC, WHO, and DPHSS. Avoid disseminating unverified information.

## School Re-Opening Plan Checklist: Phase I

School: \_\_\_\_\_ Prepared by: \_\_\_\_\_

| Category  | Met <input checked="" type="checkbox"/> | Description of Plan |
|---|---|---------------------|
| <b>ASSESSMENT AND MARKING OF THE PHYSICAL SPACE (Maximum Capacity: Student Area / 36sqft)</b> |   |                     |
| Classrooms  | <input type="checkbox"/>                |                     |
| Offices   | <input type="checkbox"/>                |                     |
| Cafeteria   | <input type="checkbox"/>                |                     |
| Library   | <input type="checkbox"/>                |                     |
| Offices   | <input type="checkbox"/>                |                     |
| Nurse's Office  | <input type="checkbox"/>                |                     |
| Other areas   | List                                    |                     |
| <b>IDENTIFY STUDENTS/STAFF WITH HIGH RISK UNDER COVID-19</b>                                  |   |                     |
| Age (65+ years old)   | <input type="checkbox"/>                |                     |
| Chronic Illnesses   | <input type="checkbox"/>                |                     |
| Social/Emotional Health   | <input type="checkbox"/>                |                     |
| Hallway (foot traffic)  | <input type="checkbox"/>                |                     |
| Cafeteria   | <input type="checkbox"/>                |                     |
| Common Areas  | <input type="checkbox"/>                |                     |
| Other   |   |                     |
| <b>INCLEMENT WEATHER/EMERGENCY RESPONSE PLAN</b>  |   |                     |
| Plan prepared to deal with inclement weather and Emergency Drills                             | <input type="checkbox"/>                |                     |
| <b>PROPOSED BELL SCHEDULE - based on levels (elem / middle / high)</b>                        |   |                     |
| Proposed Bell Schedule  | <input type="checkbox"/>                |                     |
| <b>PLAN FOR HEALTHY HYGIENE PRACTICES</b>   |   |                     |
| Handwashing   | <input type="checkbox"/>                |                     |
| Cloth Face Coverings  | <input type="checkbox"/>                |                     |

|  |                           |   |
|--|---------------------------|---|
| Frequency of Cleaning & Disinfecting                                       | <input type="checkbox"/>  |   |
| <b>PERSONAL PROTECTIVE EQUIPMENT</b>                                       |                           |   |
| Personal Protective Equipment  | <input type="checkbox"/>  | Procurement<br>Facilities & Maintenance |
| <b>READY-TO-WORK SURVEY FOR ALL EMPLOYEES</b>                              |                           |   |
| Ready-to-work Survey   | <input type="checkbox"/>  |   |
| <b>TRAINING / HANDBOOKS / SOPS FOR EMPLOYEES &amp; STUDENTS</b>            |                           |   |
| Employee Video   | <input type="checkbox"/>  |   |
| Student Video  | <input type="checkbox"/>  |   |
| Student Handbook   | <input type="checkbox"/>  |   |
| Employee Handbook /SOP   | <input type="checkbox"/>  |   |
| <b><i>EXTENUATING CIRCUMSTANCES (Other)</i></b>                            |                           |   |
|  | Student<br>Or<br>Employee |   |
|  | Student<br>Or<br>Employee |   |
|  | Student<br>Or<br>Employee |   |
| <b><i>MAINTENANCE / FACILITIES CONCERNS (RELATED TO COVID-19 ONLY)</i></b> |                           |   |
| Be specific: Identify location and priority need                           |                           |   |
|  |                           |   |
|  |                           |   |

### How a COVID-19 Outbreak Could Affect Workplaces

Similar to influenza viruses, SARS-CoV-2, the virus that causes COVID-19, has the potential to cause extensive outbreaks. Under conditions associated with widespread person-to-person spread, multiple areas of the island and schools may see impacts at the same time. In the absence of a vaccine, an outbreak may also be an extended event.

As a result, workplaces may experience:

**Absenteeism.** Workers could be absent because they are sick; are caregivers for sick family members; are caregivers for children if schools or day care centers are closed; have at-risk people at home, such as immunocompromised family members; or are afraid to come to work because of fear of possible exposure.

**Change in patterns of commerce.** Consumer demand for items related to infection prevention (e.g., sanitizer, bleach) is likely to increase significantly, while consumer interest in other goods may decline. Consumers may also change shopping patterns because of a COVID-19 outbreak. Consumers may try to shop at off-peak hours to reduce contact with other people, show increased interest in home delivery services, or prefer other options, such as drive-through service, to reduce person-to-person contact.

**Interrupted supply/delivery.** Shipments of items from geographic areas severely affected by COVID-19 may be delayed or cancelled with or without notification.

### Steps All Employers Can Take to Reduce Workers' Risk of Exposure to COVID19

This section describes basic steps that every employer can take to reduce the risk of worker exposure to SARS-CoV-2, the virus that causes COVID-19, in their workplace. Later sections of this guidance—including those focusing on jobs classified as having low, medium, high, and very high exposure risks—provide specific recommendations for employers and workers within specific risk categories.

#### Develop an Infectious Disease Preparedness and Response Plan

If one does not already exist, develop an infectious disease preparedness and response plan that can help guide protective actions against COVID-19.

Stay abreast of guidance from federal, state, local, tribal, and/or territorial health agencies, and consider how to incorporate those recommendations and resources into workplace-specific plans.

Plans should consider and address the level(s) of risk associated with various worksites and job tasks workers perform at those sites. Such considerations may include:

- Where, how, and to what sources of SARS-CoV-2 might workers be exposed, including:
  - The general public, customers, and coworkers;
  - Sick individuals or those at particularly high risk of infection (e.g., international travelers who have visited locations with widespread sustained (ongoing) COVID-19 transmission, healthcare workers who have had unprotected exposures to people known to have, or suspected of having, COVID-19).

- Non-occupational risk factors at home and in community settings.

The OSHA COVID-19 webpage provides additional information about OSHA standards and requirements, including requirements in states that operate their own OSHA-approved State Plans, recordkeeping requirements and injury/illness recording criteria, and applications of standards related to sanitation and communication of risks related to hazardous chemicals that may be in common sanitizers and sterilizers. See: [www.osha.gov/SLTC/covid-19/standards.html](https://www.osha.gov/SLTC/covid-19/standards.html).

# GUAM DEPARTMENT OF EDUCATION

## COVID-19 Re-Opening Safety Plan

**Instructions:** Use this form to document your thinking about how you and your employees will keep safe at work during the COVID-19 pandemic. Provide as much information in response to each question as possible. This information will help your employees and customers to know exactly what to do and what to expect.

The COVID-19 pandemic is an evolving situation – review your plan regularly and make changes as required. Use the planning checklist to guide you in this endeavor.

When complete, please submit to the Deputy Superintendent of Educational Support and Community Learning.

### School/Office Details

School Site:

Office Lead Name:

Date completed:

Date Submitted:

Date of Approval:

Revision date:

Refer to Executive Orders, DPHSS Guidance, and other resources on operating safely.

|   | DESCRIBE WHAT YOU WILL DO   | WHO IS RESPONSIBLE |
|---|---|--------------------|
| How will you manage the risks of restarting part or all of your operations?                   | <b>Consider:</b> Changed procedures, changed rosters, hygiene disinfecting requirements (surfaces, separation, toilet), maintenance, ventilation systems.<br><i>Example: Restart the line – carry out restart procedure and sterilize all touch surfaces.</i> |                    |
| How will you ensure all employees are able to keep themselves safe from exposure to COVID-19? | <b>Consider:</b> Providing guidance, meetings to discuss distancing and hygiene, regular review.<br><i>Example: Ensure our procedures are up-to-date by a daily review of DOE/DPHSS guidance.</i>   |                    |



## COVID-19 Re-Opening Safety Plan

|  | DESCRIBE WHAT YOU WILL DO  | WHO IS RESPONSIBLE |
|--|--|--------------------|
| How will you gather information on your employees' wellness to ensure they are safe and well to work?  | <p><b>Consider:</b> Development of SOP for daily checks on employees' health, discussing options with workers, follow-up procedures for ill workers, contact tracing information.</p> <p><i>Example: To find out if employees are well when they come to work, we will ask each worker basic questions about their physical and mental health.</i></p>   |                    |
| How will you check to see if your work processes and risk controls are effective?  | <p><b>Consider:</b> Adapting plans as you find better/easier ways to do things, how to ensure workers are raising concerns or solutions, conducting regular reviews of your plan, communicating changes.</p>   |                    |
| How do any changes impact on the risks of the work you do?   | <p><b>Consider:</b> With employees, review existing critical risks and whether work practice changes will affect current risk management, are any new critical risks introduced due to changes in employee numbers, work practices, what new risk controls are required?</p> <p><i>Example: Regular check-ins with workers about how they're coping with the change to shift work.</i></p>   |                    |
| <p>How will you operate your campus/office in a way that keeps employees and customers safe from exposure to COVID-19?</p> <p>How will you manage an exposure or suspected exposure to COVID-19?</p> | <p><b>Consider:</b> Who needs to be in the workplace, employee input into different ways of working, what other people or businesses you'll have to interact with, ensuring separation distances, disinfecting surfaces, shared equipment, equipment for remote workers, training requirements, physical separation or PPE requirements, worker transport.</p> <p><i>Example: We will review guidance on the Governor/DPHSS website and to be sure we are cleaning surfaces the right way with the right disinfectant.</i></p> |                    |

The primary criteria for reopening will relate to physical protection against the coronavirus. GDOE may start by reopening facilities on a limited basis to allow for basic operations. Aside from this - a practical consideration is the availability of school personnel. Teacher and student numbers in classrooms must be determined which will have an impact on the typical school day. Using the campus survey as a starting point for planning with the maximum number of students and staff on the campus (using the 6ft physical distance formula requirements).

## Opening of School for Students

### Keep Children in School When Healthy

*Until PCOR4 is declared, attendance policies will remain flexible. Parents and schools must remain in communication regarding student attendance issues.*

All students should be taught good hand and respiratory hygiene practices. These practices include frequent handwashing (see graphic), covering a cough or sneeze with a flexed elbow or tissue, throwing away the tissue into a closed bin, and not touching their eyes, mouths or noses if they haven't properly washed their hands.

### Help Children Cope With the Stress

Children may respond to stress in different ways. Common responses include having difficulties sleeping, bedwetting, having pain in the stomach or head, and being anxious, withdrawn, angry, clingy or afraid to be left alone. Respond to children's reactions in a supportive way and explain to them that they are normal reactions to an abnormal situation. Listen to their concerns and take time to comfort them and give them affection, reassure them they're safe and praise them frequently

If possible, create opportunities for children to play and relax. Keep regular routines and schedules as much as possible, especially before they go to sleep, or help create new ones in a new environment. Provide age-appropriate facts about what has happened, explain what is going on and give them clear examples on what they can do to help protect themselves and others from infection. Share information about what could happen in a reassuring way.

For example, if your child is feeling sick and staying at home or the hospital, you could say, "You have to stay at home/at the hospital because it is safer for you and your friends. I know it is hard (maybe scary or even boring) at times, but we need to follow the rules to keep ourselves and others safe. Things will go back to normal soon."

For additional information you may contact GDOE Student Support Services Division.

### Implement Targeted Health Education

Integrate disease prevention and control in daily activities and lessons. Ensure content is age-, gender-, ethnicity-, and disability-responsive and activities are built into existing subjects.

Below are suggestions on how to engage students of different ages on preventing and controlling the spread of COVID-19 and other viruses. Activities should be contextualized further based on the specific needs of children (language, ability, gender, etc.).

### Preschool

- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands frequently
- Sing a song while washing hands to practice the recommended 20 second duration.
- Children can "practice" washing their hands with hand sanitizer
- Develop a way to track hand washing and reward for frequent/timely hand washing

- Use puppets or dolls to demonstrate symptoms (sneezing, coughing, fever) and what to do if they feel sick (i.e. their head hurts, their stomach hurts, they feel hot or extra tired) and how to comfort someone who is sick (cultivating empathy and safe caring behaviors)
- Have children sit further apart from one another, have them practice stretching their arms out or 'flap their wings', they should keep enough space to not touch their friends.

### **Elementary School**

- Make sure to listen to children's concerns and answer their questions in an age-appropriate manner; don't overwhelm them with too much information. Encourage them to express and communicate their feelings. Discuss the different reactions they may experience and explain that these are normal reactions to an abnormal situation
- Emphasize that children can do a lot to keep themselves and others safe
- Introduce the concept of physical distancing (standing further away from friends, avoiding large crowds, not touching people if you don't need to, etc.)
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Help children understand the basic concepts of disease prevention and control. Use exercises that demonstrate how germs can spread. For example, by putting colored water in a spray bottle and spraying over a piece of white paper. Observe how far the droplets travel
- Demonstrate why it is important to wash hands for 20 seconds with soap and water
- Put a small amount of glitter in students' hands and have them wash them with just water, notice how much glitter remains, then have them wash for 20 seconds with soap and water
- Have students analyze texts to identify high risk behaviors and suggest modifying behaviors. Use scenarios for example, a teacher comes to school with a cold. He sneezes and covers it with his hand. He shakes hands with a colleague. He wipes his hands after with a handkerchief then goes to class to teach. What did the teacher do that was risky? What should he have done instead?

### **Middle School**

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
- Introduce the concept of physical distancing
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands
- Remind students that they can model healthy behaviors for their families
- Encourage students to prevent and address stigma in schools.
- Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings

- Build students' agency and have them promote facts about public health. Have students make their own Public Service Announcements through school announcements and posters
- Incorporate relevant health education into other subjects
  - Science can cover the study of viruses, disease transmission and the importance of vaccinations
  - Social studies can focus on the history of pandemics and evolution of policies on public health and safety
  - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens

### High School

- Make sure to listen to students' concerns and answer their questions.
- Emphasize that students can do a lot to keep themselves and others safe.
- Introduce the concept of physical distancing
- Focus on good health behaviors, such as covering coughs and sneezes with the elbow and washing hands. Encourage students to prevent and address stigma
  - Discuss the different reactions they may experience and explain these are normal reactions to an abnormal situation. Encourage them to express and communicate their feelings.
- Incorporate relevant health education into other subjects
  - Science courses can cover the study of viruses, disease transmission and the importance of vaccinations
  - Social studies can focus on the history of pandemics and their secondary effects and investigate how public policies can promote tolerance and social cohesion.
- Have students make their own Public Service Announcements via social media, radio or even local television broadcasting
  - Media literacy lessons can empower students to be critical thinkers and makers, effective communicators and active citizens.

### Safety Considerations

- How Germs Spread

The virus that causes COVID-19 is thought to spread mainly from person to person, mainly through respiratory droplets produced when an infected person coughs or sneezes. These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Spread is more likely when people are in close contact with one another (within about 6 feet).

- Hand Hygiene

Washing hands can keep you healthy and prevent the spread of respiratory and diarrheal infections from one person to the next. Germs can spread from other people or surfaces when you:

- Touch your eyes, nose, and mouth with unwashed hands
- Prepare or eat food and drinks with unwashed hands
- Touch a contaminated surface or objects
- Blow your nose, cough, or sneeze into hands and then touch other people's hands or common objects

***Washing your hands is one of the most effective ways to prevent the spread of germs.*** Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.

- Hand Washing and Physical Distancing Protocol

1. **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
2. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
3. Avoid touching your eyes, nose, and mouth with unwashed hands.
4. Avoid close contact.
5. Avoid close contact with people who are sick, even inside your home. If possible, maintain 6 feet between the person who is sick and other household members.
6. Put distance between yourself and other people outside of your home. **Stay at least 6 feet (about 2 arms' length) from other people.**
7. Remember that some people without symptoms may be able to spread virus.
8. Do not gather in groups. Stay out of crowded places and avoid mass gatherings.
9. Cover your mouth and nose with a face cover when around others
10. You could spread COVID-19 to others even if you do not feel sick
11. Everyone should wear a **face cover** when they have to go out in public, for example to the grocery store or to pick up other necessities. The cloth face cover is meant to protect other people in case you are infected.
12. Face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
13. Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for physical distancing.
14. Cover coughs and sneezes

15. If you are in a private setting and do not have on your cloth face covering, remember to always cover your mouth and nose with a tissue when you cough or sneeze or use the inside of your elbow.
16. Throw used tissues in the trash.
17. Immediately wash your hands with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% ethanol or 70% isopropanol.
18. If tissues are unavailable, encourage individuals to cough or sneeze into their upper sleeve or elbow, not onto their hands. Then they should wash their hands.
19. Wash hands often with soap and water for 20 seconds. If soap and water are not available, use an alcohol-based hand rub with at least 60% ethanol or 70% isopropanol.

# Stop Germs! Wash Your Hands.

## When?

- After using the bathroom
- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone at home who is sick with vomiting or diarrhea
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage



## How?



**Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.



**Lather** your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.



**Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.



**Rinse** hands well under clean, running water.



**Dry** hands using a clean towel or air dry them.

**Keeping hands clean is one of the most important things we can do to stop the spread of germs and stay healthy.**

LIFE IS BETTER WITH

**CLEAN HANDS**



### ALTERNATIVES

If there is no hand soap in the home, you can also use shampoo or dish soap for hand washing.

[www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)



This material was developed by CDC. The Life Is Better with Clean Hands Campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.

CS310077-A

## Personal Protective Equipment (PPE) Expectations

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

Using Personal Protective Equipment (PPE) is based upon several precautionary factors including local health officer/department guidance, level of COVID-19 contagion in the community and the role and the responsibility of the individual. For unlicensed assistive personnel (non-licensed paraprofessionals), specific training may need to be offered, with return demonstration, in order to teach proper donning and doffing of PPE. Inappropriate procedures for donning and doffing will increase the risk of contamination. The use of personal protective equipment will vary depending on the role or situation in the educational setting and may include using:

- Masks (surgical or N-95)
- Face shields
- Gloves
- Gowns

### **Surgical Facemasks:**

1. DPHSS and CDC guidelines may require or recommend face masks to be worn. The guidelines may change.
2. PPE grade face masks (Surgical masks [face masks] and N-95 Respirators) should be reserved for health care providers who are assessing students and providing health care services
3. Individuals should be careful not to touch their eyes, nose, and mouth when removing their face covering and wash hands immediately after removing. Cloth face masks should be routinely washed in a washing machine
4. Health care providers should receive job-specific training on donning, removing and disposing of PPE and demonstrated competency with selection and proper use

### **Gloves (non-latex)**

Wear gloves when it can be reasonably anticipated that contact with respiratory, blood, gastrointestinal fluids or other potentially infectious materials, mucous membranes, nonintact (broken) skin, or potentially contaminated intact skin (e.g., of a student incontinent of stool, urine or vomit) could occur.



## Gowns

There may be a need to consider non sterile disposable patient isolation gowns when sputum or other bodily contents may come into contact with an employee's clothing such as a one on one health aid or during suctioning procedures.

## Cloth Face Coverings<sup>3</sup>

While not considered personal protective equipment, cloth face coverings may be ordered by GDOE. According to the CDC (2020), "Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance." Cloth face coverings should be washed daily. Care should be taken to avoid touching one's face while wearing cloth face coverings.

## FERPA & Coronavirus 2019

The United States Department of Education (USDOE) provided guidance for educational agencies and institutions, such as school districts, schools, colleges and universities, can play an important role in slowing the spread of COVID-19 in U.S. communities. Through information sharing and coordination with public health departments, educational agencies and institutions can help protect their schools and communities.

The purpose of this guidance is to assist school officials in protecting student privacy in the context of COVID-19 as they consider the disclosure of personally identifiable information (PII) from student education records to individuals and entities who may not already have access to that information. School officials should work with their State and local public health officials to determine the information needed to address this public health concern. Understanding how, what, and when information can be shared is a critical part of preparedness. ***Please refer to GEB Policy 825 for guidance.***

## ● CLEANING AND DISINFECTING

Clean and disinfect frequently touched surfaces at least two times daily. High frequent/traffic areas should be cleaned hourly. Listed below are disinfectant protocols and checklist provided by the Environmental Protection Agency as well as further actions to take when shutting down operations due to a positive COVID-19 event.

It is recommended to use EPA-registered household disinfectants. A list of the approved disinfectants and guidance on how to ensure safe and effective use of the product may be found at the following websites:

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<sup>3</sup> <https://www.cdc.gov/coronavirus/2019-ncov/downloads/cloth-face-coverings-information.pdf>

- CDC Guidance on Disinfecting - <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>
- List N: Disinfectants for Use Against SARS-CoV-2 | US EPA- <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-COVID-19>

Following the CDC guidelines, diluted household solutions may be used if appropriate for the surface.

- Check the label to see if your bleach is intended for disinfection and has a sodium hypochlorite concentration of 5%–6%. Ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection.
- Unexpired household bleach will be effective against coronaviruses when properly diluted.
- **Follow manufacturer’s instructions** for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
- **Leave solution** on the surface for **at least 1 minute.**  
**To make a bleach solution, mix:**
  - 5 tablespoons (1/3rd cup) bleach per gallon of room temperature water  
OR
  - 4 teaspoons bleach per quart of room temperature water
- Bleach solutions will be effective for disinfection up to 24 hours

#### Basic Cleaning and Disinfecting Information

1. Clean and disinfect high touch areas/surfaces within the educational setting using EPA approved disinfectants. These areas or surfaces may include but are not limited to:
 

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Door knobs/handles</li> <li>• Light switches (unless electronically sensed)</li> <li>• Desktops</li> <li>• Sink faucet &amp; handles</li> <li>• Water refill stations/water fountains</li> <li>• Restrooms knobs</li> </ul> | <ul style="list-style-type: none"> <li>• Keyboards, tablets, mouse, copy machines, phones and laptops</li> <li>• Playground equipment</li> <li>• Shared objects (art supplies)</li> <li>• Counters that students frequently touch (office, library)</li> </ul> |
|--|--|
2. Clean and disinfect frequently touched surfaces on school buses at least daily. Please refer to <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html> Follow manufacturer’s guidelines for correct application, and use of EPA

approved disinfectants. Keep products out of reach and away from children, preferably in a locked cabinet

3. Consider having hand sanitizer dispensers in all classrooms and offices and in the event hand sanitizers are not available, frequent hand washing should be implemented.
4. During COVID-19, discourage toys, blankets, pillows, from home being brought to school

#### Protocols and Checklists

The goal is to establish a sanitary baseline before the site opens. The site should be 100% disinfected prior to anyone returning to work. Take unique, office-specific circumstances into consideration when sanitizing and disinfecting.

**COVID-19 “deep-cleaning” is triggered when an active employee or student is identified as being COVID-19 positive by testing. Sites may opt to have a deep cleaning performed for presumed cases, at their discretion.**

Deep cleaning should be performed as soon after the confirmation of a positive test as practical. Follow Confirmed COVID-19 Case Flowchart.

Notwithstanding the above, if an active employee or student is confirmed to have a COVID-19 positive test, GDOE may choose, in lieu of performing deep cleaning, to shut down the facility for a period of at least 72 hours to allow for natural deactivation of the virus, followed by site personnel performing a comprehensive disinfection of all common surfaces.

1. Identify an approved external company that should carry out the deep cleaning activity; this company must have the minimum requirements of:
  - Trained personnel to execute the process of cleaning, disinfection and disposal of hazardous waste
  - Proper equipment and PPE to perform the task
  - All necessary procedures and local authorizations or permits to perform disinfection services and manage any wastes generates
  - Use of approved COVID-19 disinfectant chemicals to perform this activity
2. The Back-to-Work taskforce should coordinate and supervise the cleaning and disinfection process. They must ensure that:
  - There is a specific plan and strategy to clean all site, machinery / equipment, common areas, offices and any typical areas where employees interact
  - Only authorized people can access the site during the cleaning operation
  - All 3rd party team members are using any required PPE and that it is also properly disposed at the end of the process

- Assure that employees are made aware that the work areas have been disinfected
3. Personal Protective equipment (PPE) requirements for the Deep Cleaning team:
- The use of PPE is to be determined by the cleaning contractor based on the chemicals used to conduct the disinfecting process including proper wearing, storage, cleaning, decontamination and disposal of PPE as biohazard waste.
4. Disposal
- At the end of the process the cleaning company must follow the local regulations to dispose of all the PPE and cleaning material used in the proper manner.

*Deep Cleaning & Disinfecting Checklist*

- ☐ Deep clean or disinfect the entire office/facility prior to anyone returning to work.
- ☐ Clean/disinfect HVAC air filters.
- ☐ The cleaning steps outlined below should be taken routinely to disinfect workplace surfaces, chairs, tables, etc. and to protect employees.
- ☐ Put tight controls in place on who enters and exits the site during the cleaning shutdown
  - Security
  - Sanitization vendors
  - Task Force team members, as needed
- ☐ Service providers or employees should sanitize and disinfect all areas of the site with special attention to
- ☐ Mailroom and Printer Equipment
- ☐ Workstations and equipment
- ☐ Screens on Work Area
- ☐ Common surface areas
- ☐ Restrooms
- ☐ Cafeterias
- ☐ Lockers
- ☐ General Disinfection Measures
- ☐ This checklist should be implemented in facilities to reduce the risk of spread of infection
- ☐ The cleaning steps outlined below should be taken routinely, based on frequency mentioned to disinfect workplace surfaces, chairs, tables, etc. and protect employees

- ☐ Along with these workplace disinfection activities, proper personal sanitary practices including washing hands after bathroom use are also necessary

#### Disinfection Frequency at Workstations and Offices

| <b>Disinfectant to use:</b><br>Hospital grade disinfectant or fresh 10% chlorine bleach solution (sodium hypochlorite solution), as appropriate |                                       |  |                                     |  |
|---|---------------------------------------|--|-------------------------------------|--|
| #   | Area/Place                            | Disinfection Content   | Disinfection Measures               | Frequency  |
| 1   | Work site common surfaces             | Including control buttons, tools, and other common surfaces  | Spray with handheld sprayer or wipe | Minimum at the end of each "shift"   |
| 2   | Offices, desks, and conference rooms  | Table and chair surface                                      | Spray with handheld sprayer or wipe | At the end of each meeting and end of day  |
| 3   | Conveyor belts                        | Wipe areas of common employee interphase                     | Spray with sprayer                  | At least once respectively in the morning and afternoon  |
| 4   | Moveable trays or containers          | Handles and other commonly touched areas                     | Spray with sprayer                  | Based on use; Once per "shift" if contacted by 1 person only; otherwise, between users At least four times per day |
| 5   | General objects often used or touched | Doors and windows, handles, faucets, sinks, and bathrooms    | Spray with handheld sprayer or wipe |  |
| 6   | Breakrooms Cafeterias                 | Table and chair surfaces, dispensers, vending machines, etc. | Spray with sprayer                  | Generally, 3 or more times per "shift" to include after all breaks and meals                                       |
| 7   | Countertops and Tables                | Disinfection of countertops and table surfaces               | Spray with sprayer                  | After use  |

|    |  |   |                    |  |
|----|--|---|--------------------|--|
| 8  | Water bottle stations                  | Interface surfaces (pay, selection and vending surfaces)                    | Spray with sprayer | Generally, 3 or more times per “shift” to include after all breaks and meals |
| 9  | Forklifts<br>Official Vehicles         | Wipe areas of common human interaction                                      | Spray with sprayer | After each use   |
| 10 | Multi-user safety vest and another PPE | All surfaces  | Spray with sprayer | Not applicable/ not allowed  |
| 11 | Transport vehicles                     | Common surfaces (e.g. seat surfaces rails, belts, door and window controls) | Spray with sprayer | Before and after each use  |
| 12 | All floors and walls                   | All general floors and walls at site  | Mop                | Periodic, where frequently touched; mop hard surfaces daily                  |

## ● **SAFE WORK PRACTICES**

### Promoting Behaviors That Reduce Spread

According to the CDC, the more people a student or employee interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school/central office settings as follows:

| LOWEST RISK  | MORE RISK  | HIGHEST RISK  |
|--|--|---|
| <p>Students and teachers engage in virtual-only classes, activities, and events.</p> <p>Customers make appointments and number of employees/visitors is limited to maintain physical distancing. PPE is used and maintained throughout operational period.</p> | <p>Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to</p> | <p>Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.</p> <p>No physical distancing requirements being maintained</p> |

|  |  |  |
|--|--|--|
|  | <p>accommodate smaller class sizes).</p> <p>Increased flow of customers to offices where physical distancing is limited and PPE is limited where not all employees are provided.</p> | and limited to no PPE being used by employees. |
|--|--|--|

### Students/Employees Staying Home when Appropriate

- Educate employees and families about when they/their child(ren) should stay home and when they can return to school. Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 or a person who has shown symptoms of COVID-19 to stay home.
- Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
- Employees and students should stay home if they have tested positive for or are showing COVID-19 symptoms.
- Employees and students who have recently had close contact with a person with COVID-19 should also stay home and follow the Department of Public Health and Social Services Quarantine Protocol please see Appendix A.

*GDOE should utilize the CDC's criteria and DPHSS's guidance to help inform when employees should return to work if they have been sick with COVID-19, or if they have recently had close contact with a person with COVID-19.*

## Adequate Supplies

Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.

## Signs and Messages

Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).

Broadcast regular announcements on reducing the spread of COVID-19 on PA systems, school/district websites, SWIFT K-12, and other social media platforms as appropriate. Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with employees and families (such as on school websites, in emails, and on school social media accounts).

## ● ADMINISTRATIVE CONTROLS

Administrative controls require action by the employee or employer. Typically, administrative controls are changes in work policy or procedures to reduce or minimize exposures to a hazard, could include:

- All students, employees and contractors are encouraged to stay home if they are not feeling well.
- Minimize contact among employees, vendors, and visitors by replacing face-to face meetings with virtual communication and implement telework if feasible.
- Establish alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing for physical distance from one another while maintaining a full onsite work week.
- Discontinuing nonessential travel to locations with ongoing COVID-19 outbreaks. Regularly check CDC travel warning levels at: [www.cdc.gov/coronavirus/2019-ncov/travelers](https://www.cdc.gov/coronavirus/2019-ncov/travelers).
- Developing emergency communications plans, including a forum for answering employees' concerns via internet-based communications, if feasible.
- Providing employees with up-to-date education and training on COVID-19 risk factors and protective behaviors (e.g., cough etiquette and care of PPE).
- Training employees who need to use PPEs on how to use and wear it, and take it off correctly. Training materials should be easy to understand. Also provide training to those personnel conducting screening requirements.



- Providing resources and a work environment that promotes personal hygiene. For example, providing tissues, no-touch trash cans, hand soap, alcohol-based hand rubs containing at least 60% alcohol, disinfectants, and disposable towels for employees to clean their work surfaces.
- Requiring regular hand washing or using of an alcohol-based hand rubs. Employees should always wash hands when visibly soiled and after removing any PPE.
- Post handwashing signs in the restrooms.
- Students and employees who have tested positive or have been in close contact with someone who have tested positive for COVID-19 should stay home and monitor their health.<sup>4</sup> Clearance would need to be presented before the student or employee can return. (Please refer to section VII)

#### Guidelines for At-Risk Employees

GDOE aims to promote and provide a safe and healthy environment for all employees and students. Guidance for employees will be flexible given individual situations and protocols set by the DPHSS pertaining to workplace safety.

**Additional guidance regarding employee duties and responsibilities specific to COVID-19 accommodations will be issued separately by the GDOE Human Resources department.**

- Occupational Risk Pyramid

Occupational Safety and Health Administration (OSHA) classifies worker exposure to SARS-CoV-2, the virus that causes COVID-19. To help employers determine the appropriate precautions, OSHA has divided tasks into four risk exposure levels.<sup>5</sup>

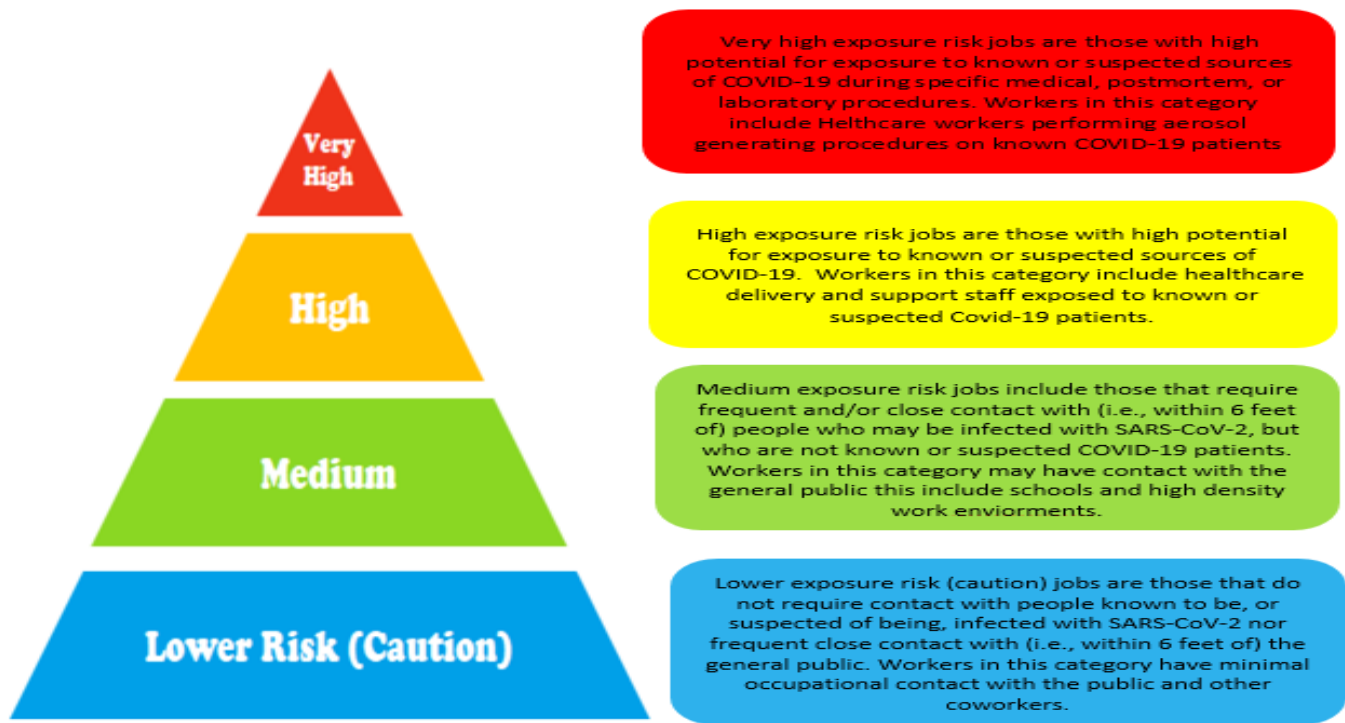
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<sup>4</sup> Guidelines excerpts taken from: Centers for Disease Control and Prevention. (May 2020), CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again. Retrieved May 22, 2020, <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

<sup>5</sup> Guidance on Preparing Workplaces for Covid-19. (March 2020), Retrieved June 8, 2020, <https://www.osha.gov/Publications/OSHA3990.pdf>

## Occupational Risk Pyramid (OSHA)

### Occupational Risk Pyramid for COVID-19



- **Employees Who Are At Higher Risk<sup>6</sup>**

COVID-19 is a new disease and there is limited information regarding risk factors for severe disease. Based on currently available information and clinical expertise, older adults and people of any age who have serious underlying medical conditions might be at higher risk for severe illness from COVID-19.

Based on what we know now, those at high-risk for severe illness from COVID-19 are:

- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including: People with chronic lung disease or moderate to severe asthma, serious heart conditions, weakened immune systems, severe obesity, diabetes, chronic kidney disease undergoing dialysis, or liver disease.

<sup>6</sup> Centers for Disease Control and Prevention. (May 2020), *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again*. Retrieved May 21, 2020, <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

Given this risk, the CDC recommends that those at higher risk take specific actions to reduce their risk of getting COVID-19, including:

- Take everyday precautions to keep space between oneself and others.
  - When in public, keep away from others who are sick, limit close contact and wash hands often.
  - Avoid crowds as much as possible.
  - During a COVID-19 outbreak in one's community, the CDC recommends that at-risk individuals stay home as much as possible.
- Responding to Higher Risk Employees Regarding COVID-19

Employees may refuse to work and/or seek leave from work because they are at higher risk of complications from COVID-19 than other employees and fearful of exposure. For essential businesses that are continuing their on-site operations, these issues are especially acute as absenteeism may adversely affect operations.

To those at higher risk, many of these precautions may seem inconsistent with the notion of coming to work, where there is a heightened risk of exposure due to the proximity of coworkers, customers, and others present in the workplace.

In addition to the precautions employers are taking generally regarding hygiene and environmental measures, the CDC recommends actions that a higher risk individual can take. Employers can communicate to higher risk individuals that they can and should take these actions when at work.

- If an employee has symptoms of COVID-19, send them home to avoid contact with other employees, including higher risk individuals.
- Provide higher risk individuals with the CDC and WHO information self-protection literature.
- Encourage all employees, but especially higher risk individuals, to wash their hands often with soap and water for at least 20 seconds, especially after blowing one's nose, coughing, or sneezing, or having been in a public place.
- Reassure higher risk employees that they will not be penalized for taking more breaks to engage in hygiene related measures.
- Provide a supply of hand sanitizer and tissues to each higher risk employee to keep in their workspace (at least 60 percent alcohol).
- Adopt a higher frequency schedule of cleaning and disinfection for surfaces with which higher risk individuals may come in contact (e.g., desks, tables, doorknobs, light switches, handles, toilets, faucets, sinks, etc.).
- Consider whether the higher risk individual's workspace can be reconfigured or relocated to limit exposure to coworkers within six feet.

- Suggest that the higher risk individuals advise coworkers to maintain a distance of at least six feet from their workspace, if feasible.
  - Do not require higher risk individuals to meet or work in and around crowded spaces, especially those that are poorly ventilated or closed-in settings with little air circulation.
  - Educate the workforce generally that some people may be at higher risk for severe illness, such as older adults and those with chronic medical conditions, and that higher risk individuals may maintain a distance from coworkers for this reason.
- **Maintaining Healthy Operations**
    - Implement flexible sick leave policies and practices, if feasible.
    - Monitor employee absenteeism and have a roster of trained back-up employees.
    - Monitor health clinic traffic. School nurses and other healthcare providers play an important role in monitoring health clinic traffic and the types of illnesses and symptoms among students.
    - Designate an employee to be responsible for responding to COVID-19 concerns. Everyone should know who this person is and how to contact them.
    - Create a communication system for employees and families for self-reporting of symptoms and notification of exposures and closures.
    - Support coping and resilience among employees and children.

#### ***Daily Temperature and COVID-19 Symptom Screening***

All Guam Department of Education employees, prior to entering central office or school locations, should be familiar with Coronavirus (COVID-19) symptoms and conduct their own initial screening at home. If you are sick, stay home and notify your supervisor.

| GDOE Employees                                   | Students  | Visitors  |
|--|---|---|
| Daily self-symptom check prior to coming to work | If indicated by DPHSS, daily student temperature and symptoms checks by parent/guardian before school and monitoring at school. | Temp check upon arrival<br>Screen for COVID-19 symptoms |
| Daily temperature check at work                  | Daily temperature checks at school  | Daily temperature checks at central office or schools   |

Upon arrival to school/central office, students, employees, and visitors will be screened by trained staff for symptoms, utilizing a non-contact thermometer for temperature recordings. All schools and central office will be issued a no-contact infrared body thermometer with instructions on how to use it. When conducting symptom screening, ensure that safety and consideration is followed with any applicable privacy laws and regulations. **Ensure that confidentiality is respected.<sup>7</sup> Furthermore, no entry will be granted to employees and visitors if temperature is 100°F or above, in accordance with DPHSS guidelines.**

- If 12-month employees exhibit a fever of 100.4° F and above during the summer, ask the employee to contact the Community Health and Nursing Services Administrator (CHNSA) to provide guidance on symptoms and possible referral. Contact at 300 1637 or email: [jcquinene@gdoe.net](mailto:jcquinene@gdoe.net).
  - Once School Health Counselors report for the start of the new school year, they will continue providing symptom screening support at the various schools.
- All employees are to complete a **GDOE Employee COVID-19 Screening Form** (only once and submit to their supervisor for record keeping)
  - Emphasis that changes on the **GDOE Employee COVID-19 Screening Form** needs to be shared with their supervisor IMMEDIATELY or ASAP (for example: experiencing COVID-19 symptoms, you are returning from off island traveling, or if you were identified as a critical contact to a confirmed COVID-19 case).
- For daily temperature monitoring, schools/Central Office can generate an employee listing with daily temperature recordings.

<sup>7</sup> Guidelines excerpts taken from: Centers for Disease Control and Prevention. (May 2020), CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again. Retrieved May 22, 2020, <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf#page=45>

- Central office symptom and temperature monitoring will be conducted at the 1<sup>st</sup> floor main entrance until all divisions will receive supplies of **INFRARED BODY THERMOMETER – no contact** and PPEs.
- For visitors – temperature readings will be recorded on the **GDOE COVID-19 VISITORS SCREENING LOG**
  - For the central office - visitors and employees' temperature recording will be safely stored with the CHNSA. Once thermometers will be issued to the divisions, division heads will be responsible for storing employee symptoms and temperature recordings.
  - For schools - symptom screening and temperature recording will be stored safely. The School Administrator can delegate staff.

#### Healthy Hygiene Procedures

- Teach and reinforce use of cloth face coverings among all students and employees. All students, school/central office employees, contractors or visitors are required to wear a face covering before entering the campus/central office buildings. Additionally, all students need to wear a face covering before they enter the school bus.
- Schools/central office buildings will post signage to promote healthy hygiene procedures. Students will wash/sanitize their hands when entering the school campus.
- Students and employees should wash their hands frequently with soap and water for more than 20 seconds to include after coughing or sneezing or blowing their nose. If soap and water are not available, use of a hand sanitizer that contains at least 60% alcohol should be used.<sup>8</sup>
- Signage will be placed on floors to ensure that there is six feet physical distance and limit the amount of people allowed in each area at any given time.

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<sup>8</sup> Guidelines excerpts taken from: Centers for Disease Control and Prevention: How to Protect Yourself & Others. Retrieved May 22, 2020, <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>

- **SCHOOL LEVEL FIRST AID**

First aid situations, whenever possible, should be handled by the student and in the classroom to prevent office congregation and possible cross exposure. The following recommendations are made:

- Schools shall publish a list of all personnel who are currently certified in First Aide to assist.
- All classrooms are stocked with first aid supplies.
- School nurses are available for Telehealth support.
- To the extent possible, students provide self-care with staff direction and physical distancing.
- Teachers should call the School Health Counselor (SHC) or Licensed Practical Nurse (LPN) before sending the injured or sick student to the office.
- Students are triaged over the phone, only those sent with valid health concerns are sent for additional treatment to the office.
- See the following chart for guidance on when to send students to the nurse's office or keep in the classroom.

Preparing, Triaging, Monitoring Symptomatic & Sick Space<sup>9</sup>

- If it is determined that students need additional support and are sent to the nurse's office, students should be triaged prior to coming to the office.
- For a person who is not coughing or sneezing, did not undergo an aerosolized generating medical procedure (AGP), and occupied the room for a short period of time, any risk to health care personnel and subsequent patients likely dissipates over a matter of minutes. In addition to ensuring sufficient time for enough air changes to remove potentially infectious particles, healthcare personnel should clean and disinfect environmental surfaces and shared equipment before the room is used for another student.
- Isolate symptomatic students/employees as soon as possible, away from office staff and other students.
- Have the symptomatic person put on (don) a face mask (replace it if needed) and sit in a room separate from all other students/employees. Wash hands after touching the mask.
- Health services staff conducting any assessments on known ill individuals must wear Personal Protective Equipment (PPE). OSHA's regulations require protection for workers exposed to airborne infectious diseases such as COVID-19.
- Sick policies and guidelines should be established for employees and students that encourage individuals who are feeling ill or exhibit signs and symptoms to stay or go home.

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<sup>9</sup> <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

Teachers may contact the School Health Counselor or Licensed Practical Nurse prior to sending the student to the office if they are uncertain or need guidance about student care. Students should be triaged before they come to the office. If students or staff arrive at the office, those potentially feeling ill with COVID-19 symptoms should immediately be relocated to a quarantine area so as not to “contaminate” general health office space.

#### Valid School Nurse Office Visit

- Symptoms of COVID-19
- Scheduled medications that may not be delivered by classroom staff; allow physical distancing; stagger times
- Avulsed tooth
- Scheduled Specialized Physical Health Care Procedures
- Diabetic care
- Catheterization
- GTube Feedings
- Altered levels of consciousness/concussion
- Difficulty breathing
- Head injury/complaining of neck pain- DO NOT move, keep the student calm. Call 9-1-1
- Sudden vision impairment
- Diabetic “lows” or unconscious
- SEVERE bleeding or other traumatic injury; Call 9-1-1
- Severe abdominal/groin pain
- Seizure (uncontrolled movement) do not hold down, remove objects that may cause injury
- Students experiencing an allergic reaction
- Signs and symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C), which may include rash, swollen red eyes, hands, and feet.

#### S

#### Consider Classroom-Based Services

- Schedule medication administration times where students can be staggered.
- School Health Counselor or Licensed Practical Nurse could also visit classrooms and administer medication to the student (similar to hospital model).
- Students may self-administer his/her medication if indicated on the **Medication Consent Form** and approved by the Healthcare Provider and parent/guardian.
- Minor Toothache / Primary Tooth comes out
- Small paper cuts, abrasions, picked scabs.
- Wound care/ Ice pack for small bumps/bruises
- Localized bug bites.
- Minor headache or fatigue with no other symptoms.
- Mild stomach ache or nausea.
- Readily controlled nosebleeds, where the student can deliver self-care.

Anxiety/stress/psychological issue- try calming techniques and/or contact school psychologist or counselor



In general, school health offices will need to establish the following three areas:

| <b>General Waiting - Students waiting to be triaged (present to office with unscheduled needs)</b>   | <b>Well Student Area (those students that have scheduled medical needs e.g. procedures, meds)</b>   | <b>Students with COVID-19 Symptoms Area (may need multiple spaces)</b>   |
|--|---|--|
| <p>Students with non COVID-19 symptoms (e.g., injury, assessments)</p> <p>Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 quarantine area and call parent/send home.</p> <p>Physical distancing marked off</p> | <p>Area for well students with health care needs that cannot be addressed in the classroom (e.g. diabetic and other noncontagious health care needs).</p> <p>Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 quarantine area and call parent/send home.</p> <p>Physical distancing marked off</p> | <p>Areas for students with possible COVID-19 symptoms; away from others</p> <p>Physical distancing marked off or in separate rooms</p>   |
| <p>Employees conducting triage may consider wearing gloves and masks, depending on the level of COVID-19 community transmission.</p> <p>Plexiglas or plastic barriers may be in place.</p>   | <p>A trained employee or school nurse provides care. Employees delivering care may need to consider wearing gloves and masks.</p>   | <p>Additional non-health compromised employees may be necessary to monitor students in areas not visible by the school nurse.</p> <p>Employees should wear gloves and masks.</p> <p>Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms.</p> |

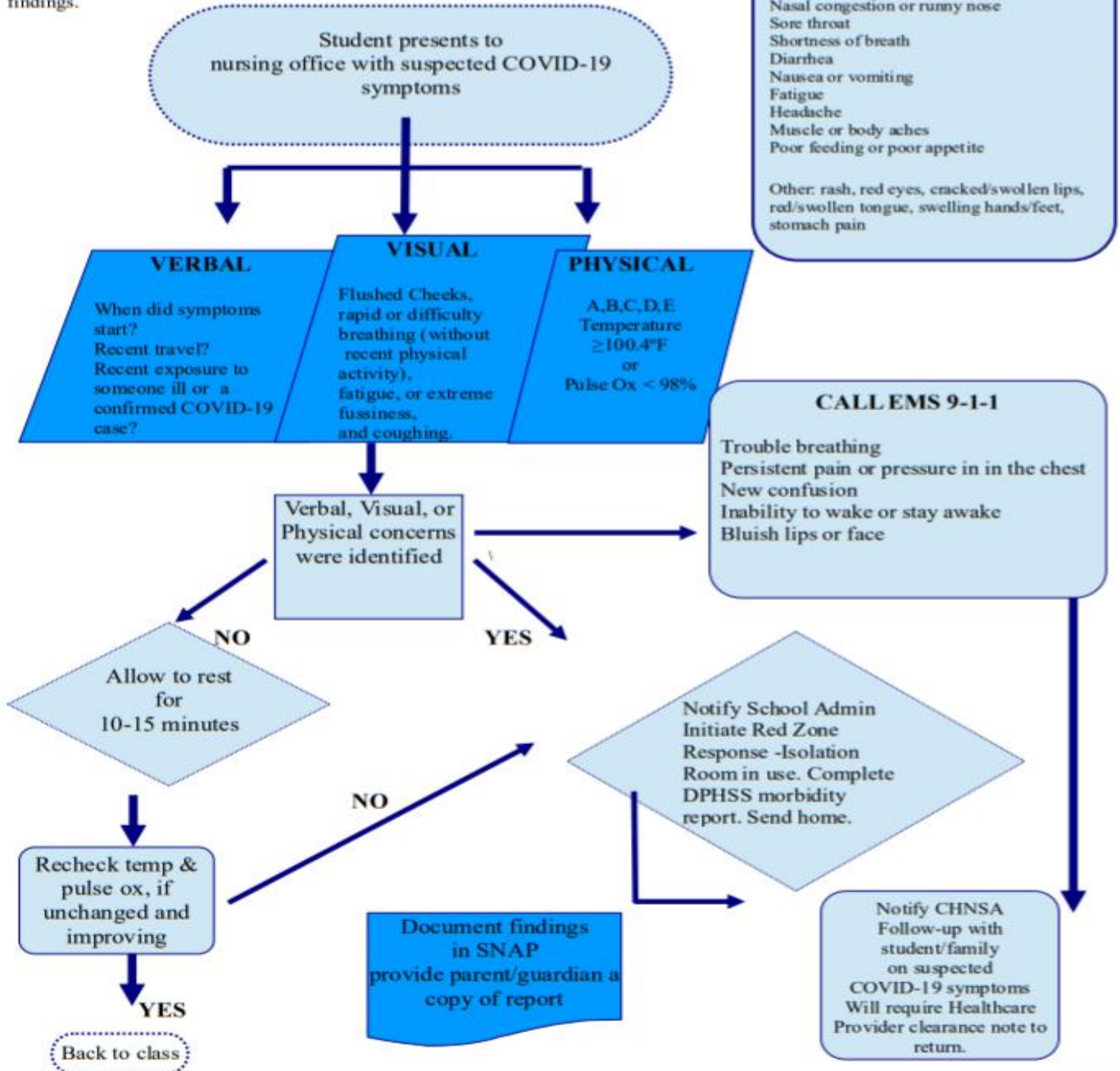
| Nursing Considerations/Precautions   |                   |  |
|--|-------------------|--|
| General Waiting Area   | Well Student Area | COVID-19 Quarantine Area   |
| <p>Students sanitize/wash hands.</p> <p>Clean area after students leave.</p> |                   | <ol style="list-style-type: none"> <li>1. Students sanitize/wash hands</li> <li>2. Students put on or replace soiled mask. Wash hands.</li> <li>3. Non-contact thermometers</li> <li>4. Isolate student</li> <li>5. Separate phone (disinfect)</li> <li>6. Separate restrooms</li> <li>7. Establish procedures for safely transporting anyone sick home or to a healthcare facility.</li> <li>8. If you call 9-1-1, please share with the dispatcher if the individual has signs or symptoms of COVID-19</li> <li>9. Notify DPHSS</li> <li>10. Complete a morbidity report</li> <li>11. Ventilate the room to outside air after student leaves</li> <li>12. Clean area 24 hours after</li> </ol> |

- COVID-19 FLOWCHARTS

## Suspected COVID-19 Case

### GDOE SUSPECTED COVID -19 SCREENING FLOW CHART FOR SCHOOLS:

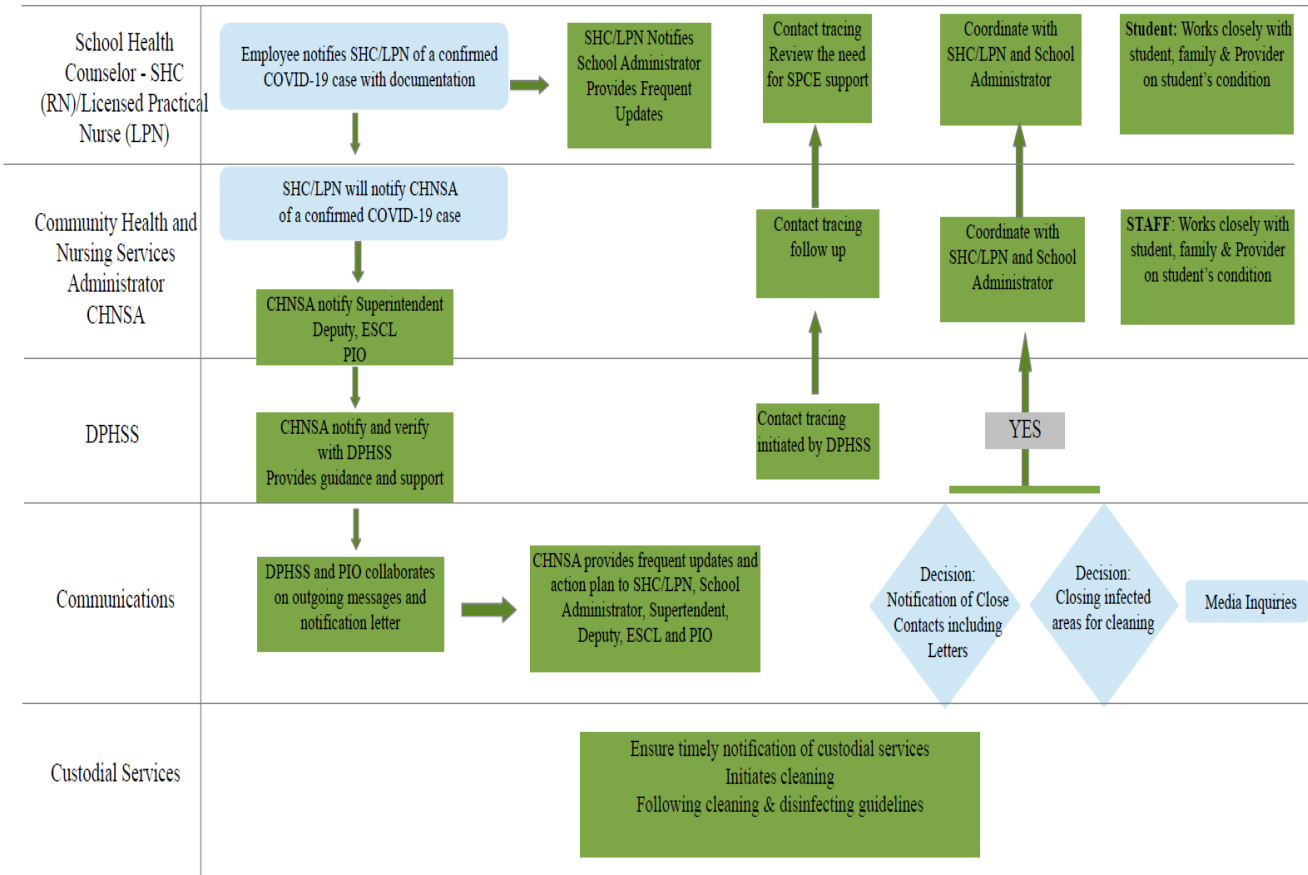
This flowchart will be used for the School Health Counselor/Licensed Practical Nurse to provide guidance on students who may present to the health office with COVID-19 like symptoms. This does not replace judgement based on identified findings.



GDOE SUSPECTED COVID-19 FLOWCHART, JUNE 2020

## Confirmed COVID-19 Case- Employee Notifies GDOE

**GDOE CONFIRMED COVID-19 CASE FLOWCHART: EMPLOYEE NOTIFIES CHNSA/SHC/LPN (SCHOOL/DIVISION)**



- COVID-19 CASE MANAGEMENT

|   |   |  |  |
|---|---|--|--|
| DPHSS   | <p>DPHSS notifies CHNSA of Employee or Student of a confirmed COVID-19 case with documentation. DPHSS Provides guidance and support</p> <p>DPHSS and PIO collaborates on outgoing messages and notification letter</p> <p>Decision: Notification of Close Contacts including Letters</p> <p>Decision: Closing infected areas for cleaning</p> |  |  |
| Community Health and Nursing Services Administrator CHNSA | <p>CHNSA notifies Superintendent Deputy, ESCL and PIO</p> <p>CHNSA notifies SHC/LPN</p> <p>SHC/LPN Notifies School Administrator Provides Frequent Updates</p> <p>YES</p> <p>Coordinate with SHC/LPN and School Administrator</p> <p>Student/STAFF: Works closely with student, family &amp; Provider on student's condition</p>              |  |  |
| Communications  | <p>CHNSA provides frequent updates and action plan to SHC/LPN, School Administrator, Superintendent, Deputy, ESCL and PIO</p> <p>Contact tracing follow up</p> <p>Contact tracing Review the need for SPCE support</p> <p>Media Inquiries</p>   |  |  |
| Custodial Services  | <p>Ensure timely notification of custodial services</p> <p>Initiates cleaning</p> <p>Following cleaning &amp; disinfecting guidelines</p>   |  |  |

## GDOE Employee or Student Presented with Suspected COVID-19 Symptoms

- Pandemic Re-Entry Plan - 45

2. Any recent off island travel history?
  3. Any recent exposure to someone ill or a confirmed COVID-19 case?
- **VISUAL ASSESSMENT** will include the physical appearance(s):
    1. Does the individual present with flushed cheeks?
    2. Any rapid or difficulty breathing (without recent physical activity)?
    3. Coughing
    4. Anxious
    5. Alert
    6. Fatigue, or extreme fussiness
  - **PHYSICAL ASSESSMENT:**
    1. **Airway:** patent and air moving freely
    2. **Breathing,** look for decreased chest expansion, respiratory rate, answering questions with 3-4 word phrases (appears out of breath)
      - Auscultation: any diminished air movement or breath sounds
    3. **Circulation:** heart rate, appearance of lips and nailbeds, central and peripheral pulses, capillary refill
      - Pulse Oximetry < 98%
    4. **Disability: AVPU** (Alert, Voice, Painful, Unresponsive)
    5. **Exposure:** Temperature of  $\geq 100.4^{\circ}\text{F}$

**If no verbal, visual, or physical concerns identified** by the SHC/LPN, allow student to rest for 10-15 minutes. Call parent/guardian for notification. If improving, return to class.

**If verbal, visual, or physical concerns were identified:**

1. Assess the need for EMS by calling 9-1-1
  - Individual experiencing trouble breathing
  - Persistent pain or pressure in the chest
  - New confusion
  - Inability to wake or stay awake
  - Bluish lips or face

Notify your School Administrator.

2. Initiate Red Zone Response – Quarantine Room in use
3. Call DPHSS Territorial Epidemiologist at (671) 888-9276.
4. Complete morbidity report.
5. Based on DPHSS guidance, call parent/guardian for pick up. SHC/designee will accompany student to pick up area for release to parent/guardian.
6. Document student disposition with instructions and available health education materials
7. Document findings in SNAP (electronic health record). If Internet is not available complete a **GDOE Illness & Injury Report**. Provide parent/guardian a copy of report.
8. Properly dispose of PPEs.
9. Notify CHNSA regarding suspected COVID-19 case or any suspected communicable disease.
10. SHC/LPN will follow up with parents/guardians regarding the suspected COVID-19 case.
11. Recheck temperature and pulse ox, if unchanged and the student is improving, return to class.
12. Students or employees that were suspected of having COVID-19 symptoms, shall submit a **Clearance Letter** from DPHSS or their Private Healthcare Provider indicating that they are cleared before returning to school or work.
13. School Administrator or designee will notify custodial staff to clean and disinfect the quarantine area.

#### DPHSS-Confirmed Case

Community Health and Nursing Services Administrator (CHNSA) receives notification from the Department of Public Health and Social Services (DPHSS) – regarding a **confirmed COVID -19 case**.

- CHNSA immediately notifies:
  1. Superintendent of Education
  2. Deputy Superintendent, Educational Support and Community Learning (ESCL)
  3. Public Information Officer
  4. School Administrator
  5. School Health Counselor (SHC)
- CHNSA immediately meets with specific school or division/office:
  1. School Administrator/Division Head/Office Lead, for possible closure of school or office
  2. SHC, for coordination of COVID-19 response (could include screening and referral for testing)
  3. DPHSS staff to initiate contact investigation to the active case of COVID-19

4. Nursing office needs to allow and plan for at least 2 spaces for student/employee care
  5. SHC/LPN office for routine nursing needs, medication, diabetic checks, and first aid, or injury assessment
  6. Second space shall be identified preferable adjacent to the SHC office where students/employees can be assessed for possible communicable disease (COVID-19 symptoms).
- If a student or employee was identified as an active COVID-19 case:
    - Infectious period will be determined by DPHSS (**approximately 7 days before the confirmed diagnosis date**)
    - All students and employees that have been exposed for that period will be identified and be part of the contact investigation
  - SHC will be collaborating with school/division administrator/office lead to create a listing of (critical) contacts to the diagnosed COVID-19 case as appropriate:
    - Class rosters
    - Students that transferred during the infectious time frame
    - Faculty and staff schedule
    - Bus schedule
    - Sports teams
    - Cafeteria staff
    - Cleaning staff

Once employees and students are identified as exposed (critical contact) to a confirmed case of COVID-19:

1. School Administrator/Division Head/Office Lead and CHNSA/SHC will inform employees, students, and families of the process of isolation and quarantine respectively
  2. Create a spreadsheet of potentially exposed employees and students
  3. School/Office site with collaboration with DPHSS will be responsible for distribution and collection of DPHSS Consent Forms for Voluntary Isolation: (Appendix A - **DPHSS Voluntary Isolation Sample Letter**) which will indicate 14 days of voluntary isolation at home.
  4. Distribution of **Parent/Employee Notification Letter** from Superintendent re: confirmed COVID-19 case to all at school or division.
  5. Only parents and/or legal guardians are allowed to sign student consent forms regarding Voluntary Isolation requirements
- Once **COVID-19 Notification Letter (Superintendent)** and **Voluntary Isolation Consent Forms** (DPHSS) are issued to employees and students, school/office sites will coordinate release of students and employees while maintaining appropriate infection control measures.



- SHC will collaborate with the School Administrator to determine the process of releasing students and/or employees.
- Activate Student Parent Community Engagement (SPCE) Program if experiencing challenges contacting or communicating with parents/guardians.
- Students will be released to parents/guardians via a drive by pickup. SHC/designee will have COVID-19 documents prepared, educational materials, and/or referral letters for medical follow up.
- Students/employees that were diagnosed with confirmed COVID-19 shall submit a **Clearance Letter** issued from DPHSS (Quarantine & Isolation) or their Private Healthcare Provider indicating that they are cleared before returning to work or school.
- School Administrator/Division Head/Office Lead will coordinate with the cleaning team to start cleaning areas at least 24 hours after the infected person was last in that area.
- GDOE in collaboration with DPHSS will determine how long the school or division needs to be closed for cleaning and disinfection based on CDC guidelines.

#### Parent Education

- Keeping students home if they are ill, and the length of time they must stay at home.
- Signs and symptoms of COVID-19.
- Taking and monitoring temperatures at home.
- Need for accurate contact information and multiple emergency contacts.
- Importance of coming to school quickly to pick up their child, if called.
- Handwashing, face covering, maintaining appropriate distance/space.
- **Persons with COVID-19 who have symptoms** and were directed to care for themselves at home may discontinue isolation under the guidance of DPHSS and/or their private provider. DPHSS or Private Healthcare Provider clearance will be required indicating that the student/employee was cleared to return to school/work.

#### • GENERAL HEALTH GUIDELINES

##### American Heart Association COVID-19 Guidance

##### Interim CPR Guidelines

1. Make sure the scene is safe. Call 911.
2. Limit personnel in area or scene of resuscitation.
3. Provide CPR with compressions and breaths (if rescuer is willing and able) otherwise perform Hands-Only CPR.
4. Follow standard precautions. Use a face mask or cloth covering of the mouth and nose of the rescuer and/or victim to reduce the risk of transmission of COVID-19.

5. Continue CPR until EMS arrives.

## COVID-19 and Adult CPR

If an adult's heart stops and you're worried that they may have COVID-19, you can still help by performing Hands-Only CPR.



**Step 1**  
  
Phone 9-1-1 and get an AED.

**Step 2**  
  
Cover your own mouth and nose with a face mask or cloth.

  
Cover the person's mouth and nose with a face mask or cloth.

**Step 3**  
  
Perform Hands-Only CPR. Push hard and fast on the center of the chest at a rate of 100 to 120 compressions per minute.

**Step 4**  
  
Use an AED as soon as it is available.

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## COVID-19 and Child and Infant CPR

If a child or an infant's heart stops and you're worried that they may have COVID-19, you can still help.



**Step 1**  
Make sure the scene is safe.  
Check to see if the child or infant is awake and breathing normally.

**Step 2**  
Shout for help.  
If you're alone, phone 9-1-1 from a cell phone, perform CPR with 30 compressions and then 2 breaths (if you're willing and able) for 5 cycles, and get an AED.  
If help is available, phone 9-1-1. Send someone to get an AED while you start CPR.

**Step 3**  
Provide CPR with compressions and breaths (if you're willing and able).

- **Start child CPR**  
Push on the middle of the chest 30 times at a depth of 2 inches with 1 or 2 hands. Provide 30 compressions and then 2 breaths. Repeat cycles.
- **Start infant CPR**  
Push on the middle of the chest 30 times at a depth of 1½ inches with 2 fingers. Provide 30 compressions and then 2 breaths. Repeat cycles.

Use the AED as soon as it arrives. Continue CPR until EMS arrives.

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### American Red Cross CPR Certificate Guidance

The American Red Cross is offering students with certificates set to expire between March and June 2020 the ability to complete an online extension. If you are interested in the extensions they can be found on [www.redcross.org](http://www.redcross.org).

Given the ongoing threat of exposure to COVID-19, with many communities under shelter in place orders to minimize the spread of the disease, the American Heart Association is extending AHA Instructor and Provider Course Completion Cards for 120 days beyond their recommended renewal date, beginning with cards that expire in March 2020.

## Using a Pulse Oximeter

The Joint Commission standards do not require an order for pulse oximetry. In addition, CMS does not have any requirements which prohibit the use of pulse oximetry without a physician's order. The use of pulse oximetry on an as needed basis may be viewed as a part of vital signs. A therapist or nurse can use their clinical judgment to do an occasional pulse oximetry reading (The Joint Commission, 2019).

- Keep as much distance as possible between the staff member and student, stand to the side of the student when possible.
- Wash hands with soap and water or use hand sanitizer (at least 60% alcohol). Apply gloves and mask.
- Read the manufacturer's instructions and operate accordingly. If there are differences in the instructions below and the manufacturer's directions, follow the manufacturer's direction.
- Assemble the pulse oximeter and turn it on.
- Conduct an initial respiratory assessment and ask the student to breathe normally.
- Attach a probe to the best site, usually on the finger. Oximeter needs to be at least ¼ to ½ inches on the placement site.
- Monitor for pulse sensing bars on the face of the oximeter to fluctuate with each pulsation.
- Double-check machine pulsations with student's radial or apical pulse.
- Record results. If pulse oximeter is reading <95% reposition student, unless student has underlying health condition, if no improvement, consider calling 9-1-1. Administer Oxygen if ordered.

## Immunizations

- Immunization requirements for admission to school remain unchanged for the 2020-2021 school year. According to Board Policy (BP) 337 - Health Requirements for Students will be followed. BP337 and Standard Operating Procedures (SOP) 1700- 010 Health Requirements for Students also outline health requirements that need to be updated at entrance to middle and high schools.

## Medication Administration

- In some instances, students may need to take medication at school. To the degree possible, make every effort to identify ways that medications may be safely taken at home, instead of during school hours. SHC will follow up with parents/guardians and healthcare providers on the need to administer medications at school. The following steps should be taken to ensure the safety of all students and minimize office clustering.
- Communicating with all parents explaining that students that must take medication during school will need to make an appointment prior to the start of school to bring the medication in so that delivery time may be staggered.
- Any nebulizer medication delivery must be converted to an inhaler with a spacer to avoid Aerosolized Transmissible Diseases (ATD) of COVID-19 (Taras, 2020). The SHC will need to work with the healthcare provider and parents.

- Follow SOP 1700 - 010 Medication Administration Guidelines in the School Setting and at School Sponsored Activities for student medication required during the school day and appropriate forms, i.e. a completed Medication Consent Form signed by both the Parent/Guardian and Healthcare Provider.
- SHC/LPN will have to stagger student times of coming into the health office area for medication. Social distancing lines may need to be placed on the office floor to remind students to keep their distance.

#### Bringing Medications to School

- Make an appointment with the school office or wait in line, while maintaining social distancing to drop the medication off at the school.
- Medication must be delivered to the school by the parent/guardian or other responsible adult.
- Medication must be in your student's original, pharmacy-labeled container or a sealed over-the-counter container.
- All liquid medication must be accompanied by an appropriate measuring device.
- Any tablets requiring partial doses (1/2 or 1/4) must be sent to school already cut.

#### Returning Medications

- Medication must be picked up by the parent/guardian or other responsible adult.
- Any medication that has not been picked up by the end of the school year will be appropriately disposed of.

#### Influenza and COVID-19 Vaccination Efforts

- As schools phase in returning to school, it will be important to launch influenza vaccination efforts early in the school year. GDOE will continue to collaborate with DPHSS regarding ongoing vaccination outreaches. Early influenza vaccination clears the way for later COVID-19 vaccination efforts, since the vaccine is still in clinical trials. As such, influenza vaccination should span wide and deep within the community to prevent individual vulnerabilities caused by influenza and potentially a second wave of COVID-19. COVID-19 emerged as a novel virus where no vaccine was available to mitigate the numbers of affected individuals. Herd immunity is an effective measure and occurs when the majority of a population is immune to an infectious disease (D'Souza and Dowdy, 2020).  
<https://www.webmd.com/vaccines/news/20181130/what-herd-immunity-and-how-does-it-protect-us>
- (Chung, (2018)). For more details on facilitating a School-Based vaccination clinic, visit Appendix D.

#### **SPECIALIZED PHYSICAL HEALTHCARE SERVICES**

*Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (March 2020) may be found online at: <https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/>*

- **Services for students with Individualized Educational Plans (IEP) must continue under Federal law.** Many school districts continue to hold IEP in innovative ways such as using Zoom. In some cases, IEP may need to be modified to meet the student's needs. In seeking support on special education topics, school nurses may want to consult the Disability Rights Education and Defense Fund (DREDF), which may be found at <https://dredf.org/COVID-19-advocacy-and-resources/>
- **Specialized Physical Healthcare Services (SPHCS) are provided to students with disabilities to ensure equal access to health needs and education in the school environment.** An authorized health care provider must provide a prescribed procedure intervention(s) necessary for a licensed, or qualified district employee to perform or assist students during the school day. Students must have equal access to curriculum and health care needs in the school environment. The use of personal protective equipment during these procedures following COVID-19 may be consistent with pre-pandemic use for some procedures. For others, additional use may be warranted.
- **It is important to work with the primary health care provider and parent in determining if it's in the child's best interest for the child to return to school.** Some medically fragile students may be impacted by COVID-19. For children with disabilities protected by Section 504 who are dismissed from school during an outbreak of COVID-19 because they are at high risk for health complications, compliance with the procedures described above and completion of any necessary evaluations of the child satisfy the evaluation, placement and procedural requirements of 34 CFR §§ 104.35 and 104.36. The decision to dismiss a child based on his or her high risk for medical complications must be based on the individual needs of the child and not on perceptions of the child's needs based merely on stereotypes or generalizations regarding his or her disability.<sup>10</sup>
- **In the educational setting, for close face-to-face contact in an enclosed space, healthcare providers who are working with or potentially with COVID-19 positive persons should wear recommended PPE including face shields, gloves, and gowns; especially if the person/student cannot wear a face mask.** For brief encounters with COVID-19 positive persons who wear face masks, the use of a face mask/covering for health providers is considered sufficient. When there is no anticipated need to provide medical assistance, there is no need for other PPE than face masks, if ordered by the local health officer.
- **For a person who is not coughing or sneezing, did not undergo an aerosolized generating medical procedure (AGP), and occupied the room for a short period of time, any risk to health care personnel and subsequent patients likely dissipates over a matter of minutes.** In addition to ensuring sufficient time for enough air changes to remove potentially infectious particles, healthcare personnel should clean and disinfect environmental surfaces and shared equipment before the room is used for another.

#### Asthma Care

- For persons with acute respiratory conditions, the continued use of medication is critical. Subsequently, the benefits may significantly outweigh the risks of not using regular preventive and rescue inhalers.

<sup>10</sup> See the following for more information: <https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-A-4>

- Students who regularly use a rescue inhaler with a spacer should be permitted to do so with minimal supervision and very likely with little to no aerosolized air. It is preferable to have the physician prescribe a metered dose inhaler (MDI) or a dry powdered inhaler (DPI) to further reduce aerosolization.
- For students needing a rescue inhaler, without a spacer, the child should be permitted to use the inhaler by removing the portion of the face covering over the mouth for the inhalation of the medication, re-covering the mouth/nose, and then permitting exhalation to avoid mixing air particles.
- During COVID-19, nebulizer use is discouraged since nebulizers aerosolize medication. The SHC needs to work with the student's health care provider and parents to switch to an inhaler with a spacer (Taras, 2020)
- The American Lung Association's model policy for school districts: stock bronchodilators recommends using inhalers with disposable spacers/mouthpieces and nebulizers and disposable tubing with masks/mouthpieces. Inhalers and nebulizers should be used and cleaned according to the manufacturer's instructions. <https://www.lung.org/getmedia/92bd8d3f-c5ca-46c0-9063-9d5719ec690b/model-policy-for-school.pdf.pdf>
- Aerosol Generating Procedures (AGP) are those that are more likely to generate higher concentrations of infectious respiratory aerosols than coughing, sneezing, talking, or breathing. These procedures potentially put healthcare personnel at an increased risk for pathogen exposure and infection. There is currently not sufficient data to create a definitive and comprehensive list. Common procedures include CPR, BiPAP, CPAP, nebulizer treatments, oral suctioning, nasal suctioning, and tracheal suctioning; all of which may occur at schools.

#### Catheterization Care

- Urinary catheterization will require PPE of gloves to prevent fluid crossing from the student to the provider in the forms of drainage or splatter. All supplies used for catheterization can be managed with the provider using just gloves and face coverings.
- A disposable covering or diaper should be used under the buttocks before and during the procedure to catch any drainage, to be used as a place to deposit supplies as they are being used, and to contain supplies once the procedure is done.
- Once the catheterization procedure is over, gloves need to be removed, hands should be washed, and gloves reapplied before dressing or assisting with dressing the student.
- Gloves again need to be removed after assisting the student, washing the hands, and reapplying gloves to clean and disinfect the area before use again.
- Since this procedure does not aerosolize particles, no further PPE may be recommended.

#### Diabetes Care

- Students who have been diagnosed with diabetes can often perform their own blood glucose monitoring, carbohydrate counting, mild hypoglycemic and hyperglycemic care with little to no supervision. In the event that a child needs supervision and management by a member of the school

health team, he/she should be permitted to report to the well-child area (where other students report for medication administration, first aid, etc.) when needed.

- Insulin administration or management of the insulin pump and/or continuous blood glucose monitor can be done safely with minimal contact.
- PPE precautions should continue to be provided by gloves and good hand washing only.

#### G-Tube Feedings

- Gastrostomy feedings will require PPE of gloves to prevent fluid crossing from the student to the provider in the forms of spillage, drainage, or splatter from feeding or gastric fluids. All supplies used for the feeding (formula or nutritional feeding, tubes, syringes, etc.) can be managed with the provider using just gloves and face coverings.
- A towel or a disposable covering around the stomach to catch any drainage should be used to catch drainage and spilled feeding or gastric contents.
- Since this procedure does not aerosolized particles, no further PPE may be recommended.

#### Oral / Nasal / Pharyngeal Suctioning and Tracheostomy Care

- Aerosol Generating Procedures (AGPs) pose risks for healthcare providers. This is particularly the case when providing care to persons needing suctioning or direct care of the oral/nasal/pharyngeal areas, including mechanical ventilation.
- Tracheostomy procedures include open suctioning (with a catheter or tool vs a closed suction device), trach tube care, cleaning, dressings, tapes and ties, cuff care, tube management or changes, and changes of ventilator circuits. Several of these activities may need to be performed routinely although not daily.
- For SHC/LPN delivering care to the student with a tracheostomy or one in need of suctioning, all recommended PPE is required, including a **long-sleeved, fluid repellent gown, surgical face mask, eye shield, and gloves.**
- Tracheostomy tubes that have cuffs prevent laryngeal airflow, prevent vocalization and communication and increase the risk when the tube is blocked or dislodged as the patient cannot breathe around the tube. An individual assessment by a registered nurse (SHC) needs to be performed in order to identify recommendations for both students and health care providers.
- Physical distancing and the liberal use of face masks and coverings by others, including children, may not be sufficient to prevent exposure to a student using augmented breathing devices.
- During a COVID-19 outbreak in the community and without the use of a vaccine, it is highly recommended that, for **persons who have significant respiratory conditions and/or impaired airway clearance, such as oral suctioning, nasopharyngeal suctioning, suctioning a tracheostomy, with or without ventilator support students**, the SHC and the parents consult with the physician regarding the benefits of on-campus education.

- Aerosol Generating Procedures should be performed in a separate room:
  - Allows for privacy
  - Good ventilation
  - Outside of the classroom
  - Away from other people
- National Tracheostomy Safety Project, Pediatric Tracheostomy and Tracheostomy Long-Term Ventilated Care during COVID Pandemic, published April 7, 2020
- Important to have a primary or specialty care provider's recommendation(s) for school attendance. Things to consider:
  1. Home and Hospital Students: Develop a plan for students to remain on distance learning with a teacher assigned versus home visits.
  2. Consider using the Home and Hospital program provided by the school district with physical distancing measures.
  3. Parents given support to have students receive distance learning.
  4. It is important to honor equitable access for all students; however medically fragile students may be at higher risk. It is important to work with parents, primary health care providers and administration in determining what is best for the student. Children with disabilities may not be denied access to education in the least restrictive environment. Equitable access needs to be considered as all students return to school.

#### Diapering

When diapering a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper changing areas. Steps include:

1. Don gloves and any other needed PPE
2. Untape and remove portions of the diaper
3. Using wipes, clean the student from any urine or soiled material
4. Discard wipes and soiled diaper in the trash
5. Make sure the student's skin is free from any urine or soil
6. Reapply a new diaper.
7. Return the student to a secure place.
8. Remove the trash with the soiled diaper and used wipes.
9. Wash child's hands
10. Clean up diapering station
11. Remove the gloves and wash your hands



- After diapering, wash your hands (even if you were wearing gloves) and disinfect the diapering area with a fragrance-free bleach that is EPA-registered as a sanitizing or disinfecting solution. If other products are used for sanitizing or disinfecting, they should also be fragrance-free and EPA-registered. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection. (CDC recommendations for diapering in child care settings remaining open during COVID-19 quarantine).

#### Activities of Daily Living Assistance (ADL)

When providing support for Assistance of Daily Living (ADL's) such as feeding and toileting assistance for a child, wash your hands and wash the child's hands before you begin, and wear gloves. Follow safety procedures. Procedures should be posted in all diaper changing areas. Steps include:

1. Prepare (includes putting on gloves)
2. Clean the child
3. Perform the procedure
4. Remove trash (soiled napkins and wipes)
5. Wash child's hands
6. Clean up the area
7. Wash hands

#### Early Intervention Services

When providing early intervention services for students the following recommendations should be considered:

1. Call the parent to ensure the student and or family members have not had signs or symptoms of COVID-19 or exposure to someone with COVID-19 for the past 10 days. If so, postpone services.
2. If possible, measure the student's temperature; maintaining physical distancing using a non-contact thermometer.
3. When the intervention services include tools, make sure the tools are cleaned between students and wear gloves when handling tools to and from the student.
4. Place the tools in an area where the student can "pick" it up so it minimizes hand to hand contact.
5. Open the door to the assessment area so the student does not have to touch the door.
6. If possible, keep the room well ventilated.
7. To the degree possible keep physical distancing from the student. Use tools that allow for physical distancing i.e. pulse oximeters to measure pulse; blood pressure machines to measure B/P; non-contact thermometers.
8. If measuring respirations and listening to breath sounds, it is recommended that the practitioner stand behind the student and wear a surgical mask if necessary.

## Home/Hospital Services

When providing Home/Hospital services for students the following recommendations should be considered:

1. Call the parent to ensure the student and or family members have not had signs or symptoms of COVID-19 or exposure to someone with COVID-19 for the past 10 days. If so, postpone services.
2. To the extent possible obtain the student's health history via a Zoom call or while maintaining physical distancing.
3. If possible, measure the student's temperature; maintain physical distance using a non-contact thermometer.
4. When the home/hospital services include tools for assessment, make sure the tools are cleaned between students and wear gloves when handling tools to and from the student.
5. To the degree possible keep physical distancing from the student. Use tools that allow for physical distancing i.e. pulse oximeters to measure pulse; blood pressure machines to measure B/P; non-contact thermometers.
6. If there is a wound, have the parent unwrap and measure if need be using clean home tools. Document the measurements as needed.
7. If measuring respirations and listening to breath sounds, it is recommended that the practitioner stand behind the student and wear a surgical mask if necessary. Clean tools between students.
8. Ask that the room be well ventilated if possible during your visit.
9. Some elements of the assessment may not be feasible. If so, record as unable to obtain because of COVID-19.
10. When touching materials i.e. medications, wear gloves and then wash your hands. Maintain physical distancing.

## Mandated Vision and Hearing Screenings

Screening should be done with a cohort system calling only students from a particular classroom at a time, in small groups (3 to 5 students) to another room or location that allows for physical/social distancing. Six foot markings for children to stand or sit should be placed on the floor. Screening may also be performed in each classroom if there is sufficient room for students and screening area. As such, screening will take longer and therefore it is important to communicate this with others. It is important to disinfect equipment between students.

- Prior to students touching any eye screening material, it is important they use hand sanitizer or wash their hands since they may touch their face. It is important to have disposable materials such as individual cardboard eye coverings that are handed out individually to each student and then discarded rather than reusing handheld shields or placing eye patches over their eyes.
- Depending on the level of community transmission, will depend on the level of PPE needed. School nurses may use tools that allow for physical distancing while screening. If there is low level of community transmission, physical distancing measures may suffice. With medium to high community transmission, school nurses may consider wearing gloves and masks.

- Depending on the level of contagion, considerations to postponing screening until later in the year may lend to less transmission.

### Student Transportation

Identify medically fragile students who need transportation and fall into the CDC's "People Who Are at Higher Risk for Severe Illness." For these high-risk students consider the following:

1. Establish a safe plan for students who may need specialized health care procedures and services while being transported. (Example: trach care, seizure management, etc.).
2. Provide appropriate PPE for staff providing care.
3. Developing an emergency plan for the bus driver.
4. School Nurses will need to work closely with their operations, custodial, and transportation teams to develop district specific standards of practices, to help control and prevent the spread of pathogens (germs) that can cause infectious diseases on school buses.

Communication between GDOE and the Department of Public Works (DPW) transportation team is also important on the following items to ensure the safety of the student passengers and DPW staff:

- Bus stops and gathering of students.
- Physical distancing measures.
- Spacing between students on the bus.
- Staggering, adjusting and extending pick up and drop off times.
- Consider face coverings for bus drivers-provide education on appropriate use of PPE if required by DPHSS.
- Cleaning products and measures-U.S. Environmental Protection Agency (EPA)-registered disinfectants or sanitizers.
- Training on appropriate use of products and when bus should be cleaned: at the beginning and/or end of each day.
- Between routes, disinfect seats, mats, handles, etc.
- Use of electrostatic sprayer (fogging) machine use for sanitizing surfaces.
- Availability of hand sanitizers, tissue, trash can and cleaning supplies.
- Awareness of employees, students, and families on precautionary measures.
- Increased Ventilation: If appropriate, opening doors and windows.
- Special Education Transportation
  - The Schools/Programs should provide notice to parents two weeks or more prior to having to transport any children.

- School buses that have not been inspected since fall should have a safety inspection prior to transporting any children.
- For school buses that have not been used for the past 30 days, there is no need to do any thorough cleaning because any virus will have been killed off.
- Any school bus used for food distribution should be cleaned prior to transporting.
- School bus drivers will need to attend in-services before transporting students to be informed about new policies and procedures, as well as understand how to effectively clean their bus.
- There is a high level of concern that these drivers/ attendants (many of which are in the high risk category for COVID-19) will be unwilling to put themselves at-risk unless there is widespread testing or vaccine for drivers and children.
- The School/Program should be prepared to provide all bus drivers PPE that would include masks, gloves, hand sanitizer, a forehead thermometer, and disinfecting supplies.
- The School/Program will need to develop policies that may include taking a temperature check before allowing a child on the bus, all children must wear a mask while on the bus, seats being marked off with tape to avoid children sitting too close to each other, etc.
- Routes may need additional time to assign/reassign buses if social distancing requires districts to use more buses due to transporting fewer students per bus.
- Having different grades attend different days may cause issues with overcrowding on some buses and a lack of students on others.
- Schools should be prepared for an increased number of parents transporting their own children to and from school due to health concerns and/or parents being out of work or unemployed.
- This additional influx of cars may cause long delays in student arrival and departure if school grounds are not designed to handle a large number of car riders.
- The transportation of special needs students may be a concern because some students will have issues with spitting, screaming, biting or other behaviors that may spread COVID-19.
- Transporting of special needs students will be important to ensure no Office of Civil Rights violations with IDEA (IEP and 504 students).
- Pre and post-trip inspections will now have to include the cleaning of high use areas of the bus, steering wheel, handles, seat backs, etc.
- School/Program will have to be prepared to enact contact tracing if a child tested positive for COVID-19 who rides to or from school on a school bus.
- Transportation issues will continually change based on the evolving nature of the pandemic.

## General Considerations and Strategies

| Focus   | Considerations/Strategies  |
|---|--|
| <b>School Bussing: Screening</b>                  | <ul style="list-style-type: none"> <li>• Drivers/Bus Rider will be trained in taking temperatures.</li> <li>• Temperature screening will be conducted prior to boarding the bus.</li> <li>• Follow DOE guidance on screening</li> <li>• Follow DOE guidance on student return to school</li> <li>• Follow DOE guidance on reporting protocols</li> </ul> |
| <b>School Bussing: PPE</b>                        | <ul style="list-style-type: none"> <li>• Gloves</li> <li>• Face masks</li> <li>• Face Shield</li> </ul>  |
| <b>School Bussing: Supplies</b>                   | <ul style="list-style-type: none"> <li>• Temperature Scanner</li> <li>• Hand Sanitizer</li> <li>• Disinfecting supplies (liquid, cleaning cloth, etc.)</li> <li>• Paper Towels</li> <li>• Trash Bags</li> <li>• Trash Receptacle</li> </ul>  |
| <b>School Bussing: Disinfecting Strategies</b>    | <ul style="list-style-type: none"> <li>• Clean the bus prior to and after each route;</li> <li>• Reduce number of students in the bus at one time to maintain some social distancing.</li> </ul>   |
| <b>School Bussing: Maintain Social Distancing</b> | <ul style="list-style-type: none"> <li>• Stagger bus times to allow for cleaning between routes</li> <li>• Reduce mixing during transport</li> <li>• Use of PPE (masks)</li> <li>• Reduce number of students on bus at one time</li> <li>• Disinfection strategies; clean bus prior to and after transport</li> </ul>                                    |

|   |  |
|---|--|
| Students who are unable to wear PPE and/or cannot maintain social distance while in the bus | IEP Team will consider all factors and create a plan to address the concern. |
|---|--|

## SCHOOL MOVEMENT CONTROL

As each school has its unique layout and operational needs, considerations for the classroom, hallway, cafeteria, gym, office or other areas would need to be surveyed for compliance with Centers for Disease Control (CDC) and Department of Public Health and Social Services (DPHSS) Guidelines regarding physical distancing and safety protocols.

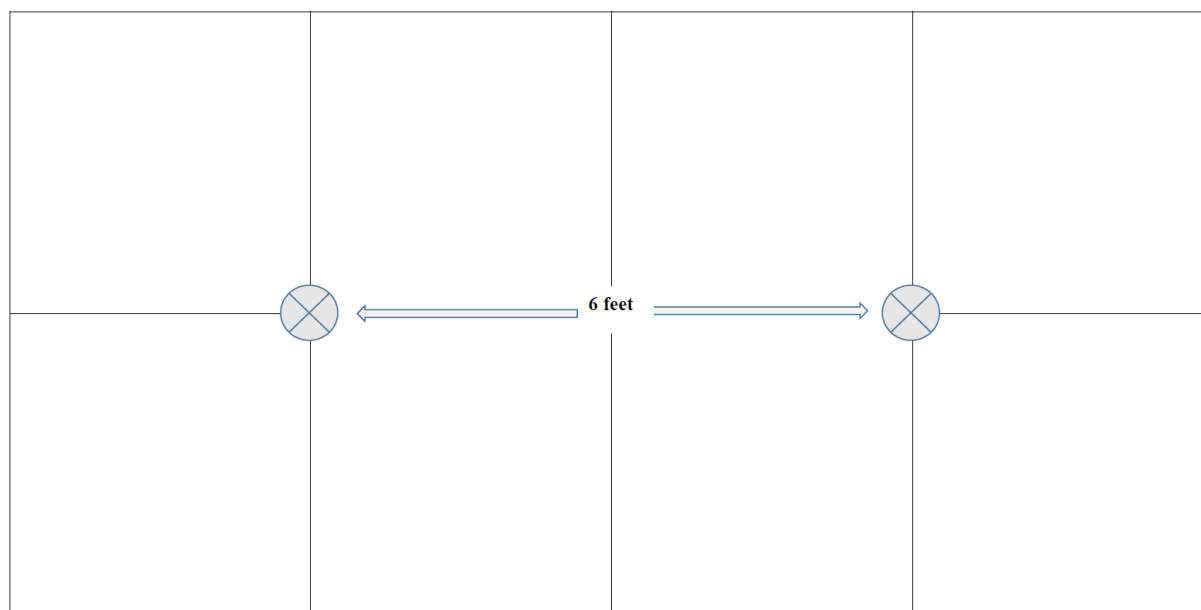
Each school needs to calculate the occupancy per room using the CDC Guideline of six feet (6') physical distance. The formula to determine this is:

**Length x width ÷ 36 (square footage as per CDC Guideline of six feet (6') physical distance)**

Ex. Sample Classroom (21' x 35') / 36 = 20 total for occupants

CDC Guideline of Six Feet Physical Distance

$$6' \times 6' = 36$$



Visible signs should be posted outside of each office and classroom noting room entry notations:

1. Total room occupancy in large print
2. "All must wear a facial mask."

3. "All must wash hands or use hand sanitizer/disinfectant prior to entry."
4. "If experiencing any signs of fever, coughs, or sickness; inform the teacher or staff immediately and report to the School Nurse Office."

Physical space using 6' distancing should be demarcated with spacing of desks, cafeteria or gym seating/space, hallway waiting lines, etc.

#### Enhanced Physical Distancing

#### Medium to High Incidence of Community Transmission

- **Ensure that student and employee groupings are as static as possible** by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- **Restrict mixing** between groups.
- **Cancel** all field trips, inter-group events, and extracurricular activities.
- **Limit gatherings, events, and extracurricular activities** to those that can maintain physical distancing, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Step 2; Note: restricting attendance from those in Step 1 areas).
- **Restrict nonessential visitors, volunteers, and activities** involving other groups at the same time.
- **Space seating/desks to at least six feet apart.**
- **Turn desks to face in the same direction** (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- **Close communal use spaces** such as dining halls and playgrounds if possible; otherwise stagger use and disinfect in between use. If a cafeteria or group dining room is typically used, serve meals in classrooms instead. Serve individually plated meals and hold activities in separate classrooms and ensure the safety of children with food allergies.
- **Stagger arrival and drop-off times or locations**, or put in place other protocols to limit close contact with parents or caregivers as much as possible.
- **Create physical distance between children** on school buses (for example, seating children one child per seat, every other row) where possible.

#### Low to Medium Incidence of Community Transmission

- **Consider keeping classes together** to include the same group of children each day, and consider keeping the same child care providers with the same group each day.
- **Allow minimal mixing between groups.** Limit gatherings, events, and extracurricular activities *to those that can maintain physical distancing*, support proper hand hygiene, and restrict attendance of those from higher transmission areas (Step 1 or 2 areas).
- **Continue to space out seating and bedding** (head-to-toe positioning) to six feet apart, if possible.

- **Consider keeping communal use spaces closed**, such as game rooms or dining halls, if possible; if this is not possible, stagger use and disinfect in between uses.
- **Consider continuing to plate each child's meal**, to limit the use of shared serving utensils and ensure the safety of children with food allergies.
- **Consider limiting nonessential visitors, volunteers, and activities** involving other groups. Restrict attendance of those from higher transmission areas (Step 1 or 2 areas).
- **Consider staggering arrival and drop-off times or locations**, or put in place other protocols to limit close contact with parents or caregivers as much as possible.

#### Shared / High Touch Items

- **Keep each child's belongings separated from others'** and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- **Ensure adequate supplies to minimize sharing of high touch materials** to the extent possible (art supplies, equipment etc. assigned to a single student/camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- **If food is offered at any event, have pre-packaged boxes or bags** for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- **Avoid sharing** electronic devices, toys, books, and other games or learning aids.

#### ● **GUIDELINES FOR SCHOOL/CENTRAL OFFICE CLOSURES AND REOPENING<sup>11</sup>**

Schools and Central Office should be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission, for example a case associated with recent travel to an area with sustained COVID-19 transmission.

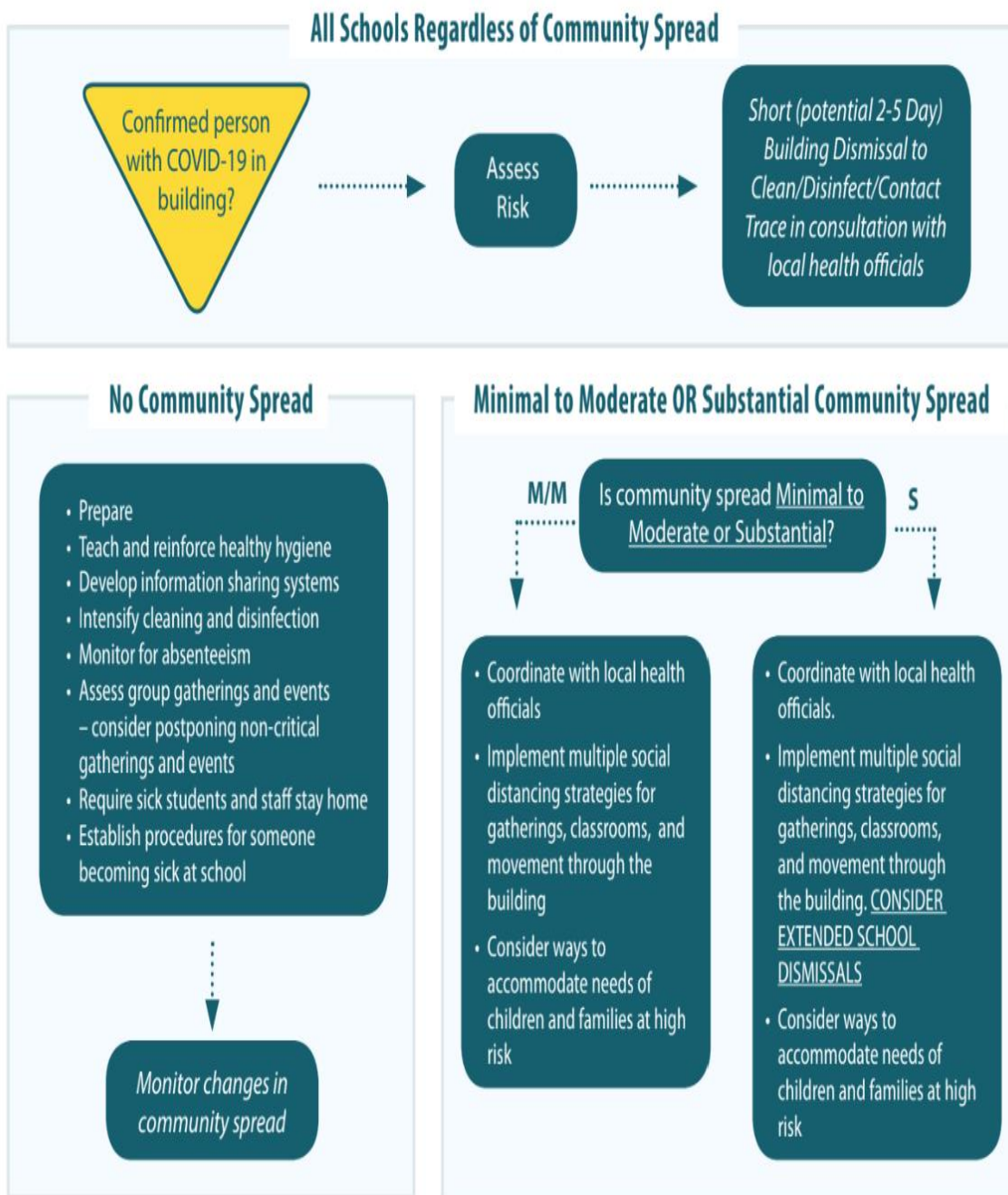
The following decision tree can be used to help schools/central office determine which set of mitigation strategies may be most appropriate for their current situation and duration of dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

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<sup>11</sup> Information taken directly from the *Center for Disease Control's* Interim Guidance for Administrators of US K-12 Schools and Child Care Programs to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19).



# School Decision Tree



(Source: CDC.gov)

## REOPENING WORKPLACES DURING THE COVID-19 PANDEMIC



The purpose of this tool is to assist employers in making decisions during the COVID-19 pandemic, especially to protect vulnerable workers. It is important to check with state and local health officials and other partners to determine the most appropriate actions.

### Should you consider opening?

- ✓ Is the workplace in a community no longer requiring significant mitigation\*?
- ✓ Will reopening be in compliance with state and local orders?
- ✓ Will you be ready to protect employees at higher risk for severe illness?

ANY  
NO



ALL  
YES

### Are recommended safety actions in place?

- ✓ Promote healthy hygiene practices such as hand washing, wearing a cloth face covering
- ✓ Intensify cleaning, disinfection, and ventilation
- ✓ Ensure social distancing such as installing physical barriers, changing layout of workspaces, encouraging telework, closing communal spaces, staggering shifts and breaks, no large events
- ✓ Limit travel and modify commuting practices
- ✓ Train all staff on safety actions

ANY  
NO



ALL  
YES

### Is ongoing monitoring in place?

- ✓ Check for signs and symptoms of employees
- ✓ Encourage employees who are sick to stay home
- ✓ Plan for when an employee gets sick
- ✓ Regularly communicate with local authorities and employees
- ✓ Monitor staff absences and have flexible leave policies and practices
- ✓ Be ready to close if there are increased cases

ANY  
NO



ALL  
YES

OPEN AND  
MONITOR

\*Or in an area with significant mitigation and providing essential, critical infrastructure

For more information, please visit [CORONAVIRUS.GOV](https://www.cdc.gov/coronavirus)



### Closure Upon Confirmed Case

When a confirmed case has entered a school/central office division/office, regardless of community transmission, a short-term closure procedure will be implemented regardless of community spread if an infected person has been in a school/central office building. If this happens, CDC recommends the following procedures regardless of the level of community spread:

**Coordinate with local health officials.** Once learning of a COVID-19 case in someone who has been in the school/central office, immediately notify local health officials. These officials will help administrators/leaders determine a course of action for their child care programs, schools, and service operations.

**Dismiss impacted students and employees for 2-5 days.** This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school/central office. This allows the local health officials to help administrators/leaders determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

During school dismissals, also cancel extracurricular group activities, school-based afterschool programs, and large events (e.g., assemblies, spirit nights, field trips, and sporting events). Discourage employees, students, and their families from gathering or socializing anywhere. This includes group child care arrangements, as well as gathering at places like a friend's house, a favorite restaurant, or the local shopping mall.

**Communicate with employees, parents, and students.** Coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

- This communication to the school/central office community should align with the communication plan in the school/department's emergency operations plan.
- Plan to include messages to counter potential stigma and discrimination.
- In such a circumstance, it is critical to maintain confidentiality of the student or employees as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.

#### Sanitation After Confirmed Cases

Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.

- ✓ **Custodial contractor/employees should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.**
- ✓ **If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.** For disinfection most common EPA-registered household disinfectants should be effective. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

Additional information on cleaning and disinfection of community facilities such as schools can be found on CDC's website.

#### Interim Education Plan During School Closures

Temporarily dismissing child care programs and K-12 schools is a strategy to stop or slow the further spread of COVID-19 in communities. Child care and school administrators should work in close collaboration and coordination with local health officials to make dismissal and large event cancellation decisions. Schools are not expected to make decisions about dismissal or canceling events on their own. School dismissals and event cancellations may be extended if advised by local health officials. The nature of these actions (e.g., geographic scope, duration) may change as the local outbreak situation evolves.

Administrators should seek guidance from local health officials to determine when students and employees should return to schools and what additional steps are needed for the school community. In addition, students and employees who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

## Considerations for Reopening

The Guam Department of Education will continue to be guided accordingly by the Government of Guam leadership's directives and in accordance with the Joint Information Center recommendations. Any decisions that affect GDOE Students and employees will be communicated broadly both by the GDOE district communications team and each respective school. Reopening will be conducted deliberately and conscientiously, with respect and regard to the guidance given by public health officials, and in the best interest of GDOE students, their families, and the island community.

### ● ADDITIONAL RESOURCES

A Round Up of Multilingual Resources on COVID-19, March 10, 2020: <https://switchboardta.org/blog/a-round-up-of-multilingual-resources-on-COVID-19/>

Centers for Disease Control and Prevention. (May 2020), *CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again*. Retrieved May 21, 2020, <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

CDC Considerations for Schools: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again, May 2020: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf>

Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes, May 2020: <https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 outbreak <https://sites.ed.gov/idea/files/qa-COVID-19-03-12-2020.pdf>

CDC Printable Media

<https://www.cdc.gov/coronavirus/2019-ncov/communication/factsheets.html>

**Avoid Spreading Germs at Work (CDC)** <https://www.cdc.gov/nonpharmaceutical-interventions/pdf/dont-spread-germs-work-item3.pdf>

**Cover your Cough Posters (CDC)** [https://www.cdc.gov/flu/pdf/protect/cdc\\_cough.pdf](https://www.cdc.gov/flu/pdf/protect/cdc_cough.pdf)

**COVID-19 Health Information Poster** [coronavirus-health\\_information\\_flyer\\_phs\\_logo\\_2-28-20\\_final.pdf](#)

**Stay Home if you are Ill Posters (CDC)** <https://www.cdc.gov/flu/pdf/freeresources/updated/stay-home-from-work-poster.pdf>

**Wash your Hands Posters (CDC)** <https://www.cdc.gov/handwashing/posters>

**Physical Distancing** <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html>



- APPENDIX
- Student Privacy Policy Office: Ferpa & Coronavirus Disease 2019 Frequently Asked Questions



**STUDENT PRIVACY POLICY OFFICE**  
**FERPA & Coronavirus Disease 2019 (COVID-19)**  
**Frequently Asked Questions (FAQs)**  
**March 2020**

## **Introduction**

The United States (U.S.) Department of Education (Department) is issuing these Frequently Asked Questions (FAQs) regarding the Family Educational Rights and Privacy Act (FERPA) and the coronavirus disease 2019, abbreviated as “COVID-19” and more commonly referred to as “coronavirus.”<sup>1</sup> We are working with our Federal partners including the Centers for Disease Control and Prevention (CDC), which is leading the Federal effort to address coronavirus or COVID-19. The U.S. Department of Health and Human Services (HHS) issued on January 31, 2020, a declaration of a Public Health Emergency regarding coronavirus or COVID-19.<sup>2</sup>

The Department’s Student Privacy Policy Office (SPPO) prepared this document to assist school officials working with public health officials in managing public health issues related to COVID-19, while protecting the privacy of students’ education records. Understanding FERPA helps enable school officials to act quickly and with certainty when confronting challenges that affect the health or safety of students or other individuals.

Educational agencies and institutions, such as school districts, schools, colleges and universities, can play an important role in slowing the spread of COVID-19 in U.S. communities. Through information sharing and coordination with public health departments, educational agencies and institutions can help protect their schools and communities.

The purpose of this document is to assist school officials in protecting student privacy in the context of COVID-19 as they consider the disclosure of personally identifiable information (PII) from student education records to individuals and entities who may not already have access to that information. School officials should work with their State and local public health officials to determine the information needed to address this public health concern. Understanding how, what, and when information can be shared is a critical part of preparedness.

## **Background**

FERPA is a Federal law that protects the privacy of student education records. (20 U.S.C. § 1232g; 34 C.F.R. Part 99) The law applies to all educational agencies and institutions that receive funds under any program administered by the Secretary of Education. The term “educational agencies and institutions” under FERPA generally includes school districts and public schools at the elementary and secondary levels, as well as private and public institutions of postsecondary

<sup>1</sup> Please note that this FERPA & Coronavirus Disease 2019 (COVID-19) FAQ document updates the Department’s 2009 FERPA & H1N1 document. Other than statutory and regulatory requirements included in the document, the contents of the guidance do not have the force and effect of law and are not meant to bind the public in any way. This document is intended only to provide clarity to the public regarding existing requirements under the law or agency policies. This document will be posted at <https://studentprivacy.ed.gov> and <https://www.ed.gov/coronavirus>.

<sup>2</sup> HHS declaration posted at <https://www.hhs.gov/about/news/2020/01/31/secretary-azar-declares-public-health-emergency-us-2019-novel-coronavirus.html>.

education. Private schools at the elementary and secondary levels generally do not receive funds from the Department and are, therefore, not subject to FERPA.

FERPA gives parents certain rights with respect to their children's education records at educational agencies and institutions to which FERPA applies. These rights transfer to the student when he or she reaches the age of 18 or attends an institution of postsecondary education at any age (thereby becoming an "eligible student"). 20 U.S.C. § 1232g(d); 34 C.F.R. § 99.5(a)(1). Under FERPA, a parent or eligible student must provide a signed and dated written consent before an educational agency or institution discloses PII from education records, unless an exception to this general consent requirement applies. 34 C.F.R. § 99.30(a). Exceptions to the general consent requirement are set forth in 20 U.S.C. §§ 1232g(b)(1), (b)(2), (b)(3), (b)(5), (b)(6), (h), (i), and (j) and 34 C.F.R. § 99.31. The term "education records" is defined, with certain exceptions, as those records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution, or by a party acting for the agency or institution. 20 U.S.C. § 1232g(a)(4); 34 C.F.R. § 99.3, "Education records." Accordingly, immunization and other health records, as well as records on services provided to students under the Individuals with Disabilities Education Act (IDEA), which are directly related to a student and maintained by an educational agency or institution are "education records" under FERPA.<sup>3</sup> The term "PII" refers to a student's name or identification number, as well as other information that can be used to distinguish or trace an individual's identity either directly or indirectly through linkages with other information. 34 C.F.R. § 99.3, "Personally identifiable information."

FERPA prohibits educational agencies (e.g., school districts) and institutions (i.e., schools) from disclosing PII from students' education record without the prior written consent of a parent or "eligible student," unless an exception to FERPA's general consent rule applies. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. For instance, pursuant to one such exception, the "health or safety emergency" exception, educational agencies and institutions may disclose to a public health agency PII from student education records, without prior written consent in connection with an emergency if the public health agency's knowledge of the information is necessary to protect the health or safety of students or other individuals. 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36.

For all other situations where an exception to FERPA's general consent requirement does not apply, educational agencies and institutions must obtain prior written consent of a parent or eligible student to disclose PII from student education records. 20 U.S.C. §§ 1232g(b)(1) and (b)(2); 34 C.F.R. §§ 99.30 and 99.31. We have attached a model consent form at the end of this document. We have also listed the email and contact information for SPPO, the Department office responsible for implementing and enforcing FERPA, if school officials have questions that are not covered in this document.

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<sup>3</sup> Parts B and C of the IDEA contain separate privacy regulations that incorporate FERPA provisions and exceptions, including the health or safety emergency exception that is the primary subject of these FAQs. Where a student is placed in a private school for the provision of Individualized Education Program (IEP) services on behalf of a school or school district subject to FERPA, the education records of the privately placed student that are maintained by the private school are subject both to FERPA and to the confidentiality requirements under Part B of the IDEA.

student or another individual, it may disclose that information to such parties without consent. This is a flexible standard under which the Department will not substitute its judgment for that of the educational agency or institution so that the educational agency or institution may bring appropriate resources to bear on the situation, provided that, based on the information available at the time of the educational agency's or institution's determination, there is a rational basis for such determination. We note also that, within a reasonable period of time after a disclosure is made under this exception, an educational agency or institution must record in the student's education records the articulable and significant threat that formed the basis for the disclosure and the parties to whom information was disclosed. 34 C.F.R. § 99.32(a)(5).

3. May student education records, such as health records, maintained by an educational agency or institution be disclosed, without consent, to public health departments if the educational agency or institution believes that the virus that causes COVID-19 poses a serious risk to the health or safety of an individual student in attendance at the educational agency or institution?

Yes. If an educational agency or institution, taking into account the totality of the circumstances, determines that an articulable and significant threat exists to the health or safety of a student in attendance at the agency or institution (or another individual at the agency or institution) as a result of the virus that causes COVID-19, it may disclose, without prior written consent, PII from student education records to appropriate officials at a public health department who need the information to protect the health or safety of the student (or another individual). Public health department officials may be considered "appropriate parties" by an educational agency or institution under FERPA's health or safety emergency exception, even in the absence of a formally declared health emergency. Typically, public health officials and trained medical personnel are among the types of appropriate parties to whom PII from education records, may be non-consensually disclosed under FERPA's health or safety emergency exception.

4. If an educational agency or institution learns that student(s) in attendance at the school are out sick due to COVID-19, may it disclose information about the student's illness under FERPA to other students and their parents in the school community without prior written parental or eligible student consent?

It depends, but generally yes, but only if that information is in a non-personally identifiable form. Specifically, the educational agency or institution must make a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. *See* 34 C.F.R. § 99.31(b)(1). If an educational agency or institution discloses information about students in non-personally identifiable form, then consent by the parents or eligible students is not needed under FERPA. For example, if an educational agency or institution releases the fact that individuals are absent due to COVID-19 (but does not disclose their identities), this would generally not be considered personally identifiable to the absent students under FERPA as long as there are other individuals at the educational agency or institution who are absent for other reasons. However, we caution educational agencies or institutions to ensure that in releasing such facts, they do so in a manner that does not disclose other information that, alone or in combination, would allow a reasonable



person in the school community to identify the students who are absent due to COVID-19 with reasonable certainty.

5. May educational agencies and institutions disclose without consent the names, addresses, and phone numbers of absent students to the public health department so that the health department may contact their parents in order to assess the students' illnesses?

FERPA permits educational agencies and institutions to non-consensually disclose PII from education records in the form of contact information of absent students to the public health department in specific circumstances, such as in connection with a health or safety emergency (20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 99.36) or pursuant to other applicable exceptions.

While FERPA generally permits the nonconsensual disclosure of properly designated "directory information" (e.g., name, address, phone number, grade level) when parents or eligible students have not opted out of such a disclosure, it does not permit an educational agency or institution to disclose "directory information" on students that is linked to non-directory information (such as information regarding a student's illness). For instance, an educational agency or institution may not disclose directory information on all students who are receiving special education services or those who have been absent from school.

Therefore, unless a specific FERPA exception applies, educational agencies and institutions should prepare consent forms for parents and eligible students to sign to allow the potential sharing of this type of information if they create, or intend to create, a tracking or monitoring system to identify an outbreak before an emergency is recognized.

6. If an educational agency or institution determines that a health or safety emergency exists, may it disclose, without consent, PII from student education records to the media?

No. As explained previously, FERPA only permits nonconsensual disclosures of PII from students' education records under the health or safety emergency exception to "appropriate parties" (such as public health officials) whose knowledge of the information is necessary to protect the health or safety of students or other individuals. While the media may have a role in alerting the community of an outbreak, they are not "appropriate parties" under FERPA's health or safety emergency exception because they generally do not have a role in protecting individual students or other individuals at the educational agency or institution. "Appropriate parties" in this context are normally parties who provide specific medical or safety attention, such as public health and law enforcement officials.

7. May the school identify a particular student, a teacher, or other school official as having COVID-19 to parents of other students in the school?

In most cases, it is sufficient to report the fact that an individual in the school has been determined to have COVID-19, rather than specifically identifying the student who is infected. School notification is an effective method of informing parents and eligible students of an illness



in the school. For settings in which parents are primarily doing drop-offs and pick-ups, posting signs on the doors may be effective. In other settings, sending home or e-mailing a notification may also be effective. These methods serve to notify parents and eligible students of a potential risk, which may be particularly important for students who may be more susceptible to infection or to developing severe complications from an infection, and to alert parents to look for symptoms in their own children and eligible students to more closely monitor themselves for symptoms.

Nothing in FERPA prevents schools from telling parents and students that a specific teacher or other school official has COVID-19 because FERPA applies to students' education records, not records on school officials. However, there may be State laws that apply in these situations.

There may be a rare situation during a health or safety emergency, however, in which schools may determine (in conjunction with health, law enforcement, or other such officials) that parents of students or eligible students are appropriate parties to whom to disclose identifiable information about a student with COVID-19. For example, school officials may determine that it is appropriate to disclose identifiable information about a student with COVID-19 to parents of other students if parents need to know this information to take appropriate action to protect the health or safety of their children. For example if a student with COVID-19 is a wrestler and has been in direct and close contact with other students who are on the team or who are in the school and have higher health risks, school officials may determine it necessary to disclose the identity of the diagnosed student to the parents of the other students. In these limited situations, parents and eligible students may need to be aware of this information in order to take appropriate precautions or other actions to ensure the health or safety of their child or themselves, especially if their child or they may have a higher risk of susceptibility to COVID-19 or of developing severe complications from COVID-19.<sup>4</sup> School officials should make the determination on a case-by-case basis whether a disclosure of the student's name is absolutely necessary to protect the health or safety of students or other individuals or whether a general notice is sufficient, taking into account the totality of the circumstances, including the needs of such students or other individuals to have such information in order to take appropriate protective action(s) and the risks presented to the health or safety of such students or other individuals.

8. May an educational agency or institution disclose PII from an eligible student's education records to the student's parents if the eligible student has been determined to have COVID-19?

Yes, for dependent students and generally yes, but see below. Under FERPA, an educational agency or institution, including an institution of postsecondary education, may disclose, without the eligible student's written consent, PII from an eligible student's education records to his or her parents under certain conditions. For example, a university physician treating an eligible student for COVID-19 might determine that the student's treatment records should be disclosed to the student's parents. This disclosure may be made, without consent of the eligible student, if the parents claim the eligible student as a dependent under section 152 of the Internal Revenue Code of

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<sup>4</sup> For helpful information on risk, please see the Centers for Disease Control and Prevention's current risk assessment, which is available at: <https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/children-faq.html>.

1986. 20 U.S.C. § 1232g(b)(1)(H); 34 C.F.R. § 99.31(a)(8). If the parents do not claim the eligible student as a dependent, then the disclosure may be made to the parents, without the eligible student's written consent, if the disclosure is in connection with a health or safety emergency provided certain conditions are satisfied (as discussed in the response to question two above). 20 U.S.C. § 1232g(b)(1)(I); 34 C.F.R. §§ 99.31(a)(10) and 36.

9. What if a parent of a student who is not an eligible student refuses to provide written consent to permit the release of PII contained in student education records to the public health department?

FERPA permits educational agencies and institutions to release information from education records without consent after the removal of all PII, provided that the agency or institution has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. 34 C.F.R. § 99.31(b)(1). Thus, it would be problematic to disclose that every student in a particular class or grade level is absent if there is, for instance, a directory with the names of every student in that class or grade. Therefore, it is prudent that educational agencies or institutions obtain written consent to permit the disclosure of PII from students' education records to the public health department. If the parent or eligible student will not provide written consent for the disclosure of the PII, then the educational agency or institution may not make the disclosure unless it has determined that there is an applicable exception to the general requirement of consent that permits the disclosure, such as if a health or safety emergency exists and the PII is disclosed to an appropriate party whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

10. Is an educational agency or institution required to record disclosures of PII from student education records submitted to the public health department or other outside parties, even in connection with a health or safety emergency?

Yes. FERPA generally requires educational agencies and institutions to maintain a record of each request for access to and each disclosure of PII from the education records of each student. 34 C.F.R. § 99.32(a)(1). Moreover, when making a disclosure under the health or safety emergency provision in FERPA, educational agencies and institutions are specifically required to record the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and the parties to whom the agency or institution disclosed the information. 34 C.F.R. § 99.32(a)(5). The record of each request for access to and each disclosure of PII from student education records must be maintained with the education records of each student as long as the records are maintained. 34 C.F.R. § 99.32(a)(2). This requirement enables parents and eligible students who do not provide written consent for disclosure of education records to see the circumstances under which and the parties to whom their information was disclosed. However, educational agencies and institutions are not required to record disclosures for which the parent or eligible student has provided written consent. 34 C.F.R. § 99.32(d)(3).

\*\*\*\*\*

The Department's Student Privacy Policy Office or SPPO is the office that administers FERPA. SPPO is available to respond to questions school officials may have about FERPA. School officials may e-mail questions to SPPO at [FERPA@ed.gov](mailto:FERPA@ed.gov). You may also call us at (202) 260-3887. Additional information and guidance on FERPA is available on SPPO's website at: <https://studentprivacy.ed.gov/>.

The Department has a list of resources regarding COVID-19 (coronavirus) on our website at <https://www.ed.gov/coronavirus>. Questions related to the coronavirus may be emailed to the Department at [COVID-19@ed.gov](mailto:COVID-19@ed.gov).

In December 2019, the U.S. Department of Education, along with HHS, issued guidance on the applicability of FERPA and the HIPAA to student health records, the "Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) To Student Health Records." See [https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf). This 2019 document updated the Department's 2008 guidance and explained that the HIPAA Privacy Rule does not apply to education records that are protected by FERPA. Student health records that are maintained by a public elementary and secondary educational agency or institution or by a party acting for the agency or institution are "education records" subject to FERPA, and school officials must follow the requirements of FERPA in making any disclosures of the PII from these records. At the postsecondary level, FERPA applies to most public and private institutions of postsecondary education and to the student health records that they maintain. Such student health records may either constitute "education records" or "treatment records," if certain conditions are met, but in either case they are subject to FERPA and not the HIPAA Privacy Rule.

For more information on the HIPAA Privacy Rule, please visit HHS' HIPAA Privacy Rule website at: <http://www.hhs.gov/ocr/privacy/>. The website offers a wide range of helpful information about the HIPAA Privacy Rule, including frequently asked questions.

**[Sample FERPA Consent Form]**

**Disclosure of Information Protected by the Family Educational Rights and Privacy Act  
by \_\_\_\_\_ [Name of School/School District] to [Name of Appropriate Authority]**

Pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 C.F.R. part 99), the written consent of a parent or eligible student is required before the education records of a student, or personally identifiable information contained therein, may be disclosed to a third party, unless an exception to this general requirement of written consent applies. If a student is age 18 years or older, or is enrolled in an institution of postsecondary education, he or she is an “eligible student” and must provide written consent for the disclosure of his or her education records or personally identifiable information contained therein.

I, \_\_\_\_\_, hereby agree to allow \_\_\_\_\_  
[SCHOOL OR DISTRICT NAME] to disclose the following personally identifiable information  
or education records:

\_\_\_\_\_ [Specify education records or personally identifiable  
information that may be disclosed] on \_\_\_\_\_  
[Name of Student] to \_\_\_\_\_ [Name of Appropriate Authority] for the  
purpose of [State purpose of disclosure] \_\_\_\_\_.

You may withdraw your consent to share this information at any time. A request to withdraw your consent should be submitted in writing and signed.

\_\_\_\_\_  
Signature of Parent, Guardian, or Eligible Student

Date: \_\_\_\_\_

- GDOE Employee Screening Form



## GDOE EMPLOYEE COVID-19 SCREENING FORM



Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Division: \_\_\_\_\_

**PLEASE LET US KNOW IF YOU HAVE HAD ANY OF THE FOLLOWING:**

|   | YES                      | NO                       |
|---|--------------------------|--------------------------|
| 1. Fever of 100.4°F and higher within the last 14 days<br><input type="checkbox"/>  | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Have you taken a <b>fever reducer/antipyretic</b><br>(Tylenol, Ibuprofen) or <del>NyQuil/DayQuil</del> in the last<br>4-8 hours? If yes, any reason for taking:<br>_____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Cough  | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Difficulty breathing or shortness of breath  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Have you traveled off island in the last 14 days?  | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have you had contact with a confirmed or <u>suspected</u><br>COVID-19 case?  | <input type="checkbox"/> | <input type="checkbox"/> |

**\*Temperature:** \_\_\_\_\_ °F (temperature at 100°F and higher – **NO ENTRY**)

Employee signature: \_\_\_\_\_ Date: \_\_\_\_\_

**NOTE:**

- **Any YES to the above 6 questions** would require a **Registered Nurse (RN) or Licensed Practical Nurse (LPN) consultation** prior reporting to work
- Please inform your supervisor of any changes **IMMEDIATELY or ASAP**



• GDOE Visitors Screening Log






**GDOE VISITORS COVID-19 SCREENING LOG**

**M T W Th F**

**DATE:** \_\_\_\_\_

|                             |  |  |
|-----------------------------|--|--|
| <b>NAME</b>                 | <b>COVID-19 SYMPTOM CHECKER:</b><br><i>Symptoms may appear 2-14 days after exposure</i><br><b>Fever or chills</b> Temp: _____<br>____ Cough/Sore throat/Congestion<br>____ Difficulty breathing or shortness of breath<br>____ Fatigue/Muscle of body aches<br>____ New loss of taste or smell<br>____ Headache<br>____ Nausea<br>____ Diarrhea<br>____ Travel in last 14 days<br>____ Close contact with confirmed or probable case of COVID-19 | <b>Reason for Visit</b><br>____ Visitor<br>____ GDOE Employee<br>Location: _____                                 |
| <b>TIME:</b>                |  | <b>If visitor, reason:</b><br>____ HR<br>____ Payroll<br>____ Head Start<br>____ SPED<br>____ ESCL<br>____ Other |
| <b>CONTACT INFORMATION:</b> |  |  |
| <b>VILLAGE:</b>             |  |  |
| <b>NAME</b>                 | <b>COVID-19 SYMPTOM CHECKER:</b><br><i>Symptoms may appear 2-14 days after exposure</i><br><b>Fever or chills</b> Temp: _____<br>____ Cough/Sore throat/Congestion<br>____ Difficulty breathing or shortness of breath<br>____ Fatigue/Muscle of body aches<br>____ Loss of taste or smell<br>____ Headache<br>____ Nausea<br>____ Diarrhea<br>____ Travel in last 14 days<br>____ Close contact with confirmed or probable case of COVID-19     | <b>Reason for Visit</b><br>____ Visitor<br>____ GDOE Employee<br>Location: _____                                 |
| <b>TIME:</b>                |  | <b>If visitor, reason:</b><br>____ HR<br>____ Payroll<br>____ Head Start<br>____ SPED<br>____ ESCL<br>____ Other |
| <b>CONTACT INFORMATION:</b> |  |  |
| <b>VILLAGE:</b>             |  |  |
| <b>NAME</b>                 | <b>COVID-19 SYMPTOM CHECKER:</b><br><i>Symptoms may appear 2-14 days after exposure</i><br><b>Fever or chills</b> Temp: _____<br>____ Cough/Sore throat/Congestion<br>____ Difficulty breathing or shortness of breath<br>____ Fatigue/Muscle of body aches<br>____ Loss of taste or smell<br>____ Nausea<br>____ Diarrhea<br>____ Travel in last 14 days<br>____ Close contact with confirmed or probable case of COVID-19                      | <b>Reason for Visit</b><br>____ Visitor<br>____ GDOE Employee<br>Location: _____                                 |
| <b>TIME:</b>                |  | <b>If visitor, reason:</b><br>____ HR<br>____ Payroll<br>____ Head Start<br>____ SPED<br>____ ESCL<br>____ Other |
| <b>CONTACT INFORMATION:</b> |  |  |
| <b>VILLAGE:</b>             |  |  |
| <b>NAME</b>                 | <b>COVID-19 SYMPTOM CHECKER:</b><br><i>Symptoms may appear 2-14 days after exposure</i><br><b>Fever or chills</b> Temp: _____<br>____ Cough/Sore throat/Congestion<br>____ Difficulty breathing or shortness of breath<br>____ Fatigue/Muscle of body aches<br>____ Loss of taste or smell<br>____ Nausea<br>____ Diarrhea<br>____ Travel in last 14 days<br>____ Close contact with confirmed or probable case of COVID-19                      | <b>Reason for Visit</b><br>____ Visitor<br>____ GDOE Employee<br>Location: _____                                 |
| <b>TIME:</b>                |  | <b>If visitor, reason:</b><br>____ HR<br>____ Payroll<br>____ Head Start<br>____ SPED<br>____ ESCL<br>____ Other |
| <b>CONTACT INFORMATION:</b> |  |  |
| <b>VILLAGE:</b>             |  |  |

## DPHSS Voluntary Quarantine Letter

|   |   |   |
|---|---|---|
|    | <b>GOVERNMENT OF GUAM</b><br><b>DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES</b><br><b>DIPATTAMENTON SALUT PUPBLEKO YAN SETBISION SUSIAT</b> |  |
| LOURDES A. LEON GUERRERO<br>GOVERNOR, MAGA'EHGA   |   | LINDA UNPINGCO DENORCEY, MPH<br>DIRECTOR  |
| JOSHUA F. TENORIO<br>LT. GOVERNOR, SIGUNDO MAGA'LIHI  | <b>Voluntary Quarantine Letter</b>  | LAURENT SF DUENAS, MPH, BSN, RN<br>DEPUTY DIRECTOR                                  |
|   |   | Date: _____   |
| <br>_____<br>_____<br>_____   |   |   |
| Dear _____,   |   |   |
| I have determined that your voluntary quarantine is necessary for the preservation and protection of the public health. This determination is based on the following information:   |   |   |
| <div style="display: flex; align-items: flex-start;"><div style="margin-right: 10px;"><input type="checkbox"/> Your recent travel history</div><div><input type="checkbox"/> Your identified contact to a known infectious COVID-19 patient.</div></div>  |   |   |
| Therefore, your compliance is hereby requested. You are requested to report to, or remain at your primary residence of record at  |   |   |
| _____ by _____  |   |   |
| (Physical address of premises subject to quarantine) (Date and time)  |   |   |
| Please read the enclosed information carefully and follow the enclosed recommendations. The Department of Public Health and Social Services (DPHSS) requests that you stay home from work, school, child care, other public areas, and to avoid travel by air and sea until we notify you that it is safe to resume your normal activities.   |   |   |
| I am including the most recent information available on what you can do to help prevent spread of <u>COVID-19</u> to others, including your household contacts. The information sheets about <u>COVID-19</u> are updated often as new information becomes available. You can also access information at the DPHSS website, <a href="http://www.dphss.guam.gov">www.dphss.guam.gov</a> or the Centers for Disease Control and Preventions website at <a href="http://www.cdc.gov">www.cdc.gov</a> .  |   |   |
| We understand that being voluntarily quarantined (home or hotel) may cause significant inconvenience to you. However, it is very important for the protection of your own health and that of others that you abide by this request for voluntary quarantine. If you have any questions about this request or need assistance in complying, please call the Medical Triage Phone Hotline Center at (671) 480-7859, 480-6760, 480-6763, or 480-7853. Failure to voluntarily comply with this request may result in an emergency detention order, pursuant to P.L. 22-130. |   |   |
| Sincerely,  |   |   |
|    |   |   |
| LINDA UNPINGCO DENORCEY, MPH<br>Director, DPHSS   |   |   |
| <small>520 WEST SANTA MONICA AVENUE, DEDEDO, GUAHAN 96929<br/>www.dphss.guam.gov • Ph: 671-635-7447 • Fax: 671-635-7492</small>   |   |   |



LOURDES A. LEON GUERRERO  
GOVERNOR, MAGA'HAÇA

JOSHUA F. TENORIO  
LT. GOVERNOR, SIGUNDO MAGA'LAIH

GOVERNMENT OF GUAM  
DEPARTMENT OF PUBLIC HEALTH AND SOCIAL SERVICES  
DIPATTAMENTON SALUT PUPBLEKO YAN SETBISION SUSIAT



LINDA UNPINGCO DENORCEY, MPH  
DIRECTOR

LAURENT SF DUENAS, MPH, BSN, RN  
DEPUTY DIRECTOR

## Voluntary Quarantine Acknowledgement

On \_\_\_\_\_, 20\_\_\_\_, I received a written notice from the Department of Public Health and Social Services (DPHSS) indicating that the Director, with the advice of the Medical Director and/or Chief Public Health Officer of the DPHSS, requests my voluntary quarantine from the public.

I have read the notice and the enclosed information carefully and intend to follow the enclosed recommendations. I understand that I will stay home from work, school, child care, and other public areas until I am notified by the DPHSS staff that it is safe to resume my normal activities. Additionally, I will follow any other requests of the DPHSS relating to my voluntary quarantine. I understand that if I have any questions regarding my condition, **I will stay where I am and call the department at (671) 480-7859 or 480-6760 or 480-6763, or 480-7853.**

DATED this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

\_\_\_\_\_  
[Sign Name]

\_\_\_\_\_  
[Print Name]

\_\_\_\_\_  
[Date of Birth]

\_\_\_\_\_  
[Social security number]



## Incident Specific Annex L: Canine Sweep Response

To ensure drugs are not in schools and in support of the department's Drug Free Workplace Policy canine sweeps are conducted. The GDOE has an MOU with the Department of Customs and Quarantine (Annex L.1) to conduct canine sweeps of schools and office areas. The frequency of these operations are dependent upon the availability of the canine teams. All operations are approved by the Superintendent of Education before execution. Personnel conducting operations shall establish an operations plan agreed upon by both agency representatives. Agents from the Department of Customs and Quarantine are only responsible for managing the canine teams. GDOE personnel are responsible for conducting searches/seizure.

**For Employees:** When there is reasonable suspicion the employee and/or belongings may be subject to a search/seizure. The employee will be provided a "Consent to Search Form" to sign upon agreeing to the search of his/her person and/or belongings (e.g., vehicle, desk, locker, etc.) *(Refer to image below)*

*Note: A copy of the Employee Consent to Search Form will be provided upon request.*



### DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

www.gdoe.net  
500 Marine Avenue  
Hagigada, Guam 96913  
Telephone: (671) 300-1547/1556 • Fax: (671) 673-8001  
Email: jonfermandez@gdoe.net



### DEPARTMENT OF EDUCATION EMPLOYEE CONSENT TO SEARCH FORM

Board Policy 407, SOP 1200-010, and SOP 1200-002 address Searches and Seizures in the Guam Department of Education. Searches of students, GDOE employees, and visitors are permissible. The challenge for department is to balance individual constitutional rights with the need for safety in schools.

I \_\_\_\_\_, consent to a search of all my belongings and on my person and that it will be conducted by Law Enforcement Officers.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Witness (print and sign)

\_\_\_\_\_  
Date

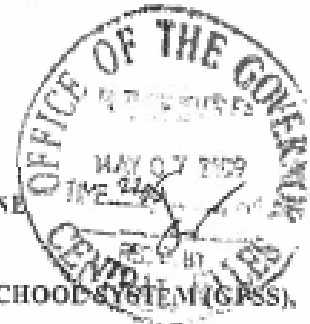
\_\_\_\_\_  
Date

Reasonable suspicion can be establish when a drug detection dog has a positive alert to a person or thing associated with the person (e.g., vehicle, desk, locker, etc.) When reasonable suspicion has been established, the Superintendent of Education may also require a random drug screen.

During these sweeps, the Superintendent or designee will ensure that a “modified lockdown” is activated prior to the sweep of the campus. A “modified lockdown” is when all lockdown procedures are in effect with the exception of the doors being locked.

No employee or student is allowed to be in the hallways until the “all clear” has been given. Restroom use is prohibited for the first two (2) hours, unless, approved by the GDOE Incident Commander in charge of the operation.

**MEMORANDUM OF AGREEMENT  
BETWEEN  
GUAM PUBLIC SCHOOL SYSTEM  
AND  
DEPARTMENT OF CUSTOMS AND QUARANTINE**



**THIS AGREEMENT** is made by and between the **GUAM PUBLIC SCHOOL SYSTEM (GPSS)**, whose mailing address is P.O. Box DE Hagåtña, Guam 96932 and the **DEPARTMENT OF CUSTOMS AND QUARANTINE (C&Q)** whose address is Building 13-16A Mariner Drive, Tiyan, Guam 96913.

**WHEREAS**, the Governor of Guam, the Director of Customs and Quarantine and the Superintendent recognize that an efficient means of communication between the Department of Customs & Quarantine and the Guam Public School System needs to be created; and

**WHEREAS**, to reach this goal the parties met on several occasions and agreed to formulate this Memorandum of Agreement to establish the duties and responsibilities of each party; and

**WHEREAS**, C&Q provides support to GPSS with the C&Q canine division for detection only; and

**WHEREAS**, GPSS agrees to conduct all searches during the drug sweeps; and staff will direct the canine teams and keep students in the classrooms during the lockdown; and

**WHEREAS**, C&Q will not deploy Detector Dogs if any safety issues arise; and

**WHEREAS**, all parties agree to work toward the goal of maximizing taxpayer dollars while performing this prevention service needed by the students of the Guam Public School System.

**NOW THEREFORE** be it witnessed that the parties agree as follows:

**Both parties agree that:**

1. The Director and the Superintendent shall each:
  - a) Designate liaisons, no more than two, to be members of the Multi-Hazard School Planning Team
  - b) Ensure that at least one liaison attend all Multi-Hazard School Planning meetings

2. Sweeps will occur as agreed upon by the designated liaisons of each Department.
3. The purpose and intent of the canine sweeps is to "clear" our school campuses of drugs and drug paraphernalia.
4. During these sweeps GPSS will ensure that a "Lockdown" is activated prior to the sweep of the campus and will provide support staff to direct C&Q canine teams and keep all students in the classrooms.
5. Sweeps will occur as agreed upon by the designated liaisons of each Department.
6. That the dates of these sweeps shall be kept confidential.
7. No media will be allowed on campus during the sweeps.
8. Only the School Administrator or designated PIO shall release any information related to the media.
9. Disputes regarding this matter shall be resolved between the Superintendent and Director of Customs & Quarantine.
10. This Memorandum of Agreement shall commence on the date of the signature of the Governor of Guam and continuing until either of the parties hereto, may, by written notice to the other, terminate this MOU in whole or in part at any time, either for convenience or default.
11. GPSS shall be responsible for any searches of the premises; to include, lockers, bags and persons when the Canine dogs signal an alert! C&Q will not conduct any searches.

**GPSS agrees:**

1. To provide staff to direct the C&Q canine teams.
2. To provide a campus map to C&Q prior to sweep.
3. To activate a "Lockdown" procedure prior to and throughout the duration of the campus sweep.
4. That administrators and staff will conduct all searches of lockers and students/employees. All drugs and paraphernalia will be collected and documented by school administrators for collection by GPD.
5. To give the C&Q a minimum of one week advanced notification for any GPSS search request that requires the use of C&Q detector dog teams.

6. To have the Administrator of the school or the Administrator's designee accompany the C&Q for the pre-search walk through of the areas to be searched by C&Q for an operational plan.
7. To have the Administrator or the Administrator's designee accompany C&Q detector dog teams at all times during active searches with the detector dog.
8. To follow instructions of the C&Q detector dog handlers in the set-up of areas to be searched.
9. To remove all safety hazards identified by C&Q detector dog handlers that are associated with areas required to be searched by GPSS.
10. To notify C&Q Detector Dog Handlers of their findings once a search has been completed subsequent to a detector Dog alert.
11. To authorize C&Q Detector Dog Teams to utilize schools for proficiency training purposes.

**C&Q agrees to:**

1. Provide canine teams to conduct the drug sweeps at the designated schools based on scheduling and availability.
2. Respond to GPSS within twenty-four hours of the request or the next working day.
3. Identify to the Administrator or the Administrator's designee specific areas alerted to by the detector dog.
4. Not to conduct any searches on persons, lockers or areas identified by detector the dog, but will defer searches to school staff or administrators.
5. Designate a team leader for each sweep.

////

////

////

////


////

IN WITNESS WHEREOF, the parties have entered into this Agreement on the dates indicated by their respective names.

GUAM PUBLIC SCHOOL SYSTEM:

GUAM CUSTOMS AND QUARANTINE  
AGENCY:

  
NERISSA BRETANIA-SHAFFER, PhD  
Superintendent of Education

  
COL. (RET.) DENNIS J. SANTO TOMAS  
Acting Director

Date: 3/24/09

Date: 4/8/2009


APPROVED AS TO FORM:

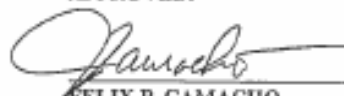
  
FRED NISHIHIRA  
GPSS Legal Counsel

Date: 3/24/09

APPROVED AS TO FORM AND LEGALITY:

APPROVED:

  
Alberto E. Tolentino  
~~Chief Deputy Attorney General~~  
ALICIA G. LIMITACO  
Attorney General of Guam

  
FELIX P. CAMACHO  
Governor of Guam

Date: 5/6/09

Date: 9 June 2009

Amended: 3/24/09

## Incident Specific Annex M: Power and Water Response

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If power and/or water services go out at a school or at the central office, the following actions are to be initiated by the Incident Commander or designee:

- Contact GPA/GWA to confirm status and duration of utility outage.
- Contact next higher supervisor to provide a Situation Report (SITREP).
- If possible, coordinate for alternate courses of action to mitigate the challenges for the length of the outage.
- If a school and utility outage is anticipated to be four (4) or more hours, contact the DSESL for authorization to cancel school.
- If central office and utility outage is less than four hours, make the necessary accommodations for personnel to function until utilities restored.
- If central office and utility outage is four (4) or more hours, respective Deputies impacted will contact the Superintendent for guidance.
  - **Course of Action 1:** Employees impacted can remain in their work space with accommodations or relocate to office spaces at another building or school to continue the duty day.
  - **Course of Action 2:** Employees can take annual leave for the remainder of the work day

## Incident Specific Annex N: Staffing Matrix – Determining Adequate Personnel Level Response

### **ELEMENTARY & SECONDARY DIVISION** **PORPOSED ADEQUATE STAFFING LEVEL**

|                   |   |
|-------------------|---|
| <b>OBJECTIVE:</b> | To provide a safe, clean, and educationally conducive environment for all stakeholders. |
|-------------------|---|

|  |
|--|
| <b><u>OPEN SCHOOL</u></b><br><b>(GREEN)</b><br><b>Less than 10%</b>  |
| <b><u>OPEN – GUARDED</u></b><br><b>(Yellow)</b><br><b>10% - 19%</b>  |
| <b><u>RISK OF CLOSING</u></b><br><b>(Orange)</b><br><b>20% - 29%</b> |
| <b><u>CLOSED – SEVERE</u></b><br><b>(Red)</b><br><b>30%</b>          |

|   | <b>SPECIAL NOTES</b>  |
|---|---|
| 1 | Total number of support staff including school administrators (locally funded) Irrespective of employee job classification.                         |
| 2 | Schools will alert Central Office at Orange Level (20% -29%)  |
| 3 | If at Code Orange, principals will request assistance either from a school or District Office to augment the lack of staff to keep the school open. |
| 4 | One-to-One Aide cannot be counted due to IEP requirements   |
| 5 | If school aides are used to substitute classes, they are counted as loss and against the minimal staffing.  |
| 6 | Principals will recommend to Central Office to close school.  |



## Incident Specific Annex O: Severe Weather Condition/Typhoon

---

### Purpose

The purpose of this annex is to outline the organization, responsibilities, operational concepts, and procedures, including the reporting forms and supporting documents, specific to response operations of forecasted severe weather emergencies. The department specific emergency support function is Mass Care – Emergency Evacuation Sheltering. The following areas addressed in this section:

### Overview

The shelter operations within the school district involve coordinating the use of school facilities to provide safe, accessible shelter for displaced or vulnerable populations during emergencies. This includes managing the utilization of classrooms, gymnasiums, and common areas, ensuring proper sanitation, safety, and security measures are in place. The district collaborates with local agencies to supply essential resources such as transportation, running water, fuel for generator, and other supplies, while also implementing protocols for crowd control and security. Ongoing communication and coordination are vital to address capacity constraints, logistical challenges, and safety concerns, with a focus on maintaining a safe environment and supporting the well-being of all shelter occupants.

The department has identified 15 schools as emergency evacuation shelters (Annex O.2: Emergency Centers and Maximum Capacity) in response to severe weather conditions or typhoons. Each one has a limited capacity. The type of storm and degree of intensity will determine the number of shelters the Superintendent will open. Shelter activation is also dependent upon the track of storm.

The following schools have been identified as primary emergency evacuation shelters:

|                                   |                                 |
|-----------------------------------|---------------------------------|
| Astumbo Elementary School         | M.A. Ulloa Elementary School    |
| B.P. Carbullido Elementary School | M.U. Lujan Elementary School    |
| F.B. Leon Guerrero Middle School  | Machananao Elementary School    |
| George Washington High School     | Merizo Martyr's Memorial School |
| H.S. Truman Elementary School     | Talofofo Elementary School      |
| Inalahan Middle School            | Upi Elementary School           |

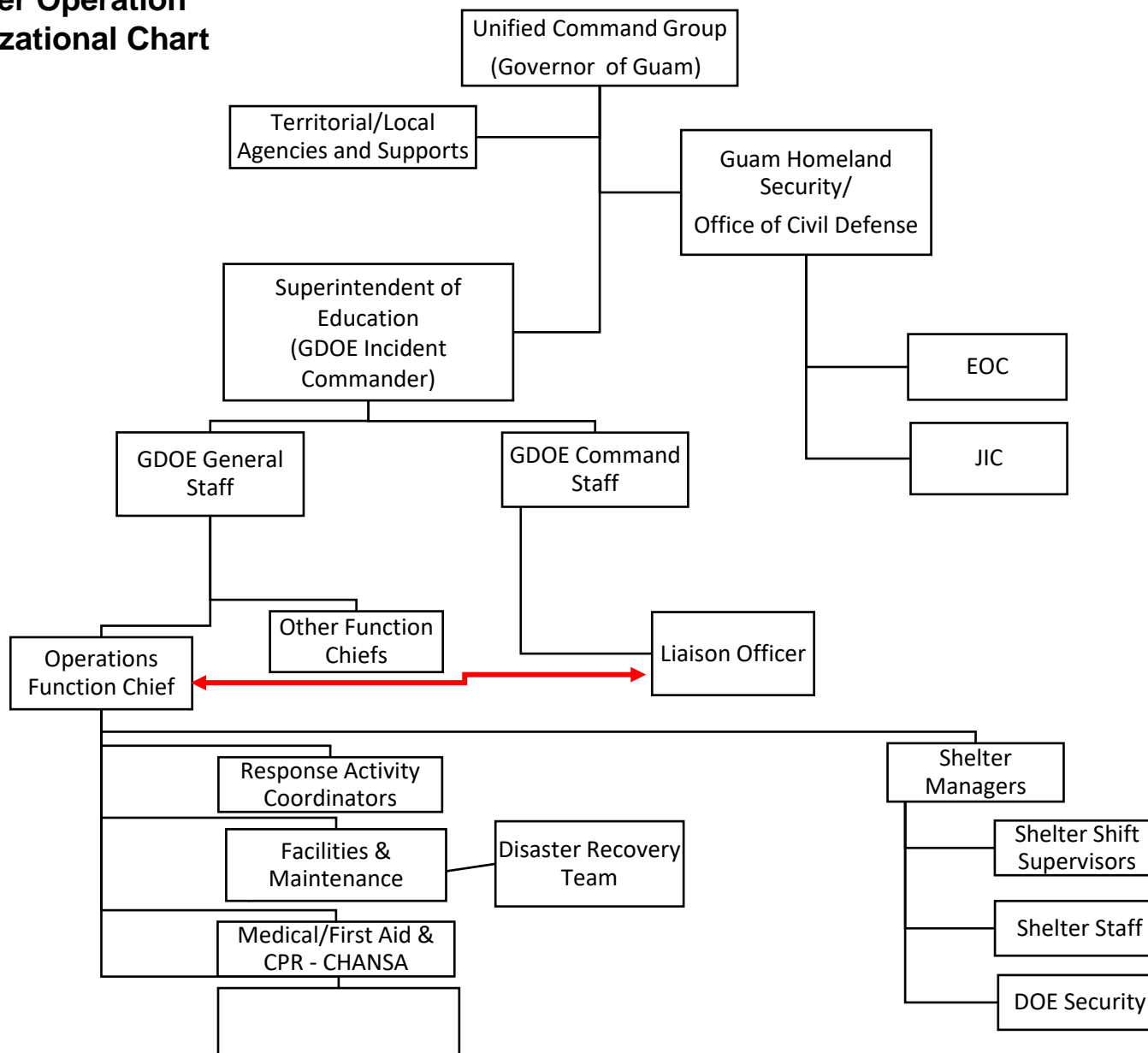
The following schools are secondary emergency evacuation shelters:

|                                     |                             |
|-------------------------------------|-----------------------------|
| J.M. Guerrero Elementary School     | Wettengel Elementary School |
| Ordot-Chalan Pago Elementary School |                             |

### A. Severe Weather/Typhoon Emergency Activation Organizational Chart

The shelter activation chart (below) will commence with the formation of a unified command group, establishing clear leadership and coordination, followed by assigning the department responsible for the mass care function, ensuring streamlined management of shelter operations, resource distribution, and support services to effectively address the needs of evacuees and affected populations during an emergency.

## Shelter Operation Organizational Chart



## **B. Phase Operations**

Disaster response is broken down into phases and sub-phases. (Man Made and Natural). In order to address the requirements for effective decision-making, the Ten (10) Year Catastrophic Plan stipulates, "... the preparations for response are predicated on a phased approach based on objective criteria consistent with NWS [National Weather Service] models. This strategy applies a systematic decision making process to link response actions to NWS predictions. Each phase is associated with an increased level of certainty and increased level of commitment of resources."

The phases of typhoon operations typically include preparedness, activation, response, and recovery. During the preparedness phase, plans are established, supplies are stockpiled, and communities are informed. Activation involves the official declaration of a typhoon warning and mobilization of resources. The response phase encompasses immediate actions such as evacuation, sheltering, and emergency services, while the recovery phase focuses on restoring normalcy, rebuilding infrastructure, and providing ongoing support to affected populations.

The Condition of Readiness (COR) for a typhoon is a set of predefined alert levels that indicate the severity of the threat and the corresponding actions required. These typically range from Phase 1: COR 4 (Normal Operations) to Phase 2: COR (Maximum Preparedness), with each level prompting specific measures such as monitoring weather updates, pre-positioning resources, activating emergency plans, and mobilizing response teams, such as a specific agency response, such as GDOE who responds to Mass Care – emergency evacuation sheltering.

- **Phase 1: Prepare (COR4 – 72 hours)**

This phase consists of three sub-phases that range from normal operations to staging, preparation of primary and secondary shelters, and activation of the Response Activity Coordinator (RAC) at the Emergency Operations Center (EOC) at Guam Homeland Security/Office of Civil Defense (GHS/OCD).

- **Phase 1A: Normal Operations (COR4 – 72 hours)**

The focus during Phase 1A is preparedness. During normal operations, GDOE personnel should conduct routine training and preventative maintenance of equipment. Preparatory actions are necessary to develop and coordinate initial response actions to provide sheltering needs to residents.

- GDOE will coordinate with the American Red Cross for Shelter Management Training.

- **Phase 1B: Elevated Threat (COR3 – 48 hours)**

This sub-phase occurs when the NWS and/or Unified Command Group determines that the Territory of Guam is within a three day probable track of a storm or disaster.

During COR3, the DSESCL will meet with all Response Activity Coordinators assigned to the Emergency Operations Center (EOC), Shelter Managers, Facilities & Maintenance, Assistant Superintendent, SPED, SPED Bus Transportation Supervisors, PIO, and senior leaders functioning as overall Incident Commander, Operations Chief, and Unified Command Group (UCG) representative. The purpose of the meeting is to discuss the status of the approaching disaster, review activation protocols, relay coordinating

instructions, supplies (if available), and distribute communication radios. DSESCL will coordinate with the SSSD staff to update electronic Situational Report (SITREP) based on selected shelters.

- **Phase 1C: Credible Threat (COR2-24hrs)**

When the Governor declares COR2, 24 hours prior to the Closest Point of Approach (CPA), the Superintendent of Education or designee will initiate school/division closure and shelters opening at a designated time. GHS/OCD will determine when the EOC will begin operations.

The Superintendent of Education (Incident Commander) or designee, with the Operations Section Chief (DSESCL) and Liaison Officer will determine the shelters for activation. The type of storm and degree of intensity will determine the number of shelters to open. The designated opening time of the storm is depended upon the track of the storm.

Shelters shall prepare shelters. Communicate any support needed to the RAC at the EOC.

The RAC shall plan and coordinate agency support for shelters via the DLAN. Support may consist of identify evacuated individuals with the Mayor's Council of Guam, transportation with DPW, security with GPD, and fuel and water with GPA and GWA, among others.

- **Phase 2: Incident and Incident Response (COR1-12hrs)**

Shelter/EOC operations are on ongoing in preparation for the oncoming disaster. SITREP must be completed every top of the hour by the shelter manager and/or shift supervisor, while RAC will monitor and provide brief to the EOC Heavy Weather Breifing and senior management. Additional coordinator can continue with the RAC and shelters.

- **Phase 3: Post-Incident/Recovery Operations - Upon notification of COR 4**

When COR4 is declared by the Governor of Guam, Shelter/EOC operations focus on deactivation and compilation of required ports and supporting documents.

### C. Shelter Teams

Shelter team numbers are based on capacity to ensure sufficient support for the anticipated number of people needing shelter. Teams are sized to manage the logistical tasks, provide care, and maintain order within the shelter, taking into account the anticipated number of individuals and the expected needs during a crisis. This approach optimizes resources and ensures effective support for all those seeking refuge. The Operations Section Chief (DSESCL) will determine the shelter managers and shift supervisor assignments, and confirm the number and individuals for shelter operations.

The following table provides the shelter team numbers based on shelter capacity:

| Capacity of Shelterees | Manager/Shift Supervisor | Staff | DOE Security |
|------------------------|--------------------------|-------|--------------|
| 100 – 150              | 1                        | 3     | 1            |
| 150 - 300              | 1                        | 5     | 2            |

| Capacity of Shelterees | Manager/Shift Supervisor | Staff | DOE Security |
|------------------------|--------------------------|-------|--------------|
| 301 and above          | 1                        | 8     | 3            |

For each shelter activated, the ICS organizational structure shall be implemented. Therefore, the designated Incident Commander (IC) is the Shelter Manager.

All shelter teams shall be trained in ICS -100/200/700/800 and the annual Shelter Fundamentals training with Red Cross.

#### D. Emergency Evacuation Fail-Over Number

All shelters have a designated failover number. Refer to page 24-25 in the ERP.

#### E. Organizational Job Descriptions, Duties and Responsibilities (ICS 203)

- **Operations Section Chief (DSESCL)** coordinates and monitors the shelter operations from evacuation response to recovery, including the assignments of school administrators and updates all contact information in advance of the District Pre-Activation briefing. Assembles both Primary/Secondary Shelter Managers and conducts the District Pre-Activation Briefing. Also, ensures that radios and supplies are disseminated
- **Liaison Officer (SSSD Administrator)** will oversee all the coordinated efforts with other local, federal, and other support, including the Heavy Weather Brief issued by NWS and Governor of Guam, for GDOE. The officer will work closely with the Operations Section Chief and the Response Activity Coordinators.
- **Public Information Officer (PIO)**, assigned to Joint Information Center, coordinates all incident-related public information activities.
- **Shelter Manager** is typically the primary principal/assistant principal of the school used as a shelter. The shelter manager oversees all aspects of a shelter's operation, including but not limited to: staffing, client intake and support, facility maintenance, and safety protocols. They ensure the shelter meets its mission, provides a safe and supportive environment for clients, and complies with all relevant regulations.
- **Shelter Shift Supervisor** may be a principal or assistant principal from another school or a Division Head. The shift supervisor in a typhoon shelter oversees the smooth and safe operation of the shelter during their assigned shift. This includes monitoring the well-being of residents, ensuring adequate sanitation, maintaining order and security, coordinating with other staff and volunteers, and reporting any issues or concerns to higher management. Essential tasks often involve direct client interaction, supervising staff, and ensuring all shelter procedures are followed.
- **Shelter Staff** may be a school or central staff. Shelter staff in a typhoon shelter perform a variety of tasks to ensure the safety, comfort, and well-being of those seeking refuge. This includes assisting with registration, providing basic necessities like water, maintaining sanitation and hygiene, and maintaining order and security.
- **Shelter Security**, typically assigned to School Attendance Officers (SAOS), augment local law enforcement officers during shelter activation. Depending on the number of shelters activated, they assigned individually or in pairs. They will support the shelter by:
  - Ensure shelter rules are posted and enforced (**Incident Specific Annex O.16**)
  - Conduct hourly perimeter checks
  - Ingress/Egress check

- Hourly station check with Incident Commander
  - Assist shelter staff, as requested
  - Liaison with Incident Commander and Public Safety Personnel
  - **Response Activity Coordinator (RAC)**, assigned to the Emergency Operations Center (EOC) at GHS/OCD in Agana Heights during shelter operations, will plan, coordinate, and manage response activities for shelters. See O1: EOC Seat Map, page 145 for seating arrangement in the EOC. Specific coordination include:
    - GHS/OCD – Communication,
    - GHS/OCD – Feeding and water
    - GHS/OCD and other agencies – Supplies
    - DPW – Transportation
    - GFD – EMT Services
    - GPD – Public Safety
    - GPW – Power
    - GWA Water
    - Other Agency Support
- F. Joint Information Center (JIC):** The JIC is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should co-locate at the JIC.
- G. Unified Command Group (UCG):** The UCG provides a unified and coordinated approach to emergency incident management, enabling institutions and agencies with different legal, geographic and functional responsibilities to coordinate, plan and interact effectively.

## **SHELTER OVERALL COORDINATING INSTRUCTIONS:**

### **A. PRE-ACTIVATION: COR 3 COORDINATING INSTRUCTIONS**

- Review Pre-Storm Checklist during COR3/Activation Checklist for COR2
- Keep radios charged at all times
- Generator/Water Tank Functions Check: Verify operation of generator and water tank and report to RAC when activated.
- Secure Typhoon supplies (flashlights/fresh batteries, portable radio, sanitation supplies, first-aid kits, minor tools)
- DSESCL: Verify phone tree – Contact numbers for all administrators and assignments.
- Shelter managers, RACs, and other departmental emergency support functions attend District Pre-Activation briefing (departmental heavy weather brief) and secure radio for communication with ESF 6, weather radio, and Shelter Rules placard. (**1<sup>st</sup> shift only**)
- Contact all Shelter Team members for first shift (**1<sup>st</sup> shift only**)
- Shelter managers contact all personnel and provide situational awareness.

### **B. RESPONSE ACTIVATION: COR 2 COORDINATING INSTRUCTIONS**

- ☐ If school is in session, coordinate with DSESCL / DPW Bus Operations for student pickup. (All Schools)
- ☐ Teachers / Staff / Division Personnel secure facilities. (All Schools)
- ☐ Prepare to receive GFD and complete the GFD Self-Fire Inspection Form (page 162) (**1<sup>st</sup> shift only**)
- ☐ Review and complete the Pre-Sheltering Activation Checklist (page 161) (**1<sup>st</sup> shift only**)
- ☐ Review and verify the phone roster of all personnel assigned to the shelter and notify personnel of their shifts (**1<sup>st</sup> shift only**)

- Shelter Manager contacts all personnel for all shifts and confirm.
  - Assigned shelter duties to shelter shift supervisor and staff. Assignments should include information, registration, dormitory, restrooms, dining, and among others
  - Plan to assign those with disabilities
- Conduct a functions check on emergency generator (page 180) & water tanks. Report any challenges on the SITREP and inform ESF 6 personnel via telephone.
- Ensure shelter personnel are signing in using the Shelter Assignment & Sign In Log (Refer to Functional Annex D)
- Ensure shelter personnel complete the Typhoon Timesheet (Refer to Functional Annex D) for every shift
  - Shelter Manager is responsible to review and approve timesheets with signature
- Meet with Shelter Team and review activation flow chart (**1<sup>st</sup> shift only**) and the American Red Cross Shelter Fundamental Guidelines Manual. (page 188)
- Confirm first initial radio check from shelter, however, no need to initiate radio checks afterward with the RAC. To keep airways free of traffic, the GDOE ESF 6 personnel will initiate with the shelter manager as needed.
- Shelter Manager to complete hourly update to the Situational Report (SITREP) (page 159-160)
- Document the shelter activity using the ICS214 (page for 157) every shift, and submit to RAC via email or file in shelter folder to submit to the DSESCCL at the closure of shelter.
- Activate intake and registration when security arrives, **1<sup>st</sup> shift only**. Ensure that each Head of Household receives a welcome letter from Superintendent.
- Ensure correct Registration Form, Sign-In Logs, etc. are used and sufficient copies are available
- Secure weather updates from ESF6 and relay to shelter team and sheltertees.
- Check shelter supplies and report shortfalls to EOC.
- Ensure there is an information board or area in the dormitory.
  - Post shelter rules in this area and throughout the dormitory
- Locate the registration area at the main entrance and secure all other doors.
- Designate a triage area or room for medical emergencies.
- Designate a quarantine room to include locations for sex offenders.
- Designate a rest and sleeping area for shelter manager, shift supervisor, staff, and other emergency response staff
- Conduct hourly inspections of shelter facilities, bathrooms and over flow classrooms.
- Conduct shift briefing during shift transitions
  - Maintain personnel accountability
  - Report all challenges to RAC/ESF6
  - Follow-up on any pending requests to the RAC
- During COR4 coordinate with assigned SAO to ensure that all radio/charges assigned are returned to the school owner before the start of the next school day.

#### **OPENING AND OPERATING (DURING INCIDENT) A SHELTER:**

- There are tasks that apply to all workers in every area of the shelter. The Shelter Manager and/or Supervisor is responsible for ensuring all required actions are completed.
- **Determine Information Area and ensure the following happens:**

- Ensure clients are aware of general shelter information – shelter rules, lights out, etc.
- Update shelterees on the status of the disaster
- Inform shelter clients about safety concerns and issues at the shelter
- Use various methods for communicating important information such as:
  - Signage in appropriate languages
  - Bulletin boards
  - Flyers
  - One-on-one conversations
- **Determine Reception Area and ensure the following happens:**
  - Greet every client and visitor and treat them with patience, kindness and respect.
  - Ensure access is provided to those with disabilities.
  - Regularly acknowledge and see to the needs of families who are waiting to be registered.
  - Identify clients who have immediate functional needs, such as medical attention, and refer them to the appropriate person
  - If the registration area is busy, distribute the Shelter Welcome Letter and explain expectations to each family before they reach the registration table.
  - Media, public officials, and law enforcement are required to get approval prior entering the shelter. They are not permitted to walk around the shelter unescorted or to obtain forms or the information on them. If asked to share this information, politely ask the visitor to sign in and wait while you get your supervisor or shelter manager to assist them.
- **Registration Area and Process: Shelters must designate a registration area.** Media are not permitted to walk around the shelter or obtain forms or the information on them. If asked to share this information, immediately inform your supervisor or shelter manager so they can determine the appropriate action
  - Establish a process to maintain confidentiality and privacy of our shelterees.
  - Register individuals upon arrival Register shelterees using the DOE Shelter Registration Form (Incident Specific Annex O.14) – one per household. Ensure to number the form consistent with the shelteree location chart.
    - Review the registration form to ensure proper assistance for shelterees with medical or functional needs, medical, dietary concerns, or behavioral health assistance.
    - Give each family a copy of the Shelter Welcome Letter (Incident Specific Annex O.15)
    - Point out the shelter rules posters and give each family a copy
  - Ensure access is provided to those with disabilities.
  - Maintain a system of checking shelter occupants in their assigned area of the shelter, and when then enter and leave the shelter. Remind shelterees that they are to sign in and out at the reception desk each time they leave or return to the shelter
  - Manage a record keeping process of registrations forms, and other shelter documents.
  - Verify is the individual or family is a military dependent and report statistic on your hourly SITREP
  - Notify the shelter manager or your supervisor immediately if:
    - Someone answers “yes” to any of the questions on the registration form with an asterisk.



- A sex offender registers to the shelter. The individual must be quarantined from the public.
  - An unaccompanied minor (under the age of 18) registers as a shelteree (Incident Specific Annex O.17)
- **Dormitory Area Set-up and Responsibilities:** Designate the assigned areas for dormitory.
  - Dormitory Set-up Guidelines:
    - All 20 square feet per person or size of a single air mattress with a few inches to spare
    - Allow 100 square feet of sleeping space per person with a disability requiring support such as a wheelchair, lift equipment, or other medical equipment, and/or service animal.
    - Include access for persons with disabilities and other forms of support for people with particular needs (i.e., mobility disability, hearing or sight impaired). They may prefer to be close to emergency exits, restrooms, or a power source depending on their needs.
    - Mark out spaces and # each area to correspond with registration form.
    - Provide walkways of 4-6 feet as needed (wide enough for a wheelchair or two people to pass through).
    - Make a shelteree location chart to be used for finding people in the sleeping area. Post **it where it will be accessible only to staff members.**
  - Dormitory Responsibilities:
    - Circulate throughout the dormitory and surrounding areas regularly to make sure those sheltered are safe and secured and vicinity is free from intruders and other dangers
    - Monitor the shelter and ensure it is free from firearms, drugs and alcohol, non-prescription drugs, tobacco
    - Be sure there is adequate ventilation and room temperature is comfortable
    - Ensure no food or drinks other than the water or infant formula are consumed in the dormitory area
    - Make sure lighting is dim during sleeping time
    - Look for tripping hazards and make sure aisles are maintained
    - Enforce the shelter rules in a polite and respectful manner
- **Visitors:**
  - In order to protect the privacy of shelterees, you cannot confirm the presence of any client within the shelter
  - All visitors, including media and politicians, should be greeted and treated in a professional manner and not turned away. Ask them politely to wait while you get the shelter manager. Immediately contact the shelter manager or supervisor.
  - Donations are **NOT** to be accepted at the

### C. RESPONSE ACTIVATION: COR 1 COORDINATING INSTRUCTIONS

- ☐ Movement during COR1 is situationally dependent on weather conditions and decision for movement determined by Incident Commander
  - Instructions for movement will come from the RAC/EOC
- ☐ Secure everyone indoors & lockdown for storm
- ☐ Review operations checklist

- ☐ Take roll call of all staff and residents
- ☐ Continue to provide update reports to the EOC (ESF6) – Send SITREPS
- ☐ Secure everyone indoors & lockdown for storm
- ☐ Review site logistics, i.e. restrooms
- ☐ Review and update info chart/board as needed
- ☐ Maintain operations and situational awareness with RAC/ESF6 who will contact FM Manager to coordinate custodial contractors in preparation for COR4
- ☐ Be prepared to transition to COR4
- ☐ Be prepared to conduct damage assessments using required documents
- ☐ Coordinate possible generator/water tank resupply

#### **D. RESPONSE DEACTIVATION/RECOVERY: COR 4 COORDINATING INSTRUCTIONS**

##### **CLOSING THE SHELTER**

- **Closing Process:**

- ☐ Communicating the shelter closing to shelterees
  - Information needs to be accessible to all shelterees, including those with disabilities or other access or functional needs.
  - Provide 2 – 3 hours' notice from when COR 4 is declared, if possible. It is important to give clients time to make alternate arrangements.
  - Clients experiencing barriers prohibiting them from leaving the shelter should be reported to your supervisor.
- ☐ Begin checkout and release of sheltered individuals
- ☐ Take head count of shelterees that will need Tier 2 or 3 sheltering and communicate with RAC/ESF6
- ☐ Take head count of shelterees that need transportation, and those who need specialized bussing transportation
  - Coordinate bus transportation with the RAC/ESF6 for residents if needed: DPW and Sped Transportation in needed for disabilities.
- ☐ Check Shelter Supplies and report inventory. If the HoH and family need to transition to a Tier II Shelter (Mayor's facility or other), please provide them with a copy of the Shelter Registration Form and instruct them to the shelter.
- ☐ Coordinate any feeding or logistical needs with the EOC (ESF6) for remaining residents if sustained operations required.
- ☐ Transition residents to Tier 2 or 3 sheltering
  - Ensure original Registration forms are provided to sheltered individual upon checkout
- ☐ When last resident has left the shelter, begin closing. Report closing with the EOC (ESF6).
- ☐ Collect Interoperable Radios and chargers and return to SSSD Office.
- ☐ Cleaning shelter
  - The shelter must be restored to normal operations. Return the shelter to pre-disaster condition.
  - Report to RAC/ESF 6 to coordinate with Facilities and Maintenance if custodial contractor is needed.
  - Restocking and returning supplies
- ☐ Complete and compile all required documents
  - Shelter Registration forms must be scanned or copied and secured in shelter
  - For payroll – Typhoon Timesheet, ICS 214, and Shelter Sign-In Log

- Shelter manager is responsible to collect and review documents. Review Payroll Annex in the ERP. Bring hard copies of all documents to the DSESCL within 72 hours of COR4.
- Complete the Preliminary Damage Assessment (PDA) Inspection and send to [disaster\\_recovery@gdoe.net](mailto:disaster_recovery@gdoe.net) within 72 hours of COR4.
  - Inventory of site conditions and taking inventory
  - Surveying for damage is as important at closing it was when the shelter was opening.
- Complete After Action Report
  - Report should capture the sustains and improves based on all shift reports within 72 hours of COR4
- **Visitors:**
  - In order to protect the privacy of shelterees, you cannot confirm the presence of any client within the shelter
  - All visitors, including media and politicians, should be greeted and treated in a professional manner and not turned away. Ask them politely to wait while you get the shelter manager. Immediately contact the shelter manager or supervisor.
  - Donations are **NOT** to be accepted at the shelter. Forward all donations to Homeland Security for dissemination.

#### **RAC/EOC OVERALL COORDINATING INSTRUCTIONS:**

- Lead RAC, with Operations Section Chief instructions, will determine shift assignments based on 8-hour reporting time. Two RACs will be assigned for every shift; four teams of two will be assigned.
- RAC will activate two (2) hours prior to opening of shelter.
- Shift 1: Set up Reporting Grid on the whiteboard next to the GDOE ESF 6 station and keep accurate count of all shelterees and the status of the shelters.
- Maintain situation awareness and clear communication with shelters.
- Ensure that the Situational Report (SITREP) Google sheet is being updated by shelter managers/supervisors and that the counts match the grid on display at the EOC
- Maintain a running ICS 214 (Shift Log) as well as Sign In Logs/Timesheets of personnel assigned for accountability.
- Complete resource requests the Disaster Local Area Network (DLAN) for all support for shelters. If DLAN is down, EOC Director will provide guidance on manual request form.
  - Requests should be made to the agency in which resource will be provide, and include Planning, Operations, Logistics, and Finance.
- Maintain situational awareness of all shelters
- Coordinate for Tier II or III shelters and transition closure
- Coordinate transportation for shelterees during evacuation (COR 1 and 2) and upon transitioning to a Tier II or III shelter or to their village of residence.
- Coordinate any feeding or logistical needs with the EOC (ESF6) for remaining residents if sustained operations required.
- Close out all reporting documentation – ICS214, Situational Report, EOC Sign-In Log, and Typhoon Timesheet.

#### **FORMS AND SUPPORTING DOCUMENTS:**

##### **A. ICS 214 - Activity Log (Incident Specific Annex O.9):**

The ICS 214 is an activity log that captures all significant events during shelter and RAC operations. Shelter managers and/or shift supervisors must complete for every shift activated, and the RAC shall likewise do the same while activated. Coordinating instructions:

- To be completed every shift
- Briefed during shift changes between shelter manager/supervisor or RAC
- Submitted to the Operations Section Chief (DSESCL) at the end of operations, attached to required payroll documents
- For the RAC only, ICS should be provided during every Heavy Weather Briefing during shift at the EOC; Copy should be made and provided to lead RAC at deactivation

#### **B. Preliminary Damage Assessment (PDA) (Incident Specific Annex O.21)**

A preliminary damage assessment (PDA) is to be conducted once Guam returns to COR 4. The form is to be completed by the outgoing shelter management team. Note any damages to the doors, windows, shutters or restrooms or facility structure by the storm or shelter residents. Please include pictures on the picture form. Initiated by school and supported/confirmed by Disaster Assessment Teams. Preliminary Damage Assessment (PDA) form completed, scan & email to [disaster\\_recovery@gdoe.net](mailto:disaster_recovery@gdoe.net) within 72 hours unless conditions prohibit.

#### **C. Situational Report (SITREP)– (Incident Specific Annex O.11)**

The situational report should include key sections such as shelter populations (current numbers, demographics), logistics functions (water tank and generation operating capabilities), and security on-site. The SITREP is electronic and housed on the GDOE Google sheet, which is managed by SSSD.

- Shelter managers/shift supervisors provide hourly updates to the RAC assigned to the EOC.
- The RAC will update the EOC shelter population grid (white board and television in the EOC near the ESF6 assigned seat) and provide the information to during heavy weather briefings, EOC, GDOE senior management, others as requested. This structured format ensures comprehensive, clear, and actionable information for decision-making and coordination.

#### **D. Disaster Local Area Network (DLAN) – (Incident Specific Annex O.7 for the following screen shots for visual instructions).**

The RACs assigned to the EOC are required to prepare hourly situation reports (SITREP) to the EOC and GDOE leadership. This is done by using DLAN and GDOE Network email. Follow the steps below to login and record information.

**Note:** If DLAN is not operational, personnel will manually complete and ICS 214 and keep on record until the EOC is no longer in operation.

#### **E. Typhoon Payroll Process and Documents**

Refer to Functional Annex D: Finance and Administration for Payroll in Response to Severe Weather Conditions/Typhoon. Bring hard copies of all documents to the DSESCL within 72 hours of COR4.

#### **MODES OF COMMUNICATION:**

1. Primary: Land Line / Google Sheet (SITREP)
2. Secondary: WhatsApp Chat Group /Text / Cell Phones
3. Tertiary: Interoperable Radios

# Incident Specific Annex O.1: Emergency Operations Center Seating Chart

|          |                  |          |
|----------|------------------|----------|
| <b>T</b> | <b>PROJECTOR</b> | <b>T</b> |
|----------|------------------|----------|

|                                      |                         |                                      |
|--------------------------------------|-------------------------|--------------------------------------|
| <b>1</b><br><b>GMH</b><br>478-0213/4 | <b>2</b><br><b>GBHW</b> | <b>3</b><br><b>DPHSS</b><br>478-0212 |
|--------------------------------------|-------------------------|--------------------------------------|

|                                    |                                     |                                    |
|------------------------------------|-------------------------------------|------------------------------------|
| <b>4</b><br><b>DOD</b><br>478-0211 | <b>5</b><br><b>USCG</b><br>478-0216 | <b>6</b><br><b>GNG</b><br>478-0216 |
|------------------------------------|-------------------------------------|------------------------------------|

|                                    |                                     |                                    |
|------------------------------------|-------------------------------------|------------------------------------|
| <b>7</b><br><b>DPW</b><br>478-0222 | <b>8</b><br><b>GIAA</b><br>478-0228 | <b>9</b><br><b>PAG</b><br>478-0221 |
|------------------------------------|-------------------------------------|------------------------------------|

|                                     |                                     |                                      |
|-------------------------------------|-------------------------------------|--------------------------------------|
| <b>10</b><br><b>GPA</b><br>478-0217 | <b>11</b><br><b>GWA</b><br>478-0219 | <b>12</b><br><b>GEPA</b><br>478-0218 |
|-------------------------------------|-------------------------------------|--------------------------------------|

|                                      |                                      |   |
|--------------------------------------|--------------------------------------|---|
| <b>13</b><br><b>GDOE</b><br>478-0228 | <b>14</b><br><b>MCOG</b><br>478-0226 | <b>15</b><br><b>ARC/ VOAD</b><br>478-0227 |
|--------------------------------------|--------------------------------------|---|

|   |                                     |                         |
|---|-------------------------------------|-------------------------|
| <b>16</b><br><b>DOAg</b><br>478-0224/88 | <b>17</b><br><b>CQA</b><br>478-0224 | <b>18</b><br><b>GVB</b> |
|---|-------------------------------------|-------------------------|

|                                    |                                  |  |
|------------------------------------|----------------------------------|--|
| <b>19</b><br><b>ESF 2 475-9635</b> | <b>20</b><br><b>CQA 475-9635</b> | <b>21</b><br><b>Logistics 475-9634</b> |
|------------------------------------|----------------------------------|--|

|                                     |                             |                                     |
|-------------------------------------|-----------------------------|-------------------------------------|
| <b>22</b><br><b>GPD</b><br>478-9614 | <b>23</b><br><b>DYA/DOC</b> | <b>24</b><br><b>GFD</b><br>478-0234 |
|-------------------------------------|-----------------------------|-------------------------------------|

|                         |  |  |
|-------------------------|--|--|
| <b>25</b><br><b>BSP</b> | <b>26</b><br><b>PLANNING</b><br>475-9638 | <b>27</b><br><b>PLANNING</b><br>475-9638 |
|-------------------------|--|--|

|  |                                |                        |
|--|--------------------------------|------------------------|
| <b>28</b><br><b>PLANNING/ OPERATIONS</b> | <b>29</b><br><b>Operations</b> | <b>30</b><br><b>IT</b> |
|--|--------------------------------|------------------------|

**Main Phone: (671) 475-9600**

|                                       |
|---------------------------------------|
| <b>Policy Room</b><br><b>477-0513</b> |
|---------------------------------------|

## Incident Specific Annex O.2: Emergency Centers and Maximum Capacity

Emergency Max Capacity: Data below is the maximum capacity that shelters can use based on the Guam Fire Department's inspection and validation.

### DESIGNATED SCHOOL SHELTERS (Emergency Max Capacity)

#### GDOE Shelter Capacity

An inspection of all 15 GDOE Shelters was conducted on December 6<sup>th</sup>, 14<sup>th</sup> and 20<sup>th</sup>, 2018 by GDOE and the Guam Fire Department. The main objective was to verify capacity based on Guam Fire Code ICC 500 (please see formula and example at the bottom of the page). In addition, the team noted whether area identified for sheltering had typhoon shutters. The rooms identified for shelter operations are based on those energized by the emergency generator that is activated when the power goes out. The following table identifies the shelter, the specific rooms used for sheltering and the total capacity for each area.

| SHELTER             | CAFETERIA/GYM CAPACITY | CLASSROOMS CAPACITY   | TOTAL CAPACITY | COMMENTS/NOTES  |
|---------------------|------------------------|---|----------------|---|
| MACHANAMAO          | 100                    | Rooms B102-B104 (26 capacity) = 78<br>Rooms C101-C104 (26 capacity) = 104<br>Rooms H103-H104 (26 capacity) = 52       | 334            | Room B101 removed from the list due to leaks.   |
| ASTUMBO ES          | 105                    | Rooms B102-B104 (26 capacity) = 78<br>Rooms C101-C104 (26 capacity) = 104   | 287            | Note: Room B101 becomes the designated Main Office during Category 4 or 5 storm.  |
| MARIA ULLOA ES      | 69                     | Rooms 1 - 4 (25 capacity) = 100<br>Rooms 5 - 8, 32 & 33 (30 capacity) = 180   | 349            | E - Quad has no shutters  |
| FBIG MIDDLE         | 329                    | Rooms D1 - D4 (25 capacity) = 100<br>Rooms D5 - D6 (21 capacity) = 42<br>Rooms E13, E16, E19 & E20 (20 capacity) = 80 | 551            |   |
| UPI ELEM            | 170                    | Rooms C101-C106 (28 capacity) = 168<br>Rooms D101 - D106 (28 capacity) = 168  | 506            |   |
| WETTENGEL ES        | 98                     | Rooms D5-D8 (28 capacity) = 112<br>Rooms E12-E17 (28 capacity) = 168  | 378            | <ul style="list-style-type: none"> <li>&gt; Cafeteria - Doors can't be secured during storms, can only be secured from the outside by latches/locks.</li> <li>&gt; Windows - metal louvers need to be replaced (gaps); plexi glass needs to be repaired or replaced, not secured during storms</li> <li>&gt; Office structure is termite infested and have rotted tin and wood; may be damaged by strong winds.</li> <li>&gt; Rooms 13 - 17: open exposure to wind and rain; shelterers must walk through rain to get to the restrooms in opposite wing.</li> <li>&gt; Rotted walkway canopies pose a threat to shelterers and staff walking to restrooms or to assigned classrooms.</li> </ul> |
| JUAN M. GUERRERO ES | 111                    | Rooms 6-7, 8-9 & 12-13 (51 capacity) = 153<br>Rooms 2 - 5 (25 capacity) = 100   | 364            | Room 1 moved due to promethium board  |

# GDOE Shelter Capacity

|                      |                         |  |     |  |
|----------------------|-------------------------|--|-----|--|
| GW HIGH              | Gym (311)<br>Café (172) | Rooms F100-F109 (20 Capacity) = 200  | 683 |  |
| ORDOT/CHALAN PAGO ES | 122                     | Rooms 13, 14, & 23-30 (30 capacity) = 300  | 422 | No shutters in all designated classrooms: Rooms 13 - 14 & 23 - 30  |
| BP CARBULLIDO ES     | 71                      | Rooms 18 - 20 (24 capacity) = 72<br>Rooms 21 (15 capacity) = 15                      |     | > No shutters in the cafeteria<br>> Flooding in rooms 22 - 25  |
| HARRY S. TRUMAN ES   | 92                      | Rooms 22 - 25 (21 capacity) 84<br>Rooms 1-5 (30 capacity) = 150                      | 242 | > No lighting in parking areas   |
| MERIZO MARTYRS ES    | 67                      | Rooms 7, 8 & 10-13 (30 capacity) = 180<br>Rooms C1-C4 (30 capacity) = 120            | 422 |  |
| INARAJAN MIDDLE      | 102                     | Rooms D13 & F7-F9 (30 capacity) = 120<br>Rooms 7-16 (25 capacity) = 250              | 307 |  |
| TALOTOFO ES          | 90                      | Rooms 5 - 6 (21 capacity) = 42<br>Room 7 (29 capacity) = 29                          | 352 | > Cafeteria doesn't secure and panic doors are damaged.<br>> Cafeteria windows have no shutters                                    |
| M.U. LUJAN ES        | 180                     | Rooms 21 - 25 (30 capacity) = 150<br>Rooms 101-105, 107, 112-115 (26 capacity) = 260 | 311 | Note: Cafeteria space is utilized after all classrooms have been filled.<br>> Cafeteria and Room numbers 23 - 25 have no shutters. |
| GRAND TOTAL CAPACITY |                         |  | 440 | Note: Classrooms may not be energized by generator.  |
| 5948                 |                         |  |     |  |

FORMULA: length x width = total x .35 = total, subtract both totals = total divided by 20 = total capacity.  
EXAMPLE: 84 x 66 = 5544 x .35 =1940

5544  
-1940  
3604  
÷ 20

180 total capacity  
RONALD CASTRO

Battalion Chief, Guam Fire Dept.

March 06, 2019  
Date

STACEY SAHAGN  
Deputy Superintendent, GDOE

2-20-19  
Date

Incident Specific Annex O.3: Emergency Centers and Maximum Capacity during Pandemic  
(Capacity numbers based on physical distancing.)

| <b><u>Primary Northern Shelters</u></b>    | <b>COVID-19<br/>Capacity</b> |
|--|------------------------------|
| 1- Astumbo Elementary                      | 116                          |
| 2- M.A. Ulloa Elementary                   | 140                          |
| 3- Machananao Elementary                   | 140                          |
| 4- Upi Elementary                          | 196                          |
| 5- F.B. Leon Guerrero Middle               | 200                          |
| <b><u>Primary Central Shelters</u></b>     |                              |
| 6- Carbullido Elementary                   | 80                           |
| 7- George Washington High                  | 232                          |
| <b><u>Primary Southern Shelters</u></b>    |                              |
| 8- Lujan Elementary                        | 176                          |
| 9- Merizo Martyrs Elementary               | 116                          |
| 10- Inarajan Middle                        | 152                          |
| 11- Talofofo Elementary                    | 116                          |
| 12- HS Truman Elementary                   | 160                          |
| <b><u>Secondary Northern Shelters</u></b>  |                              |
| Juan M. Guerrero Elementary                | 156                          |
| Wettengel Elementary                       | 148                          |
| <b><u>Secondary Central Shelters</u></b>   |                              |
| Ordot/Chalan Pago Elementary – Pet Shelter | 156                          |
|  |                              |
| <b>TOTAL</b>                               | <b>2284</b>                  |



Incident Specific Annex O.4: Shelter Activation Depended on Storm or Typhoon Category  
WHEN **COR 2** IS DECLARED BY GHS FOR APPROACHING **TROPICAL DEPRESSION/STORM**:

**\*\*Actual activation is situational and dependent on actual track of the storm.**

**THE 6 PRIMARY SHELTERS OPEN**

1. MACHANANAO ELEM.
2. ASTUMBO ELEM.
3. FB LEON GUERRERO MIDDLE
4. GWHS
5. TALOFOFO EMEM.
6. MERIZO ELEM.

WHEN **COR 2** IS DECLARED BY GHS FOR APPROACHING **TYPHOON CAT 1/2/3**:

**ALL 12 PRIMARY SHELTERS OPEN**

- |                      |                     |
|----------------------|---------------------|
| 1. ASTUMBO ELEM.     | 7. CARBULLIDO ELEM. |
| 2. MACHANANAO ELEM.  | 8. TALOFOFO ELEM.   |
| 3. FBLG MIDDLE       | 9. MERIZO ELEM.     |
| 4. GWHS              | 10. MU LUJAN ELEM.  |
| 5. MARIA ULLOA ELEM. | 11. HS TRUMAN ELEM. |
| 6. UPI ELEM.         | 12. INARAJAN MIDDLE |

WHEN **COR 2** IS DECLARED BY GHS FOR APPROACHING **TYPHOON CAT 4/5**:

**ALL 15 PRIMARY & SECONDARY SHELTERS OPEN**

- |                      |                       |
|----------------------|-----------------------|
| 1. ASTUMBO ELEM.     | 9. CARBULLIDO ELEM.   |
| 2. MACHANANAO ELEM.  | 10. TALOFOFO ELEM.    |
| 3. FBLG MIDDLE       | 11. MERIZO ELEM.      |
| 4. GWHS              | 12. MU LUJAN ELEM.    |
| 5. MARIA ULLOA ELEM. | 13. HS TRUMAN ELEM.   |
| 6. UPI ELEM.         | 14. INARAJAN MIDDLE   |
| 7. JM GUERRERO ELEM. | 15. ORDOT/CHALAN PAGO |
| 8. WETTENGEL ELEM.   | ELEMENTARY            |

JOINT INFORMATION CENTER (JIC) RELEASE

**(SAMPLE)**

JOINT INFORMATION CENTER

Release No. #

June 19, 2017 (9:30 a.m. ChST)

**TYPHOON PAKYO UPDATE: Shelters to open at 10 a.m.**

*Residents who need emergency shelter urged to prepare*

In anticipation of Condition of Readiness (COR) 2, the Guam Department of Education is cancelling all after-school activities including ASPIRE, Eskuelen Puenge or Night School, and sports practices and events.

Governor Eddie Baza Calvo and Rear Admiral Shoshana Chatfield, Commander, Joint Region Marianas, anticipate declaring COR 2 at 10 a.m. for the island and the military installations, respectively.

Guam DOE will be opening # primary shelters at 10 a.m. today. Residents who need emergency shelter are asked to be at the shelters closest to their homes no earlier than 10 a.m. The shelters are:

**Northern shelters**

➤ Machananao Elementary School

➤ Astumbo Elementary School

➤ Maria Ulloa Elementary School

**Central shelters**

➤ George Washington High School

**Southern shelters**

➤ Harry S. Truman Elementary School

➤ Talofoto Elementary School

## **WHAT SHOULD YOU TAKE TO THE SHELTER?**

1. Seven days' worth of food and water for all members of your family
2. Bedding
3. Personal hygiene products
4. Medication
5. Seven days of supplies for infants and toddlers, including diapers and formula
6. Valid Photo ID
7. Important documents including birth certificates, passports and medical immunization cards

## **SHELTER RULES**

- Be respectful to fellow residents and staff. No foul language, abusive behavior, stealing or destruction of property will be accepted or tolerated.
- Busing to/from shelters is available at the Mayor's Office
- Need 7 day supply of food, water & prescriptions, with infants & toddlers need 7 day supply of disposable diapers, baby formula & baby food
- Need bedding & personal hygiene products
- Must complete registration. Bring a form of I.D.
- Must report Tuberculosis or flu-like symptoms
- Alcoholic beverages, illegal drugs, and weapons are not allowed in the shelter or on the shelter grounds. Persons caught in possession will be asked to leave the shelter and in some cases turned over to law enforcement personnel. Persons determined to be under the influence of alcohol or illegal drugs will not be admitted, or readmitted to the shelter.
- Public Law 21-139 dictates that there is no smoking on school premises.
- Smoking is not allowed in the shelter. Smoking is permitted outside the building in designated smoking areas only. Please dispose of cigarette butts properly.
- Quiet hours will be announced and enforced in the sleeping areas. However, sleeping areas should be kept quiet at all times.
- Service animals are allowed.
- If you brought vital documents (i.e. Birth records, passports, etc.), secure them or keep them on you at all times. The Shelter is not responsible for these items if stolen.
- Parents must maintain responsibility and supervision for their children. Children must never be left unattended.
- No cooking or gas stoves.
- For your safety DO NOT LEAVE THE SHELTER before COR 4 has been declared.

#### Incident Specific Annex O.6: Mayor's Contact Information

During severe weather conditions or typhoon, shelter will work closely with municipalities to ensure residents who need sheltering are directed to the closest evacuation shelter. Transportation: Those seeking shelter who do not have reliable transportation, or have a disability and need a ride to a designated storm shelter, are advised to contact their village Mayor's Office to coordinate transportation services for pick up and drop off. The respective contact information is listed below:

##### **AGANA HEIGHTS**

Richard B. Arroyo, Mayor  
richard.arroyo@mcog.guam.gov  
(671) 472-6393/8285/6  
(671) 472-6124

##### **ASAN-MAINA**

Frankie A. Salas, Mayor  
frankie.salas@mcog.guam.gov  
(671) 472-6581/479-2726  
(671) 472-6446

##### **BARRIGADA**

June U. Blas, Mayor  
june.blas@mcog.guam.gov  
(671) 734-3859/3737  
(671) 734-1988

##### **CHALAN PAGO-ORDOT**

Wayne San Nicolas Santos, Mayor  
wayne.santos@mcog.guam.gov  
(671) 472-8302/3/7173  
(671) 477-7131

##### **DEDEDO**

Peter John Benavente, Mayor  
peterjohn.benavente@mcog.guam.gov  
(671) 632-5203/5019/637-9014  
(671) 637-1129

##### **HAGÅT**

Kevin J.T. Susuico, Mayor  
kevin.susuico@mcog.guam.gov  
(671) 565-2524/31  
(671) 565-4826

##### **HAGÅTÑA**

Michael Thomas Cruz Gumataotao, Mayor  
michael.gumataotao@mcog.guam.gov  
(671) 477-8045 472-6379  
(671) 477-6686

##### **HUMÅTAK**

Johnny A. Quinata, Mayor  
johnny.quinata@mcog.guam.gov  
(671) 828-2940 828-8251/52/58  
(671) 828-2676

##### **INALÅHAN**

Anthony P. Chargualaf, Mayor  
anthony.chargualaf.jr@mcog.guam.gov  
(671) 475-2509/10/11  
(671) 828-2543

##### **MALESSO'**

Franklin John Quidachay Champaco, Mayor  
franklin.champaco@mcog.guam.gov  
(671) 828-8312/2941  
(671) 828-2429

##### **MANGILAO**

Allan "Al" R.G. Ungacta, Mayor  
allan.ungacta@mcog.guam.gov  
(671) 734-2163  
(671) 734-4130

##### **MONGMONG-TOTO-MAITE**

Rudy A. Paco, Mayor  
rudy.paco@mcog.guam.gov  
(671) 477-6758/9090 479-6800/6801  
(671) 472-6494

##### **PITI**

Jesse L.G. Alig, Mayor  
jesse.alig@mcog.guam.gov (671) 472-1232/3  
(671) 477-2674

##### **SANTA RITA-SUMAI**

Dale Christopher Perez Alvarez, Mayor  
dale.alvarez@mcog.guam.gov  
(671) 565-2514/4337 565-4302/04  
(671) 565-3222

**SINAJANA**

Robert RDC Hofmann, Mayor  
robert.hofmann@mcog.guam.gov  
(671) 472-6707  
(671) 472-5084

**TALOFOFO**

Vicente S. Taitague, Mayor  
vicente.taitague@mcog.guam.gov  
(671) 789-1421/3262 789-2010 (Gym)  
(671) 789-5251

**TAMUNING-TUMON-HARMON**

Louise C. Rivera, Mayor  
louise.rivera@mcog.guam.gov  
(671) 646-5211/8646  
(671) 646-5210

**YIGO**

Frances S. Lizama, Mayor  
frances.lizama@mcog.guam.gov  
(671) 653-5248/9446/9119  
(671) 653-3434

**YONA**

Brian Jess Terlaje, Mayor  
brian.jess.terlaje@mcog.guam.gov  
(671) 789-4798/0012/1525/6 789-1524 (Gym)  
(671) 789-1821

## Incident Specific Annex O.7: DisasterLAN

The screenshot displays the DisasterLAN login interface. At the top, the browser address bar shows 'dlan.guam.gov'. The main header features the 'DisasterLAN' logo. The central content area is titled 'Guam Homeland Security Emergency Operations Center (EOC)' and includes the official seal of the Guam Homeland Security Office of Civil Defense. Below the seal, contact information for the EOC is provided. On the right side, a login panel titled 'Guam' contains input fields for 'User Name' (filled with 'gdoe2') and 'Password' (masked with dots), followed by a 'Login' button. A disclaimer states: 'By logging in, you allow DisasterLAN System Administrators to log some personal information.' A red vertical line and a red rectangular box highlight the word 'HOMELAND' in the footer area.

**Guam Homeland Security  
Emergency Operations Center (EOC)**



Guam Homeland Security / Office of Civil Defense  
Ufisinan Difensia Sibet  
221B Chalan Palasyo Agana Heights, Guam 96910  
Tel: 671.475.9600 Fax: 671.477.3727

**Guam**

User Name:  
gdoe2

Password:  
.....

Login

By logging in, you allow DisasterLAN System Administrators to log some personal information.

**HOMELAND**

Copyright 2016  
Buffalo Computer Graphics

BCG

4185 Bayview Road - Blasdell,  
NY 14219 - (716) 822-8668

11:35 AM  
5/24/2016



After you log in to DLAN, please update the information on this page to reflect the main person inputting information into DLAN from GDOE

Welcome To Guam


Please review the following settings before continuing

| Account Settings  | Jurisdiction Settings   |
|---|---|
| <b>Incident:</b> <input type="text" value="GNG Vigilant Guard Full Scale Exi"/> | Set the location you are representing                                   |
| <b>Role:</b> <input type="text" value="RAC-GDOE (ESF 6) Guam Depar"/>           | <b>* Country:</b> <input type="text" value="United States of America"/> |
| <b>First Name:</b> <input type="text" value="Christopher"/>                     | <b>* State:</b> <input type="text" value="Guam"/>                       |
| <b>Last Name:</b> <input type="text" value="Anderson"/>                         | <b>County:</b> <input type="text" value="Guam"/>                        |
| <b>Email:</b> <input type="text" value="cjanderson@gdoe.net"/>                  | <b>Township:</b> <input type="text" value="Barrigada"/>                 |
| <b>SMS:</b> <input type="text" value="Please Select a Carrier"/>                | <small>* =required jurisdiction field</small>                           |
| <b>Phone:</b> <input type="text" value="(671) 300-1621"/>                       |   |
| <b>Ext:</b> <input type="text"/>  |   |

Continue

Update on Communicatio... x dlan.guam.gov/welcome.aspx x Christopher J.

dlan.guam.gov/welcome.aspx

 Tue May 24, 2016 :: 11:39:45 12th Festival of Pacific Arts Guam 2016 RAC-GDOE (ESF 6) Guam Department of Education Christopher Logout ? Help

**My Tasks Incidents & Tasks 1 Communication 50 Contacts Documentation Situational Awareness**

| File Storage      | Forms     | Situation Reports |
|-------------------|-----------|-------------------|
| Incident Folder   | ICS Forms | Agency Reports    |
| Reference Library |           | Sit Reps          |

Quick Links

|                                      |   |
|--------------------------------------|---|
| <a href="#">Agency Reports</a>       | Create, Edit and Delete Agency Reports  |
| <a href="#">Communication Center</a> | Communication Center  |
| <a href="#">Reference Library</a>    | Reference documents, response plans, and on-line & off-line web sites               |
| <a href="#">Status Board 2016</a>    | Status Board 2016   |
| <a href="#">Ticket Manager</a>       | Prioritize, assign and track Can Center requests, offers, and informational reports |

Click on Agency Reports

Windows taskbar: 11:40 AM 5/24/2016



Update on Communicatio... Forms Christopher L.

dlan.guam.gov/ICSForms/fg\_IncidentForms.aspx?tab=ICS%20Forms

DLAN Tue May 24, 2016 :: 11:41:28 12th Festival of Pacific Arts Guam 2016 RAC-GDOE (ESF 6) Guam Department of Education Christopher Logout Help

My Tasks Incidents & Tasks 1 Communication 50 Contacts Documentation Situational Awareness

Documentation: ICS 201

ICS Forms

ICS 211 (Personnel Only)  
ICS 213  
ICS 214  
ICS 215  
ICS 215a  
ICS 216  
ICS 217  
ICS 218  
ICS 219-1

+ Add - Delete

Title Created By Modified By Time Modified


Click on ICS 214

(showing all 0 items) 0 items

Windows Taskbar: 11:41 AM 5/24/2016

Update on Communicatio... Forms Christopher.J.

dlan.guam.gov/ICSForms/fg\_IncidentForms.aspx?tab=ICS%20Forms

 Tue May 24, 2016 :: 11:43:06 12th Festival of Pacific Arts Guam 2016 Christopher RAC-GDOE (ESF 6) Guam Department of Education Logout Help

My Tasks Incidents & Tasks 1 Communication 50 Contacts Documentation Situational Awareness

Documentation: ICS 214

ICS Forms

ICS 211 (Personnel Only)  
ICS 213  
**ICS 214**  
ICS 215  
ICS 215a  
ICS 216  
ICS 217  
ICS 218  
ICS 219-1

+ Add - Delete Forward

Search within these results

| <input type="checkbox"/> | Title                                    | Created By      | Modified By     | Time Modified    |
|--------------------------|--|-----------------|-----------------|------------------|
| <input type="checkbox"/> | GPD REPORT 2016 FESTIVAL OF PACIFIC ARTS | Taitano, Ron    | Taitano, Ron    | 05/22/2016 09:21 |
| <input type="checkbox"/> | DPHSS - 2016 Festival of Pacific Arts    | Shimizu, Tricia | Shimizu, Tricia | 05/22/2016 10:04 |
| <input type="checkbox"/> | GPD REPORT 2 FESTIVAL OF PACIFIC ARTS    | Taitano, Ron    | Taitano, Ron    | 05/22/2016 10:31 |
| <input type="checkbox"/> | GDOE                                     | Taitano, Carmen | Taitano, Carmen | 05/22/2016 14:10 |
| <input type="checkbox"/> | GDOE Shift 2 5.22.16                     | Taitano, Carmen | Taitano, Carmen | 05/22/2016 21:31 |
| <input type="checkbox"/> | DPW                                      | Gillan, Todd    | Gillan, Todd    | 05/22/2016 22:39 |
| <input type="checkbox"/> | DPHSS FestPac 2016 1430 to 0000          | Lujan, Jon      | Lujan, Jon      | 05/22/2016 23:56 |
| <input type="checkbox"/> | GPD REPORT 3 FESTIVAL OF PACIFIC ARTS    | Taitano, Ron    | Taitano, Ron    | 05/23/2016 12:21 |

(showing all 22 items) 22 items

Click Add to open a new ICS 214

Click to view all reports throughout event

Windows taskbar: Internet Explorer, File Explorer, Outlook, Chrome, PowerPoint, Excel, Word, Publisher, OneNote, Firefox. System tray: 11:43 AM 5/24/2016



## REQUESTING FOR RESOURCES USING THE DISATER LOCAL AREA NETWORK (DLAN)



After you log in to DLAN, please update the information on this page to reflect the main person inputting information into DLAN from GDOE


Welcome To Guam

Please review the following settings before continuing

| Account Settings                                  | Jurisdiction Settings                      |
|---|--|
| <b>Incident:</b> GNG Vigilant Guard Full Scale Ex | Set the location you are representing      |
| <b>Role:</b> RAC-GDOE (ESF 6) Guam Depar          | * <b>Country:</b> United States of America |
| <b>First Name:</b> Christopher                    | * <b>State:</b> Guam                       |
| <b>Last Name:</b> Anderson                        | <b>County:</b> Guam                        |
| <b>Email:</b> cjanderson@gdoe.net                 | <b>Township:</b> Barrigada                 |
| <b>SMS:</b> Please Select a Carrier               | * =required jurisdiction field             |
| <b>Phone:</b> (671) 300-1621                      |  |
| <b>Ext:</b>                                       |  |

Continue

← → ↻ dlan.guam.gov/welcome.aspx ☆ ⓘ ⋮

 Tue Nov 19, 2019 :: 09:46:34  
GNG Vigilant Guard Full Scale Exercise RAC-GDOE (ESF 6) Guam Department of Education Christopher Logout ? Help

**My Tasks Incidents & Tasks 1 Communication 1 Contacts Documentation Situational Awareness**

Welcome to DisasterLAN

**Message of the Day**  
Welcome to DisasterLAN, your system administrator needs to set the Message of the Day

**Quick Links**

|                                      |  |
|--------------------------------------|--|
| <a href="#">Agency Reports</a>       | Create, Edit and Delete Agency Reports   |
| <a href="#">Communication Center</a> | Communication Center   |
| <a href="#">Reference Library</a>    | Reference documents, response plans, and on-line & off-line web sites                |
| <a href="#">Ticket Manager</a>       | Prioritize, assign and track Call Center requests, offers, and informational reports |

### Select My Tasks

Note: From this page, there are other products you can access to gain situational awareness of the event



My Tasks Incidents & Tasks 1 Communication 1 Contacts Documentation Situational Awareness

#### My Tasks

View My Tickets  
Create a New Ticket  
View Sit Reps for this Incident  
Review My Auto-Saved Ticket Drafts

Under "My Tasks",  
Select "Create a New Ticket"

#### Communication Center

##### Reference Library

Reference documents, response plans, and on-line & off-line web sites

##### Ticket Manager

Prioritize, assign and track Call Center requests, offers, and informational reports

Note: This is the  
same drop down to  
select if you want to  
review all Tickets  
entered by GDOE

Save Cancel Spell Check Help Secure

Ticket #: Pending...

\*Subject:  Status: New Call  
\*Type: Request \*Kind: Please Select a Ticket Kind  
Route To:  Priority: None

Log Details / Forms (0) Contacts (2) Attachments (0)

Log Actions:

#### New Log Entry

Verdana 14pt A B I U A

Complete the fields following the example below:

**Subject:** Request for shelter security.

**Type:** Select Request from drop down

**Kind:** Select security team from the drop down.

**Status:** Select new call from drop down

**Priority:** Select Medium from drop down

**Route To:** Select GHS/OCD Planning Section, GHS/OCD Logistics,  
GPD Chief of Police

**New Log Entry:** You can input whatever information you think will  
help those the request is directed to understand the request

Save Cancel Spell Check Help Secure Ticket #: Pending...

\*Subject: Request for GPD Security Support At All Activated Shelters Status: New Call

\*Type: Request \*Kind: Security Teams / Patrol Team (2018) Select NIMS Type Priority: Medium

Route To:

Log Details / Forms (0) Contacts (2) Attachments

Log Actions:

New Log Entry

Verdana 14pt A B I U

4X4 Truck (2018)  
 Aerial Apparatus, Fire  
 Aerial Lift - Articulating Boom  
 Aerial Lift - Telescopic Boom  
 Aerial Lift - Truck Mounted  
 Aerial Lift, Self Propelled, Scissor, Rough Terrain  
 Air Ambulance (Fixed-Wing)  
 Air Ambulance (Rotary-Wing)  
 Air Compressor  
 Air Conditioner/ Heater  
 Air Curtain Burners (Fire Box-Above Ground, Refractory Walled)  
 Air Curtain Burners (Trench Burner, In-Ground)  
 Air Sampling  
 Air Search Team (Fixed-Wing)  
 Airborne Communications Relay (Fixed-Wing) (CAP)  
 Airborne Communications Relay Team (Fixed-Wing)  
 Airborne Reconnaissance (Fixed Wing)  
 Airborne Transport Team (Fixed-Wing)  
 Aircraft  
 All Hazards Alert Warnings Systems (2018)  
 All Terrain Cranes (2018)  
 Ambu Bags  
 Ambulance Strike Team  
 Ambulance Task Force  
 Ambulances (Ground) Medical Transport (2018) Type I  
 Ambulances (Ground) Medical Transport Non Transport (2018) Type I  
 Ancillary Support Team (Laboratory, Pharmacy, or Radiology Services)  
 Animal Protection: Large Animal Rescue Strike Team  
 Animal Protection: Large Animal Sheltering Team  
 Animal Protection: Large Animal Transport Team  
 Animal Protection: Small Animal Rescue Strike Team  
 Animal Protection: Small Animal Sheltering Team (2018)  
 Animal Protection: Small Animal Transport Team (2018)  
 Animal Team  
 Antibiotics  
 Area Command Team, Firefighting  
 Assistance  
 Backhoe, Wheel Loader (2018)  
 Bandages

dlan.guam.gov/TicketManager/Ticket.aspx?watchCommand=false&incidentId=371# Save Cancel Spell Check Help Secure Ticket #: Pending...

\*Subject: Enter a Subject Status: New Call

\*Type: Request \*Kind: Priority: None

Route To: GHS/OCD Logistics Section GHS/OCD Operations Section GHS/OCD Planning Section GHS/OCD Staff

Log D

Log Action

New Log

Ver

Advanced Routing Actions: All Routings All Role Categories Search within these results

| Status                              | Role                                    | Currently Staffed By  | Reason Removed From Ticket |
|-------------------------------------|---|-----------------------|----------------------------|
| <input checked="" type="checkbox"/> | GHS/OCD Logistics Section               | Not Currently Staffed |                            |
| <input checked="" type="checkbox"/> | GHS/OCD Operations Section              | Kenny Artero          |                            |
| <input checked="" type="checkbox"/> | GHS/OCD Planning Section                | Denille Calvo         |                            |
| <input checked="" type="checkbox"/> | GHS/OCD Staff                           | Not Currently Staffed |                            |
| <input type="checkbox"/>            | *SCO/EOC Director                       | Not Currently Staffed |                            |
| <input type="checkbox"/>            | CNMI-Emergency Management Office        | Not Currently Staffed |                            |
| <input type="checkbox"/>            | CNMI-Homeland Security                  | Not Currently Staffed |                            |
| <input type="checkbox"/>            | DCE - Defense Coordinating Element      | Not Currently Staffed |                            |
| <input type="checkbox"/>            | DCO- Defense Coordinating Officer       | Not Currently Staffed |                            |
| <input type="checkbox"/>            | DCO-US Pacific Army                     | Not Currently Staffed |                            |
| <input type="checkbox"/>            | DEOC-Public Emergency Operations Center | Not Currently Staffed |                            |
| <input type="checkbox"/>            | DHS Dept of Homeland Security           | Not Currently Staffed |                            |

Records 1 - 50 of 120

Legend: Accepted Removed Viewed Not Viewed

Save Cancel Spell Check Help Secure Ticket #: Pending...

\*Subject: Request for GPD Security Support At All Activated Shelters Status: New Call

\*Type: Request \*Kind: Security Teams / Patrol Team (2018) Select NIMS Type Priority: Medium

Route To: GHS/OCD Logistics Section GHS/OCD Operations Section GHS/OCD Planning Section GPD- Chief of Police

Log Details / Forms (0) Contacts (0) Attachments (0)

Log Actions:

New Log Entry

Verdana 14pt

GDOE opening five activated shelters at 6pm; GWHS, AES, MACHES, WES, and UPIES. Requesting for at least one LEO per shelter to be on site when opened.

**\*\*\*IMPORTANT....when finished with completing the ticket, SELECT SAVE**

Edit Close Forward Print

#6750 - Request for GPD Security Support At All Activated Shelters Request of Security Teams / Patrol Team (2018)

Status: New Call Modified: 11/19/2019 10:02

Priority: Medium Created: 11/19/2019 10:02

Routed To: Multiple Routings Incident: GNG Vigilant Guard Full Scale Exercise

Contacts: Multiple Contacts

11/19/2019 10:02 - Saved by RAC-GDOE (ESF 6) Guam Department of Education (Christopher Anderson)

GDOE opening five activated shelters at 6pm; GWHS, AES, MACHES, WES, and UPIES. Requesting for at least one LEO per shelter to be on site when opened.

**This is what the page looks like when complete. You can edit, close, or print the ticket. Given the challenges with tickets getting lost in DLAN, recommended that you print the ticket and keep on file.**

## My Tasks Incidents &amp; Tasks 1 Communication 1 Contacts Documentation Situational Awareness

## Incidents &amp; Tasks: Ticket Manager

Reports

Add

Reorder

System Reports

Active and Completed Calls

All Calls Added / Edited by Me

All Calls Routed to Me

All Tickets Added/Edited by my Role

Bomb Threats Stats

Completed Calls

Citizen Centric Report

Citizen Centric Report 1A

Tickets Routed to Me - This Incident (1)

Tickets Routed to Me - All Incidents (3)

All Tickets Added/Edited by my Role

Add

Remove

Forward

Print

Stats

Export

Refresh

Adv Search

Info

ID

Priority

Status

Type

Kind

Subject

Modified

3390

High

New Call

Request

Security Teams / Patrol Team (2018)

Shelter manager of GRI reporting fights breaking out between shelterees at the following shelters: GRI

08/22/2017 10:08

3391

High

Reviewed

Request

Tier II Shelter (2018)

Agat Precourt experienced Major Flooding, the initial assessment deems the building to be under water

08/22/2017 10:08

3973

High

New Call

Report

Typhoon / Hurricane / Tropical Storm

Exercise - Exercise - Exercise Call from Duty Dispatcher - Cabras Area Power Plants - Cabras 1 hr

08/22/2017 10:06

4377

High

Reviewed

Request

Insulin

Received a call from Ordo Chelan Page Shelter Manager that she has 6 residents who are diabetic req

08/14/2012 10:30

4393

High

New Call

Request

Other

Received a call from all 15 shelter managers that they need resupply of the following: - Fuel - m

08/14/2012 10:08

4380

High

New Call

Request

Fuel Tender (Gasoline, Diesel, Jet/Air, aka Gas Tanker)

Shelters have low to no fuel. Do not have the actual levels but assume they need to be topped off a

08/14/2012 09:56

3425

High

Reviewed

Request

Office Supplies

Need 100,000 pcs of 8.5 x 11 paper for parental notification and informed consent forms to be sent in

11/17/2009 14:10

6750

Medium

New Call

Request

Security Teams / Patrol Team (2018)

Request for GPD Security Support At All Activated Shelters

11/19/2019 10:02

6711

Medium

Completed

Request

Police

Operation VG - GPD Monitor

11/18/2019 15:48

6706

Medium

Tasked

Request

Building Damage Assessment

Operation VG - Damage Assessment

11/18/2019 13:47

6710

Medium

Tasked

Request

Transportation

Super Typhoon VG - Tier II (Bus Transportation)

11/18/2019 13:45

4375

High

Reviewed

Request

Bomb Squad/Explosives Team

1000 IC at PAG is requesting EOD support Call made to EOD (white cell) by K. Artero at 1001 E

11/18/2019 11:33

3966

High

Reviewed

Request

Security Teams / Patrol Team (2018)

EXERCISE EXERCISE EXERCISE Shelter managers are requesting security assistance. ALL shelters are ove

11/18/2019 11:33

3965

High

Reviewed

Request

Tents

\*\*\*\*\*Exercise\*\*\*\*\*Exercise\*\*\*\*\* 8-10 General purpose tents (large) for additional shelter

11/18/2019 11:33

4030

None

Reviewed

Offer

Mobile Communications Center (Mobile EOC) (2018)

Mobile Comms Center deployed in the back parking lot of the Office of Civil Defense.

11/18/2019 11:33

(showing all 162 items)

162 items



Incident Specific Annex O.8: Resource Request Form (Manual)

Response Agency Message/Request Form: This is a Guam HLS/OCD form similar to the ICS 213RR (Resource Request Form): For every entry in DLAN, please ensure that a hardcopy form is completed and submitted to the Logistics and Planning Sections in the EOC. The form below is property of Guam Homeland Security-EOC Planning Section

| RESPONSE AGENCY MESSAGE/REQUEST FORM   |  |  |
|--|--|--|
| INCIDENT/EMERGENCY: _____  | DATE: _____  | TIME: _____  |
| NAME OF CALLER: _____  | PHONE NO.: _____   |  |
| or<br>AGENCY: _____  |  |  |
| SUBJECT/ISSUE: _____   |  |  |
| MESSAGE/REQUEST: _____   |  |  |
| _____  |  |  |
| _____  |  |  |
| RECOMMENDED RESPONSE: _____  | <b>In conjunction with the ticket entered into DLAN, please complete a Response Agency Message/Request Form. The original is submitted to the Logistics/Planning Sections and remaining copies stay with agency rep.</b> |  |
| _____  |  |  |
| _____  |  |  |
| QUANTITY/SOURCE OR VENDOR: _____   |  |  |
| _____  |  |  |
| POC/DELIVERY SITE: _____   |  |  |
| _____  |  |  |
| SECTION LEADER: _____  | I & P: _____   | TIME: _____  |
| EOC DIRECTOR: _____  |  | <input type="checkbox"/> APPROVE <input type="checkbox"/> DISAPPROVE |
| STATUS OF ACTION: _____  |  |  |
| _____  |  |  |
| _____  |  |  |
| STATUS: <input type="checkbox"/> Ongoing <input type="checkbox"/> Completed <input type="checkbox"/> Withdrawn |  |  |
| OTHER ISSUES: _____  |  |  |
| _____  |  |  |
| _____  |  |  |
| SECTION LEADER: _____  |  |  |
| DATE: _____ TIME: _____  |  |  |
| GUAM HS/OCD, RA Message/Request Form, Dec 2004    INFORMATION & PLANNING SECTION COPY                          |  | 6664   |
| GUAM HS/OCD, RA Message/Request Form, Dec 2004    REQUESTING AGENCY COPY                                       |  | 6664   |
| GUAM HS/OCD, RA Message/Request Form, Dec 2004   |  | 6664   |

This following provides a sample for ESF/RAC. But shelters shall complete. Use electronic version.

157

**7. Activity Log (continuation):**[illegible]

**Continuation of Shift Activity...print the completed form at the end of each shift and place in the ESF 6 Binder**

**8. Prepared by:** Name: \_\_\_\_\_ Position/Title: \_\_\_\_\_ Signature: \_\_\_\_\_

ICS 214, Page 2

Date/Time: \_\_\_\_\_

## Incident Specific Annex O.10: Situation Report (SITREP) in EOC/RAC

**The image below should be reflected in the EOC at the ESF6 work station – whiteboard and television screen.**

| DESIGNATED SCHOOL SHELTERS |                                   |          |            |           |     |     |
|----------------------------|-----------------------------------|----------|------------|-----------|-----|-----|
|                            |                                   | SHELTER  | SHELTER    | DOE       |     |     |
| STATUS                     | Primary Northern Shelters         | CAPACITY | POPULATION | STA<br>FF | SAO | LEO |
|                            |                                   |          |            | #         | #   | #   |
| OPEN                       | 1- Machananao Elementary (closed) | 200      | 178        | 3         | 0   | 4   |
| CLOSED                     | 2-Astumbo Elementary              | 350      | 365        | 7         | 0   | 2   |
| CLOSED                     | 3-Maria Ulloa Elementary          | 200      | 205        | 4         | 0   | 2   |
|                            | 4- Upi Elementary                 | 150      |            |           |     |     |
| N/A                        | 5- F.B. Leon Guerrero Elementary  | 0        |            |           |     |     |
|                            | Primary Central Shelters          |          |            |           |     |     |
| OPEN                       | 6- George Washington High         | 350      | 71         | 6         | 0   | 1   |
|                            | 7- Carbullido Elementary          | 100      |            |           |     |     |
|                            | Primary Southern Shelters         |          |            |           |     |     |
|                            | 8- Lujan Elementary               | 150      |            |           |     |     |
|                            | 9- Merizo Martyrs Elementary      | 150      |            |           |     |     |
|                            | 10- Inarajan Middle               | 100      |            |           |     |     |
| OPEN                       | 11- Talofofo Elementary           | 150      | 28         | 3         | 0   | 2   |
| OPEN                       | 12- HS Truman Elementary          | 100      | 8          | 3         | 0   | 2   |
|                            | Secondary Shelters                |          |            |           |     |     |
|                            | 13- Juan M. Guerrero Elementary   | 100      |            |           |     |     |
| OPEN                       | 14- Wettengel Elementary          | 100      | 24         | 3         | 0   | 1   |
|                            | 15- Ordot/Chalan Pago Elementary  | 150      | 0          |           |     |     |
|                            | TOTAL                             | 2350     | 879        | 29        | 0   | 14  |

### Incident Specific Annex O.11: Shelter SITREP

Below provides a screen image of the SITREP completed by shelters. This must be completed hourly during incident. The electronic copy is managed by SSSD, and will be issued upon activation of shelters to an incident. This is Google spreadsheet. If power is down, shelter teams shall manually track the information and report hourly to the ESF6/RAC.

docs.google.com/spreadsheets/d/19W\_Nf5OJNzD-cYvQvKiNveG7TnHLAjyqTfZam0gPwc/edit#gid=1215817731

## Shelter Manager Sitrep

File Edit View Insert Format Data Tools Add-ons Help

50% | \$ % .0 .00 123 | 10 | B I S A | ...

fx DATE:

|    | A                | B                         | C       | D       | E       | F       | G       | H        | I        | J        | K       | L       | M       | N       | O       | P       | Q       | R       | S       | T        | U        | V        |
|----|------------------|---------------------------|---------|---------|---------|---------|---------|----------|----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|----------|
| 1  | DATE:            | November 26, 2019         |         |         |         |         |         |          |          |          |         |         |         |         |         |         |         |         |         |          |          |          |
| 2  | Time Opened:     | 5:00 PM                   |         |         |         |         |         |          |          |          |         |         |         |         |         |         |         |         |         |          |          |          |
| 3  | Storm/Typhoon:   |                           |         |         |         |         |         |          |          |          |         |         |         |         |         |         |         |         |         |          |          |          |
| 4  | SHELTER          | MASTER SHEET              |         |         |         |         |         |          |          |          |         |         |         |         |         |         |         |         |         |          |          |          |
| 19 | BP Carbullido ES | Capacity Status           | 0%      | 0%      | 0%      | 0%      | 3%      | 3%       | 3%       | 3%       | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 1%       | 0%       |          |
| 20 |                  | Time:                     | 5:00 PM | 6:00 PM | 7:00 PM | 8:00 PM | 9:00 PM | 10:00 PM | 11:00 PM | 12:00 AM | 1:00 AM | 2:00 AM | 3:00 AM | 4:00 AM | 5:00 AM | 6:00 AM | 7:00 AM | 8:00 AM | 9:00 AM | 10:00 AM | 11:00 AM | 11:30 PM |
| 21 |                  | Family Count:             | 0       | 0       | 0       | 0       | 4       | 4        | 4        | 6        | 6       | 6       | 6       | 6       | 6       | 6       | 6       | 6       | 6       | 1        | 0        |          |
| 22 |                  | # of Adults:              | 0       | 0       | 0       | 0       | 10      | 10       | 10       | 12       | 12      | 12      | 12      | 12      | 12      | 12      | 12      | 12      | 12      | 2        | 0        |          |
| 23 |                  | # of Children:            | 0       | 0       | 0       | 0       | 0       | 0        | 0        | 0        | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0        | 0        |          |
| 24 |                  | TOTAL:                    | 0       | 0       | 0       | 0       | 10      | 10       | 10       | 12       | 12      | 12      | 12      | 12      | 12      | 12      | 12      | 12      | 12      | 2        | 0        |          |
| 25 |                  | MEDICAL CHALLENGES:       | No      | No      | No      | No      | No      | No       | No       | No       | No      | No      | No      | No      | No      | No      | No      | No      | No      | No       | No       |          |
| 26 | HS Truman ES     | WATER TANK (operational?) | Yes     | Yes     | Yes     | Yes     | Yes     | Yes      | Yes      | Yes      | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes      | Yes      |          |
| 27 |                  | GENERATOR (operational?)  | Yes     | Yes     | Yes     | Yes     | Yes     | Yes      | Yes      | Yes      | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes     | Yes      | Yes      |          |
| 28 |                  | # of Admin:               | 2       | 2       | 2       | 2       | 2       | 2        | 2        | 2        | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2        | 2        |          |
| 29 |                  | # of Staff:               | 1       | 1       | 1       | 1       | 1       | 1        | 1        | 1        | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2        | 2        |          |
| 30 |                  | # of SAOs:                | 1       | 1       | 1       | 1       | 1       | 1        | 1        | 1        | 1       | 1       | 1       | 1       | 0       | 0       | 0       | 0       | 0       | 0        | 0        |          |
| 31 |                  | # of LEOS:                | 1       | 2       | 2       | 2       | 2       | 2        | 2        | 2        | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2       | 2        | 2        |          |
| 32 |                  |                           |         |         |         |         |         |          |          |          |         |         |         |         |         |         |         |         |         |          |          |          |
| 33 | HS Truman ES     | Capacity Status           | 0%      | 0%      | 0%      | 0%      | 0%      | 0%       | 3%       | 3%       | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 3%      | 1%       | 0%       |          |
| 34 |                  | Time:                     | 5:00 PM | 6:00 PM | 7:00 PM | 8:00 PM | 9:00 PM | 10:00 PM | 11:00 PM | 12:00 AM | 1:00 AM | 2:00 AM | 3:00 AM | 4:00 AM | 5:00 AM | 6:00 AM | 7:00 AM | 8:00 AM | 9:00 AM | 10:00 AM | 11:00 AM | 11:30 PM |
| 35 |                  | Family Count:             | 0       | 1       | 1       | 1       | 1       | 1        | 1        | 2        | 3       | 3       | 3       | 3       | 3       | 3       | 3       | 2       | 3       | 3        | 2        | 0        |
| 36 |                  | # of Adults:              | 0       | 1       | 1       | 1       | 1       | 1        | 1        | 4        | 6       | 6       | 6       | 6       | 6       | 6       | 6       | 4       | 5       | 5        | 2        | 0        |

+ MASTER SHEET (totals) ▾ HSTES ▾

Incident Specific Annex O.12: Checklist for Pre-Shelter Opening

**CHECKLIST FOR PRE-SHELTER OPENING (COR-3)**

To be completed by Shelter Managers / Shelter Supervisors.

| ✓ | Status       | Category  | Comments |
|---|--------------|---|----------|
|   | Complete     | Activate your school ICS. This support system will ensure smooth handling of the emergency if nothing happens.  |          |
|   | Not complete |   |          |
|   | Complete     | Windows closed and fastened   |          |
|   | Not complete |   |          |
|   | Complete     | Portable items secured (e.g. garbage cans, cartons, loose items, trash, etc.)   |          |
|   | Not complete |   |          |
|   | Complete     | Roofs are examined for loose items, unsecured openings, etc.  |          |
|   | Not Complete |   |          |
|   | Complete     | Window shades, curtains & blinds are protected by raising them or securing them open. Exception: evacuation centers to keep them lowered to protect people from flying glass. |          |
|   | Not Complete |   |          |
|   | Complete     | Store all books, papers and other equipment as far as possible from windows or other areas prone to water damage.   |          |
|   | Not Complete |   |          |
|   | Complete     | Where appropriate, raise equipment (e.g. portable computers) up 9off the ground to protect possible flooding.   |          |
|   | Not Complete |   |          |
|   | Complete     | Where appropriate, move sensitive and portable equipment to a centralized and secure inner location.  |          |
|   | Not Complete |   |          |
|   | Complete     | Start and test any generators and ensure there is adequate fuel.  |          |
|   | Not Complete |   |          |
|   | Complete     | Obtain supplies for smoking area - COR 1 only   |          |
|   | Not Complete |   |          |
|   | Complete     | Ensure that persons assigned to your shelter have not resigned, terminated employment or out sick. Fill void as necessary.  |          |
|   | Not Complete |   |          |
|   | Complete     | Make all signs for shelter operations.(e.g. location of bathroom and cafeteria)   |          |
|   | Not Complete |   |          |
|   | Complete     | Make sufficient copies of registration form to handle incoming evacuees.  |          |
|   | Not Complete |   |          |
|   | Complete     | Set up registration areas and establish sleeping and break areas for staff  |          |
|   | Not Complete |   |          |
|   | Complete     | Take any other precautions considered necessary for the protection of evacuees and site.  |          |
|   | Not complete |   |          |
|   | Complete     | Reference the Pandemic Re-Entry Plan for guidance on pandemic protocols (temperature checks, decontamination, etc.)   |          |
|   | Not complete |   |          |

Incident Specific Annex O.13: Self-Fire Inspection Form

**SELF-FIRE INSPECTION FORM**

|  |                          |           |            |
|--|--------------------------|-----------|------------|
| <b>Business Name:</b>  | <b>Business Phone #:</b> |           |            |
| <b>Address:</b>  | <b>Email:</b>            |           |            |
| 1. After-Hours Emergency Contact:  | Contact Phone #:         |           |            |
| 2. After-Hours Emergency Contact:  | Contact Phone #:         |           |            |
| 3. After-Hours Emergency Contact:  | Contact Phone #:         |           |            |
| <b><u>Access &amp; Premises</u></b>  | <b>Yes</b>               | <b>No</b> | <b>N/A</b> |
| Are address numbers for the building clearly visible from the street?  |                          |           |            |
| Is the exterior fire department access unobstructed?   |                          |           |            |
| Is the combustible vegetation removed so as to not create a fire hazard?   |                          |           |            |
| Is there maintained a minimum 3' clearance around the fire hydrants?   |                          |           |            |
| <b><u>Egress (Exiting)</u></b>   |                          |           |            |
| Are the exit ways and doors easily recognizable, unobstructed, and maintained functional?  |                          |           |            |
| If the main exit door is provided with key-locking hardware as allowed by code, is there a sign above the door that states "THIS DOOR MUST REMAIN UNLOCKED WHEN BUILDING IS OCCUPIED" and are the other exit doors openable from the inside w/o the use of a key or any special knowledge or effort? |                          |           |            |
| Are the exits and exit enclosures free from the storage of combustible materials?  |                          |           |            |
| Are doors with self-closing hinges maintained in the closed position (not blocked open)?   |                          |           |            |
| <b><u>Electrical</u></b>   |                          |           |            |
| Are all electrical outlets, switches and junction boxes properly covered with cover plates and is the electrical system safe from any apparent shock and/or other electrical hazards?  |                          |           |            |
| Are circuit breakers/fuses labeled so as to identify the area protected?   |                          |           |            |
| Is the area maintained clear at least 30" in front of electrical panel(s)?   |                          |           |            |
| Are extension cords used only for temporary use?   |                          |           |            |
| Are extension cord(s) of heavy duty construction, maintained in good condition, and only used as temporary wiring, or to service small portable appliances?  |                          |           |            |
| Are extension cord(s) grounded when serving grounded appliances?   |                          |           |            |
| Are extension cord(s) plugged directly into an approved receptacle, power tap or multi-plug adapter and except for approved multi-plug extension cord(s), serve only 1 portable appliance?   |                          |           |            |
| Is the ampacity of the extension cord(s) greater than the rated capacity of the portable appliance supplied by the cord(s)?  |                          |           |            |
| If multiple items need to be plugged in, is a power tap utilized with a built-in circuit breaker and is the power tap plugged directly into a permanently installed receptacle?  |                          |           |            |
| <b><u>Emergency Lighting/Egress Illumination</u></b>   |                          |           |            |
| If emergency lighting is provided, is it maintained in operable condition?   |                          |           |            |
| Is the means of egress illuminated when the building or structure is occupied?   |                          |           |            |
| <b><u>Exit Signs</u></b>   |                          |           |            |
| If exit signs are required, are they maintained illuminated or self-luminous   |                          |           |            |
| Does the backup-battery work? (push the test button, the exit sign should illuminate under battery power)  |                          |           |            |
| <b><u>Fire Alarm System</u></b>  |                          |           |            |
| If the building is equipped with a fire alarm system, has the required annual service of the fire alarm system been performed by a qualified fire alarm company?   |                          |           |            |
| <b><u>Fire Safety &amp; Evacuation Plans</u></b>   |                          |           |            |

|  |            |           |            |
|--|------------|-----------|------------|
| If Fire drills are required, are they conducted successfully at varying times and under varying conditions and are records maintained on the premises?   |            |           |            |
| If required, are Evacuation Plans posted?  |            |           |            |
| If required, do you have Fire Safety Plans?  |            |           |            |
|  |            |           |            |
| <b><u>Fire Extinguishers</u></b>   | <b>Yes</b> | <b>No</b> | <b>N/A</b> |
| Is there access to fire extinguisher(s) rated at a minimum 2A-10BC?  |            |           |            |
| Is the travel distance from all portions of the building less than 75' to a fire extinguisher?   |            |           |            |
| Are all fire extinguishers visible and accessible (not blocked)?   |            |           |            |
| Have the fire extinguisher(s) been serviced/tagged by a fire extinguisher company within the last 12 months?   |            |           |            |
| Are the fire extinguisher(s) properly mounted? (Proper locations – near exit doors where possible, not exceeding maximum travel distance, properly mounted (maximum 5' high if <40lbs., maximum 3½' high if >40lbs. In all cases, minimum 4" above the ground. |            |           |            |
| <b><u>Fire/Smoke Separations</u></b>   |            |           |            |
| Are the fire/smoke separations (smoke doors, fire doors, walls, etc.) maintained/working condition?  |            |           |            |
| <b><u>Fire Suppression Systems</u></b>   |            |           |            |
| Is the top of storage maintained a minimum 18" below head deflectors in fire sprinkled areas?  |            |           |            |
| If the building is equipped with a fire sprinkler system, has the required annual service of the fire sprinkler system been performed in the last year by a qualified sprinkler company?   |            |           |            |
| In commercial cooking applications, has the hood suppression system been serviced in the last six months and is the hood cleaned at intervals to prevent the accumulation of grease?   |            |           |            |
| <b><u>Heat Producing Appliances</u></b>  |            |           |            |
| IF portable electric heaters are used, are they used safely? Also, are they plugged directly into wall outlets and kept at a minimum of 3' away from combustibles? (Open flame invented heaters are prohibited for use in a commercial occupancy)              |            |           |            |
| Is the clearance between ignition sources, such as light fixtures, heaters, and flame producing devices, and combustible storage maintained in an approved manner?   |            |           |            |
| <b><u>Housekeeping &amp; Decorations</u></b>   |            |           |            |
| Is combustible rubbish that is stored in containers outside of vaults or rooms removed from the building a minimum of once each working day?   |            |           |            |
| Are oily rags or similar materials stored in metal, metal-lined or other approved containers equipped with tight-fitting covers?   |            |           |            |
| Are combustible decorations flame retardant?   |            |           |            |
| <b><u>Mechanical Hazards</u></b>   |            |           |            |
| Is the venting for exhaust products of combustion intact for gas appliances (ie. Water heaters, furnaces)?   |            |           |            |
| Are safe clearances maintained between gas fired appliances (such as water heaters, furnaces, etc.) and combustible materials?   |            |           |            |
| <b><u>Smoke Detectors</u></b>  |            |           |            |
| If smoke detection is required in common areas such as corridors or part of the fire alarm system, have they been tested in the last year by a qualified service company?  |            |           |            |
| <b><u>Storage of Combustibles</u></b>  |            |           |            |
| Is the storage of combustible materials orderly?   |            |           |            |
| Are combustible materials not stored beneath the building or structure?  |            |           |            |
| Are the boiler rooms, mechanical rooms and electrical panel rooms maintained without the storage of any combustible materials within?  |            |           |            |



|   |  |  |  |
|---|--|--|--|
| Are rubbish containers over 5 $\frac{1}{3}$ cubic feet (40 gallons) provided with lids and made of noncombustible construction?   |  |  |  |
| Are dumpsters that are 1.5 cubic yards or more not stored inside the building and placed more than 5' from combustible walls, openings or combustible roof eave lines?      |  |  |  |
| <b><u>Storage of Compressed Gas Cylinders</u></b>   |  |  |  |
| If you have compressed gas containers (such as co2, helium, etc.), are they chained to prevent falling?   |  |  |  |
| <b><u>Storage of Combustible and Flammable Liquids</u></b>  |  |  |  |
| Are quantities in excess of 10 gallons of flammable and combustible liquids used for maintenance purposes and the operation of equipment stored in liquid storage cabinets? |  |  |  |

A "No" response to any of these questions indicates the presence of a fire code violation. Once all hazards identified as having a "No" response are corrected, please sign, date, and return this form to us. Thank you for your cooperation.

|                                  |                                 |
|----------------------------------|---------------------------------|
| Print Name of Responsible Person | Signature of Responsible Person |
|                                  | Date                            |

Incident Specific Annex O.14: Shelter Registration Form

**SHELTER REGISTRATION FORM**

| <b>GDOE SHELTER REGISTRATION FORM      # _____</b>  |  |   |   |                          |  |                          |                          |                          |                                     |
|---|--|---|---|--------------------------|--|--------------------------|--------------------------|--------------------------|-------------------------------------|
| <b>PURPOSE:</b>   |  | To assist Guam Homeland Security and the Office of Civil Defense with requests for individual assistance (IA)   |   |                          |  |                          |                          |                          |                                     |
| <b>DISCLOSURE:</b>  |  | Disclosure on federal assistance and citizenship is voluntary. The rest is required.  |   |                          |  |                          |                          |                          |                                     |
| <b>PART I – HEAD OF HOUSEHOLD (HoH) INFORMATION</b>   |  |   |   |                          |  |                          |                          |                          |                                     |
| Name (Last, First, MI)  |  |   | Contact Information   |                          | Home of Record   |                          |                          |                          |                                     |
|   |  |   | Home  | Cellular                 | Street/Apt #   | Street Address           |                          | Village                  |                                     |
| <input type="checkbox"/> Own<br><input type="checkbox"/> Renting  | If renting, name and contact info of landlord: |   | Federal Assistance Information  |                          |  |                          |                          |                          |                                     |
|   |  |   | Section 8<br><input type="checkbox"/> Yes <input type="checkbox"/> No |                          | Supplemental Nutrition Assistance Program (Food Stamp program)<br><input type="checkbox"/> Yes <input type="checkbox"/> No |                          |                          |                          |                                     |
| Type of Identification provided by HOH: <input type="checkbox"/> Driver's license <input type="checkbox"/> Guam ID <input type="checkbox"/> Passport <input type="checkbox"/> No Identification                           |  |   |   |                          |  |                          |                          |                          |                                     |
| <b>PART II – HOUSEHOLD INFORMATION</b>  |  |   |   |                          |  |                          |                          |                          |                                     |
| #   | Name (Last, First, MI)                         | Relationship to HoH   | Date of Birth   | U.S. Citizen             | Non-Citizen National   | Qualified Alien          | Non-U.S. Citizen         |                          |                                     |
|   |  |   |   | Choose one               |  |                          |                          |                          |                                     |
| 1   |  | <b>Head of Household</b>  |   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                                     |
| 2   |  |   |   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                                     |
| 3   |  |   |   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                                     |
| 4   |  |   |   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                                     |
| 5   |  |   |   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                                     |
| 6   |  |   |   | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |                          |                                     |
| Are you required by law to register with any state or local government agency for any reason? <input type="checkbox"/> YES <input type="checkbox"/> NO<br>If yes, please ask to speak to the shelter manager immediately. |  |   |   |                          |  |                          |                          |                          |                                     |
| Did you drive and park a vehicle in the school parking Lot? <input type="checkbox"/> YES <input type="checkbox"/> NO   If yes, license plate # _____  |  |   |   |                          |  |                          |                          |                          |                                     |
| Is anyone in your household a military dependent? <input type="checkbox"/> YES <input type="checkbox"/> NO  |  |   |   |                          |  |                          |                          |                          |                                     |
| <b>PART III – POST DISASTER INDIVIDUAL ASSISTANCE ASSESSMENT</b><br><i>Section to be filled out by Guam Homeland Security / Office of Civil Defense</i>   |  |   |   |                          |  |                          |                          |                          |                                     |
| Disaster/Event Name:  |  |   |   |                          |  |                          |                          |                          |                                     |
| Inspection Date   |  | Dwelling Structural Information   |   |                          |  |                          |                          |                          |                                     |
|   |  | <input type="checkbox"/> SFD - Single Family Dwelling <input type="checkbox"/> MH - Mobile/Manufactured Home <input type="checkbox"/> APT - Apartment |   |                          |  |                          |                          |                          |                                     |
| Start Time  | End Time                                       | Roof  |   |                          | Walls  |                          |                          | Outside Kitchen          |                                     |
|   |  | Concrete  | Tin   | Other Specify            | Concrete   | Wood                     | Other Specify            | Yes                      | Damaged                             |
| Choose one  |  | Choose one  |   |                          |  |                          |                          |                          |                                     |
|   |  | <input type="checkbox"/>  | <input type="checkbox"/>  |                          | <input type="checkbox"/>   | <input type="checkbox"/> |                          | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| <input type="checkbox"/> Destroyed <input type="checkbox"/> Major <input type="checkbox"/> Minor <input type="checkbox"/> Affected / Habitable  |  |   |   |                          |  |                          |                          |                          |                                     |

#### PART IV - MEDICAL QUESTIONNAIRE

1. Do you or any members of your family have tuberculosis? NO ☐ YES ☐ If yes, shelter personnel will quarantine.
2. Do you have flu-like symptoms? NO ☐ YES ☐ If yes, shelter personnel will determine whether it's necessary to quarantine.
3. Are you taking medication? NO ☐ YES ☐ If yes, please specify \_\_\_\_\_
4. Do you have any medical challenges? NO ☐ YES ☐ If yes, please specify \_\_\_\_\_
5. Do you have any medical challenges? NO ☐ YES ☐ If yes, please specify \_\_\_\_\_

#### MEDICAL WAIVER:

If you have any medical challenges that require close monitoring at a medical facility, you are encouraged to go to the hospital. However, if you refuse to go and stay at the shelter, you agree to hold the Guam Department of Education harmless from any and all claims, liabilities, and cost.

#### PART V- CERTIFICATION

By signing below, the HoH certifies that the information provided is true and correct. He/She also agrees to follow and if they have family, ensure they follow shelter rules at all times. *I have been advised not to leave the shelter during Condition of Readiness 1 (COR 1) until all roads have been cleared of debris and fallen electrical poles/lines. If any family members leave the shelter before COR4 is announced, you are required to inform shelter personnel for accountability.*  
*Are there any sex offenders in your household? YES / NO; If YES, this convicted person will be isolated from the general population.*

**Note:** *I acknowledge that the information provided on the registration form will be shared with other Government Agencies, and Non-Government Organizations.*

#### HOH SIGNATURE:

| SHELTER PERSONNEL CONDUCTING INTAKE<br>(Print Name) | SIGNATURE | DATE |
|---|-----------|------|
|   |           |      |

#### NOTES FOR SHELTER PERSONNEL

- ✓ If the HoH and family transition to a Tier II Shelter (Mayor's facility or other), please provide them with a copy of the Shelter Registration Form and instruct them to the shelter.
- ✓ After COR 4 is announced and the shelter is officially closed, the shelter manager must scan to PDF and email all shelter registration forms to the Safety Administrator and courtesy copy to the DOE person on shift at the EOC and the DOE person assigned to the Joint Information Center by within 48hrs.

#### SHELTER NAME:

**Note:** *Below is the Shelter Letter. All shelterees should be provided a copy upon registering.*

### **SHELTEREE WELCOME LETTER**

Dear Shelter Clients,

SUBJECT: Welcome Letter

***Buenas yan Hafa Adai!*** We hope your stay here will be as pleasant as possible, considering the circumstances. Please take a few moments to review the important information below. As additional information becomes available, we will inform you as soon as possible. Please reach out to any shelter worker (GDOE Badge) if you have any questions or concerns.

|                             |  |
|-----------------------------|--|
| Everyone Is Welcome         | Everyone is welcome at a GDOE operated shelter. We do not discriminate based on nationality race, religious beliefs, class, disability, political opinions, sexual orientation, or gender identity.  |
| Service Animals             | Service animals are welcome in any GDOE operated shelter. Service animals are trained to do work or perform tasks for an individual with access and functional needs, including those with disabilities. Service and assistance animals are not pets. Please speak with a shelter worker but it's the owner's responsibility to feed, water, and supervisor the service animal.  |
| Pets                        | We understand that your pets are very important to you but they are only authorized at a designated pet shelter. If opened, Ordot Chalon Pago Elementary School is the designated location.  |
| Specific Needs              | Please tell a shelter worker as soon as possible if you have any specific needs or requests for equipment, supplies, cultural or religious requirements. Every effort will be made to accommodate your needs.  |
| Reunification with Families | Let your family and friends know that you are safe and well and the shelter you are staying. If you leave or decide to exit the shelter, please ensure to notify shelter workers for accountability.   |
| Food                        | Shelter clients are responsible for securing at least seven (7) days worth of food to support themselves and/or family. To ensure health and safety, clients are required to keep food in containers and to dispose of all trash.  |
| Medical Problems/Injuries   | Please notify a shelter worker if you or a family member are taking medication or have a medical condition with which you need assistance or if you are not feeling well. Please notify a shelter worker if you notice anyone else needing medical attention. Shelter workers are CPR/First Aide trained and managers can contact emergency medical personnel, if needed. This will be considered also during pandemic situations. |
| Emotional Support           | Staying in a shelter following a disaster can be stressful. If you, your children or any other family member are feeling stress, anxiety or the need to talk with someone, please alert a shelter worker to request for support  |
| Communication Board         | There will be a communication board set up by shelter workers to relay information updates and to notify clients of quiet hours, etc..   |
| Children                    | Parents/Guardians are responsible for supervising their children at all times while in or around the shelter. Children should not be left unattended.  |
| Check In/Out                | We appreciate you checking in/out of the shelter for accountability purposes.  |

|                             |   |
|-----------------------------|---|
| Registration                | All information collected on shelter registration forms is confidential. However, unless stated otherwise, it will be shared with other government and Non-Government Organizations (NGOs) supporting disaster response. If you transition to a Tier II shelter operated by a Mayor, please secure a copy of your registration form and bring to the next shelter. If the shelter is unable to make copies, you will need to complete another form when you report. |
| Photographs                 | Your privacy and the privacy of other shelter clients is important. Therefore, we don't allow photos to be taken without their written permission.  |
| Housekeeping                | Thank you for helping us keep the shelter clean. We appreciate you picking up after yourself and following the restroom courtesy guidelines that are posted in the restrooms. Please inform a shelter worker if the restroom is in need of cleaning and/or supplies.  |
| Be Respectful               | Please be respectful of shelter workers and other clients. Negative behavior to include foul language, abusive behavior, stealing destruction of property, or other behavior that is disruptive to others will not be tolerated. In real serious cases, this may be grounds for removal from the shelter.   |
| Personal Belongings         | Shelter clients are fully responsible for their property/possessions. Items of value should either be kept on your person or secured in your vehicle.   |
| Smoking                     | Smoking of any kind to include e-cigarettes and other smoking devices is not permitted in/around the shelter.   |
| Alcohol, Drugs, and Weapons | To maintain a safe environment, Alcohol, Drugs, and Weapons (including concealed) are not allowed in or around the shelter.   |
| During a Pandemic           | Shelter clients will be screened for temperature check and flu-like symptoms upon entry and periodically throughout stay, and will be required to wear a face mask. Additionally, shelter clients must decontaminate their dormitory area throughout their stay.  |

We appreciate any help you can provide while staying in the shelter. If you would like to help, please inform a shelter worker. Thank you.

SUPERINTENDENT OF EDUCATION  
Guam Department of Education

### **SHELTER RULES FOR RESIDENTS**

Shelter Personnel will ensure that shelterees receive a copy of the rules upon registration and that the following rules are posted in/around the shelter.

- Be respectful to fellow residents and staff. No foul language, abusive behavior, stealing or destruction of property will be accepted or tolerated.
- Busing to/from shelters is available at the Mayor's Office
- Need 7 day supply of food, water & prescriptions, with infants & toddlers need 7 day supply of disposable diapers, baby formula & baby food
- Need bedding & personal hygiene products
- Must complete registration. Bring a form of I.D.
- Must report Tuberculosis or flu-like symptoms
- Alcoholic beverages, illegal drugs, and weapons are not allowed in the shelter or on the shelter grounds. Persons caught in possession will be asked to leave the shelter and in some cases turned over to law enforcement personnel. Persons determined to be under the influence of alcohol or illegal drugs will not be admitted, or readmitted to the shelter.
- Public Law 21-139 dictates that there is no smoking on school premises.
- Smoking is not allowed in the shelter. Smoking is permitted outside the building in designated smoking areas only. Please dispose of cigarette butts properly.
- Quiet hours will be announced and enforced in the sleeping areas. However, sleeping areas should be kept quiet at all times.
- Service animals are allowed.
- If you brought vital documents (i.e. Birth records, passports, etc.), secure them or keep them on you at all times. The Shelter is not responsible for these items if stolen.
- Parents must maintain responsibility and supervision for their children. Children must never be left unattended.
- No cooking or gas stoves.
- For your safety DO NOT LEAVE THE SHELTER before COR 4 has been declared.

**Note: Placards of Shelter Rules will be passed out to all Shelter Managers at Senior Leadership Briefing.**

## **UNACCOMPANIED MINORS IN SHELTERS**

The role of the IC/Shelter Manager in addressing the needs of unaccompanied minors at shelters and guides coordination with law enforcement authorities, and provides information to assist in planning with partners and managing internal and external expectations. An "unaccompanied minor" is generally defined as any individual younger than 18 years of age who is not with a parent or guardian.

- If an unaccompanied minor arrives at a shelter contact law enforcement.
- IC/Shelter Manager should make every effort to designate two staff members to supervise an unaccompanied minor.
- If an unaccompanied minor arrives with an urgent health need, he/she should be referred to appropriate medical facilities and the circumstances should be documented.
- If the minor's medical status requires transfer to a medical facility, Emergency Medical Service assumes responsibility for the minor during transport and transfers responsibility to the medical facility staff upon its arrival.
- Unaccompanied minors should not be photographed or interviewed by third parties except in very specific circumstances (as outlined below).
- Parents or guardians must provide government-issued identification when taking custody of a minor, and the transfer must be documented.
- Notify the EOC immediately as part of hourly SITREP

### **1. ACCEPTING UNACCOMPANIED MINORS AT RED CROSS SHELTERS AND OTHER SERVICE DELIVERY SITES**

While care of unaccompanied minors is not the primary responsibility of the Shelter and is instead the responsibility of government agencies and other social service organizations, the Shelter's trustworthiness and high visibility during times of disaster often results in situations in which unaccompanied minors arrive at a shelter. When this occurs, the shelter should accept unaccompanied minors and should implement special safeguards to ensure their safety.

### **2. CONTACTING LAW ENFORCEMENT AUTHORITIES**

When an unaccompanied minor arrives at a shelter, staff member must contact law enforcement authorities immediately. In the event of a catastrophic incident, notification must occur as soon as possible under the circumstances.

Once the law enforcement authorities have been informed of the unaccompanied minor in the shelter, Shelter staff will coordinate with those authorities until the unaccompanied minor is transferred to the custody of the local authority.

In the event that the shelter is unable to contact law enforcement authorities (for any length of time), staff should follow the policies described in this guidance.

### **3. SUPERVISION OF UNACCOMPANIED MINORS**

The IC/Shelter Manager shall assign a staff to supervise unaccompanied minors until the minors are transferred to the custody of local authorities. If possible, there should be at least two adults present with an unaccompanied minor, and the minor should not be left alone or with other unaccompanied minors without adult supervision. Staff members providing supervision must have passed a background check. Spontaneous volunteers must not be designated to supervise unaccompanied minors.

### **4. MAINTAINING DETAILED RECORDS**

If an unaccompanied minor is accepted at a shelter, detailed records of his or her situation must be kept by the shelter staff supervising the minor. Gather detailed information from the minor or the individual or group that accompanied the minor. The following information must be recorded: the minor's name and address (if possible to ascertain); any information that could help identify the parents or guardians; information on where the minor was found or how the minor came to be separated from his or her parent or guardian; contact details for law enforcement authorities; record of date and time of any contacts with such authorities along with information on the plan for ensuring the minor's safety; and detailed information on transfer of minor into the custody of law enforcement authorities (to be recorded when that transfer takes place).

### **5. UNACCOMPANIED MINORS WITH IMMEDIATE/URGENT MEDICAL NEEDS**

If an unaccompanied minor arrives at a shelter with a health need that requires immediate urgent medical care or assessment, he or she should be referred to the appropriate available medical facilities. When this occurs, it is critical that Disaster Health Services and/or Disaster Mental Health guidance regarding urgent/emergent referrals to a higher level of care be followed. This guidance ensures that these minors can be accurately tracked.

If a medical referral of a minor occurs, law enforcement authorities must be consulted immediately to initiate the process for reuniting the unaccompanied minor with his or her parent or guardian and for local authorities to assume responsibility for coordinating care for medical needs. If the minor's medical status requires transfer to a medical facility prior to law enforcement arrival, the Emergency Medical Service will assume responsibility for the minor during transport and will then transfer responsibility to the medical facility staff upon its arrival. In this instance, the law enforcement authorities must be notified of any change in the minor's condition and of any transfers of responsibility.

### **6. PRIVACY AND CONFIDENTIALITY**

Unaccompanied minors should not be photographed or interviewed by third parties other than law enforcement and child welfare agencies.

### **7. PROPER IDENTIFICATION OF PARENT OR GUARDIAN AND DOCUMENTATION**

If the unaccompanied minor leaves the shelter prior to transfer into the custody of the law enforcement authorities, or without the involvement of law enforcement, obtain the following information from the individual who is accompanying the minor: his or her name, address, phone number or other contact information, and personal identification from a government source, such as a driver's license (if possible). This requirement applies even where the person claiming an unaccompanied minor states that he or she is the parent or guardian of the minor.



**GENERATOR START-UP PROCEDURE – QUICK REFERENCE  
(Completed by Shelter Manager during COR-3)**

**(Katolight/MTU 125KW diesel Stand-by Generator)**

- a. Generator set control panel is always left in the “OFF” position on the LED indicator when normal/no typhoon conditions prevail on the island.
- b. Never change the position of the wall mounted circuit breaker inside the generator shelter. This should always be in the “ON” position to supply power to the battery charger for generator.
- c. When shelters have been activated, the shelter manager, upon the instruction from the Emergency Operations Center (EOC), will push the “AUTO” button on the generator control board. Once the “AUTO” button is pressed, the LED indicator light on the AUTO button will be lit.

**NOTE:** If the alarm sounds, press the “SILENCE” button. If alarm continues to sound, immediately call MI Electrical at 646-6400/8186. Authorized Generator Representative is Mr. Lito Deras, JMI at 646-6400/8186 or 888-6962 (cell), email: [litoderas@jmiquam.com](mailto:litoderas@jmiquam.com).

- d. With generator in “AUTO” mode, the generator will kick on automatically when island power is off. The generator has a 350 gallon fuel tank and was fueled @ 250 gallons of diesel. The fuel gauge is visible on top of fuel tank inside generator door for monitoring fuel level. Generator Run Times: Generator will consume 9.3 gallons per hour at 100% load; 7.2 gallons per hour at 75% load; 4.8 gallons per hour at 50% load. Typically the generator will be operating at 50% load. At full tank (350 gallons) that will provide for @ 72 hours of run time ( $350 \text{ gallon} / 4.8 = 72$ ). Please ensure generator is refueled after 48 hours run time by notifying Emergency Operations Center (EOC). Do not allow generator to run out of fuel during operation. During shelter operations, it is recommended that generators be run during night hours and turned off during the day except for critical daytime operational needs.

**NOTE:** When island power is restored, the load will transfer back to normal power but the generator will continue to run for @ 10 minutes in cool down mode before shutting down automatically. The remote start contact at the automatic transfer switch (ATS) will open after a time delay and the generator unit will shut down and be ready for the next power failure/outage.

- e. Upon all clear and the instruction from the Emergency Operations Center (EOC), press the “OFF” button on the generator control panel and the “OFF” LED indicator will light up. This will again revert back to a normal shutdown.
- f. When island power is restored – transfer from generator to island power.

**Note: Below are DOE’s Generator listing and description and location that are being serviced.**



## Incident Specific Annex O.19: Generator Location in Pictures

### **SOUTHERN:**

#### **Merizo Elementary School:**

##### **Physical Address:**

J.A. Cruz Avenue  
Merizo, Guam 96919



#### **Inalahan Middle School:**

##### **Physical Address:**

433 Belen Avenue  
Inarajan, Guam 96917



#### **Talofofo Elementary School:**

##### **Physical Address:**

209 Jose P. Cruz St.  
Talofofo, Guam 96930



#### **Harry S. Truman Elementary School**

##### **Physical Address:**

182 Pale Ferdinand Way  
Santa Rita, Guam 96915



#### **M.U. Lujan Elementary School**

##### **Physical Address:**

167 M.U. Lujan Road  
Yona, Guam 96915



## **CENTRAL:**

### **Ordot-Chalan Pago Elementary School**

#### **Physical Address:**

294 Judge Sablan Street  
Ordot, Guam 96910



### **B.P. Carbullido Elementary School**

#### **Physical Address:**

#156 Canada Toto Loop  
Barrigada, Guam 96913



## **NORTHERN:**

### **J.M. Guerrero Elementary School**

#### **Physical Address:**

520 Harmon Loop Road  
Dededo, Guam 96929



### **Wettengel Elementary School:**

#### **Physical Address:**

479 W. Santa Monica Ave.  
Dededo, Guam 96912



### Maria A. Ulloa Elementary School

#### Physical Address:

110 Catalina Lane  
Dededo, Guam 96929



### Astumbo Elementary School

#### Physical Address:

255 Chalan Hachon  
Dededo, Guam 96929



### Machananao Elementary School

Route 9 Yigo, Guam 96929



### F.B. Leon Guerrero Middle School

Building #533 Juan Jacinto Road  
Yigo, Guam 96929



### UPI Elementary School

1180 Pediron Lagu Rt. 15  
Yigo, Guam 96929



## Incident Specific Annex O.20: Generation Information

| Generator Location |                         | Generator Information |   |              |                 |             |                |           |               |  |
|--------------------|-------------------------|-----------------------|---|--------------|-----------------|-------------|----------------|-----------|---------------|--|
|                    |                         | Generator Brand       | Generation/Voltage Transfer Switch                                      | Model        | Serial #        | Engine Make | Engine Model # | Fuel Type | Fuel Capacity | Run time Fuel Consumption at 100% Load |
| 1.                 | M.A. Ulloa Elem.        | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 667040-03-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 2.                 | Astumbo Elem.           | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 673926-09-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 3.                 | Wettengel Elem.         | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 673923-09-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 4.                 | B.P. Carbullido Elem.   | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 677670-10-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 5.                 | H.S. Truman Elem.       | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 673627-11-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 6.                 | G.W. High               | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 673953-10-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 7.                 | M.U. Lujan Elem.        | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 677671-10-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 8.                 | Inarajan Middle         | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 680573-04-07    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 9.                 | Merizo Elem.            | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 667672-10-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 10.                | Talofofo Elem.          | Katolight™            | 125 KW, 156.2 Kva<br>208/240 ACV 3-Phase<br>W/Automatic ATS             | SED125FPJ4T3 | 673606-09-06    | John Deere  | 6068TF250      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 11.                | UPI Elem.               | MTU™                  | 125KW, 156 KVA,<br>277/480 V, 3-Phase,188<br>ATS AMPS, Automatic<br>ATS | 125PJS6DT3   | 310578-1-1-0609 | John Deere  | 6068HF285      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 12.                | F.B. Leon Guerrero Mid. | MTU™                  | 125KW, 156 KVA,<br>277/480 V, 3-Phase,188<br>ATS AMPS, Automatic<br>ATS | 125PJS6DT3   | 310578-1-1-0609 | John Deere  | 6068HF285      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 13.                | J.M. Guerrero Elem.     | MTU™                  | 125KW, 156 KVA,<br>277/480 V, 3-Phase,188<br>ATS AMPS, Automatic<br>ATS | 125PJS6DT3   | 310578-1-1-0609 | John Deere  | 6068HF285      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 14.                | Ordot Chalan Pago Elem. | MTU™                  | 125KW, 156 KVA,<br>120/208 ACV, 3-Phase,<br>434 AMPS, Automatic<br>ATS  | 125PJS6DT3   | 310578-1-1-0609 | John Deere  | 6068HF285      | Diesel    | 300 Gal.      | 32.5 hours                             |
| 15.                | Machananao Elem.        | MTU™                  | 125KW, 156 KVA,<br>120/208 ACV, 3-Phase,<br>434 AMPS, Automatic<br>ATS  | 125PJS6DT3   | 310578-1-1-0609 | John Deere  | 6068HF285      | Diesel    | 300 Gal.      | 32.5 hours                             |



Incident Specific Annex O.21: Generator Energized Building Locations

| Generator Location |                         |            | Generator Energized Locations                |                                       |  |
|--------------------|-------------------------|------------|--|---------------------------------------|--|
|                    | School Name             | Location   | Office/Building                              | Rooms                                 | Other                                    |
| 1.                 | M.A. Ulloa Elem.        | Dededo     | Main Office Building/Cafeteria               | 1 to 8, 32 and 33                     | Cafeteria Boy/Girl Restroom              |
| 2.                 | Astumbo Elem.           | Dededo     | Main Office Building/Cafeteria               | B101 to B104 and C101 to C104         | C-Wing Boy/Girl Restroom                 |
| 3.                 | Wettengel Elem.         | Dededo     | Main Office Building/Cafeteria/Library       | D5 to D8 and E12 to E17               | D-Building Boy/Girl Restroom             |
| 4.                 | B.P. Carbullido Elem.   | Barrigada  | Main Office Building/Cafeteria/Kitchen/Nurse | 18 to 20, 22 to 25                    | Common Boy/Girl Restroom                 |
| 5.                 | H.S Truman Elem.        | Santa Rita | Main Office Building/Cafeteria/Nurse         | 1 to 5,7,8,10 to 13                   | Common Boy/Girl Restroom                 |
| 6.                 | G.W. High               | Mangilao   | Main Office/Cafeteria/Gym/PE Office          | F100 to F109                          | Gym Boy/Girl Restroom                    |
| 7.                 | M.U. Lujan Elem.        | Yona       | Main Office Building/Cafeteria               | 101 to 105, 107,112 to 115            | Common Boy/Girl Restroom                 |
| 8.                 | Inarajan Middle         | Inarajan   | Main Office Building/Cafeteria               | 7 to 16                               | Boy/Girl Locker room                     |
| 9.                 | Merizo Elem.            | Merizo     | Main Office Building/Cafeteria               | C1 to C4, D13, F7 to F9               | Office Boy/Girl Restroom                 |
| 10.                | Talofofo Elem.          | Talofofo   | Main Office Building/Cafeteria               | 5 to 7 and 21 to 25                   | Common Boy/Girl Restroom                 |
| 11.                | UPI Elem.               | Yigo       | Main Office/Cafeteria/Nurse/Library          | A4,101 to 106, A5, 102, 103, 105, 106 | H Quad Common Boy/Girl Restroom          |
| 12.                | F.B. Leon Guerrero Mid. | Yigo       | Main Office/Cafeteria                        | D1 to D6, E13, E16, E19, E20          | Common Boy & Girl Restroom               |
| 13.                | J.M. Guerrero Elem.     | Harmon     | Main Office/Cafeteria                        | 1 to 5, 6 to 9, 12, 13                | Common Boy/Girl Restroom                 |
| 14.                | Ordot/Chalan Pago Elem. | Ordot      | Main Office/Cafeteria                        | 13,14,23, to 30                       | Common Boy/Girl Restroom next to room 26 |
| 15.                | Machananao Elem.        | Dededo     | Main Office                                  | B101 to 104/C101 to 104/H103 &104     | Common Boy/Girl Restroom (C-Wing)        |

### Incident Specific Annex O.21: Water Tank Location and Information

| Water Tank Location |                         |            | Water Tank Supply                                | Water Tank Information        |  |                               |
|---------------------|-------------------------|------------|--|-------------------------------|--|-------------------------------|
|                     |                         |            |  | Water Tanks                   | Pump                                     | Pressure Tank                 |
| 1                   | M.A. Ulloa Elem.        | Dededo     | Cafeteria, Cafeteria Boy/Girl Restroom           | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 2                   | Astumbo Elem.           | Dededo     | Cafeteria, C-Wing Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 3                   | Wettengel Elem.         | Dededo     | Cafeteria, D-Building Boy/Girl Restroom          | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 4                   | B.P. Carbullido Elem.   | Barrigada  | Cafeteria, Common Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 5                   | H.S. Truman Elem.       | Santa Rita | Cafeteria, Common Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 6                   | G.W. High               | Mangilao   | Cafeteria, Gym Boy/Girl Restroom                 | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 7                   | M.U. Lujan Elem.        | Yona       | Cafeteria, Common Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 8                   | Inarajan Middle         | Inarajan   | Cafeteria, Boy/Girl Locker Room                  | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 9                   | Merizo Elem.            | Merizo     | Cafeteria, Office Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 10                  | Talofofo Elem.          | Talofofo   | Cafeteria, Common Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 11                  | UPI Elem.               | Yigo       | Cafeteria, H Quad Common Boy/Girl Restroom       | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 12                  | F.B. Leon Guerrero Mid. | Yigo       | Cafeteria, Common Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 13                  | J.M. Guerrero Elem.     | Harmon     | Cafeteria, Common Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 14                  | Ordot Chalan Pago Elem. | Ordot      | Cafeteria, Common Boy/Girl Restroom next room 26 | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |
| 15                  | Machananao Elem.        | Dededo     | Cafeteria, C-Wing Boy/Girl Restroom              | 2 each 3,000 Gallon PVC Tanks | 1 each 60 Cycle Centrifugal Booster Pump | 2 each Pressurized Water Tank |



## PRELIMINARY DAMAGE ASSESSMENT/PROJECT WORKSHEET

DATE: \_\_\_\_\_

APPLICANT AGENCY:

---

DAMAGED FACILITY:

---

LOCATION:

---

CATEGORY OF WORK: A, B, C, D, E, F, G (circle one)

INITIAL ASSESSMENT OF DAMAGE (DESCRIPTION AND DIMENSIONS):

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

[illegible][illegible]

ESTIMATED PROJECT COST:

| ITEM | NARRATIVE | QUANTITY/UNIT | UNIT PRICE | COST |
|------|-----------|---------------|------------|------|
|      |           |               |            |      |
|      |           |               |            |      |
|      |           |               |            |      |
|      |           |               |            |      |
|      |           |               |            |      |
|      |           |               |            |      |
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|      |           |               |            |      |
|      |           |               |            |      |
|      |           |               |            |      |
|      |           |               |            |      |

TOTAL ESTIMATED PROJECT COSTS

\_\_\_\_\_  
DOES THE SCOPE OF WORK CHANGE THE PRE-DISASTER CONDITIONS AT THE SITE?

YES \_\_\_\_ NO \_\_\_\_

SPECIAL CONSIDERATIONS ISSUES INCLUDED? YES \_\_\_\_ NO \_\_\_\_

HAZARD MITIGATION PROPOSAL INCLUDED? YES \_\_\_\_ NO \_\_\_\_

IS THERE INSURANCE COVERAGE ON THIS FACILITY? YES \_\_\_\_ NO \_\_\_\_

PREPARED BY:

\_\_\_\_\_  
Agency Point of Contact (POC)

TITLE: \_\_\_\_\_

BUSINESS

ADDRESS: \_\_\_\_\_

BUSINESS TELEPHONE:

\_\_\_\_\_  
\_\_\_\_\_

ALTERNATE POC:

---

BUSINESS TELEPHONE:

---

VERIFIED BY: \_\_\_\_\_ DATE: \_\_\_\_\_

FEMA Inspector

ATTACHMENTS:

- Photos or Videos
- Site Plan
- Utility Schematic
- Agency Specific Forms or Worksheets

## **DESCRIPTION OF PUBLIC ASSISTANCE WORK CATEGORIES**

### **Category A – Debris Clearance**

Clearance of trees and woody debris; building wreckage; sand, mud, silt and gravel; and other disaster-related material.

- Identify property affected by debris that impact public health and safety, public and private property.
- Identify public services affected by the debris problem, such as: roads, sewage disposal, and water supply.
- Describe the progress of local debris removal (village, government and/or voluntary efforts).

### **Category B – Protective Measures**

Measures taken before, during and immediately after a disaster to save lives, protect public health and safety, and protect public and private property.

- Note conditions which threaten public health, safety and property.
- Identify nature of work, such as: pumping, sandbagging, steam clearance, vegetation removal.
- Describe essential services affected by the threatening situation.

### **Category C – Road Systems**

Repair of roads, bridges, and associated features, such as: shoulders, ditches, culverts, lighting and signs.

- Identify maintenance responsibility.
- Describe types of damage including road material, shoulder, erosion, culvert washouts, landslides, size and type of damage sustained.
- Describe the social and economic effect the damage has had on local activities.
- Describe bridge affected, length, location, number of lanes.
- Describe the extent of damage especially when the bridge is not destroyed, particularly if it isolates the community or vital services.

### **Category D – Water Control Facilities**

Repair of irrigation systems, drainage channels, and pumping facilities. Repair of levees and flood control channels. (Caution: Eligibility of these facilities is restricted.)

- Provide the pre-disaster condition of the facility and its construction material (earth, concrete rock).
- Describe the specific damage to major components and give location, extent and type of damage (seepage, over-topping, erosion or actual breaks).
- Describe the threat existing because of the damage and note the need for evacuation and approximate timeframe.

### **Category E – Public Buildings and Related Equipment**

Repair or replacement of buildings, including their contents and systems; heavy equipment and vehicles.

- Describe the uses of major building and equipment damaged, such as: schools, hospitals, government buildings, etc.
- Identify construction material (masonry, steel, concrete) give dimensions.
- Indicate the type of damage (broken windows, roof blow off); indicate if the item was destroyed or is repairable and the extent of equipment and contents damaged.
- Describe the consequences of interruption of activities when damaged buildings are not usable and availability of alternate facilities.

### **Category F – Public Utilities**

Repair of water treatment and delivery systems; power generation facilities and distribution lines; and sewage collection and treatment facilities.

- Identify the type of facility (water, electric, and sewer).
- Describe the damage to each major component of subsystem (buildings, filters, generators, or other equipment affected).
- Estimate the number of days out of service and the impact on the public.
- Describe health and safety problems caused by the damage and the need for alternate or emergency system.
- Estimate the important dimensions of damaged portion of distribution and collection systems (size of line, length, etc.).

### **Category G – Other (Parks, Public, Non-Profit, Recreation)**

Repair and restoration of parks, playgrounds, pools, cemeteries and beaches. This category is also used for any work or facility that cannot be characterized adequately by categories A-F.

- Identify the type of facility that has sustained damage.
- Describe the purpose of the facility.
- Organization responsible for maintenance.
- Describe the specific damage if the item was destroyed or is repairable, location dimensions, etc.
- Describe any threat or health and safety problems existing because of the damage and the general impact the loss of the facility has on the community.

## American Red Cross: Shelter Fundamentals V2

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*Disaster Cycle Services*

*Instructor Led Delivery*

Participant Guide  
August 2021

# ***Shelter Fundamentals v2***

## ***Disaster Cycle Services***

***Instructor Led Delivery***

**Participant Guide**  
**August 2021**



**American  
Red Cross**



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# Unit 1: Introduction

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## Learning Objectives

Upon completion of this course, participants will be able to:

- Explain the Red Cross philosophy and principles of sheltering.
- Identify client needs.
- Describe different types of shelters.
- Identify how a shelter is structured and operates.
- Explain the activities and tasks that take place in shelters.
- Explain the types of work that shelter workers will perform and how to do it.

Serving clients is the most important thing we do and all those affected by disaster are welcome in our shelters.

## What is a Red Cross Shelter?

An American Red Cross shelter provides a temporary, safe and comforting refuge in time of disaster or emergency, a haven in which those affected by disaster regroup consider their next steps, and a place where the Red Cross and its partners connect clients with services necessary to begin their recovery. These shelters do not merely provide dormitories, food, and recovery services for residents, but serve as community centers in which others affected by the disaster can come for food, emergency supplies, information, and recovery services.

Our shelters must always be a welcoming community to anyone affected by disaster needing shelter, food, information, rest, comfort and kindness, and recovery services. In the immediate aftermath of a disaster, the Red Cross provides short-term sheltering services while it helps its dormitory clients find more suitable housing arrangements and helps anyone seeking assistance move forward. Shelter clients have similar needs for sheltering, but their needs for respite and recovery services vary, so we support them as individuals with a variety of Individual Disaster Care and recovery services.

Few activities are more central to the core humanitarian mission of the American Red Cross than planning for and sheltering those impacted by disaster. Sheltering is the flagship service of the Red Cross.

## **Client-First Sheltering**

Activities of sheltering are guided by the perspective of putting the client first, and focusing on the needs of individual clients, not merely facilities, equipment, and supplies. Shelters are the central point of service delivery and the physical location where the Red Cross alleviates the suffering of disaster-affected clients.

The Red Cross fulfills its mission when it treats clients with dignity, meets individual needs, and supports each client toward their own recovery. Shelter workers interact with each client daily, identify their concerns and needs, and provide compassionate support.

Shelter workers identify clients with unique needs, vulnerable clients, and those with recovery barriers, address them if able and report findings to their shift supervisor or Shelter Manager for further care by Disaster Mental Health, Disaster Health Services, Disaster Spiritual Care, Shelter Resident Transition Caseworkers and other service providers including partners.

## **Everyone is Welcome**

The Red Cross assists everyone regardless of race, color, national origin, religion, gender, gender identity, age, disability, sexual orientation, citizenship, veteran status, or pre-disaster housing situations.

We accommodate individuals with access and functional needs, visual or hearing impairments, and service animals.

## **Sheltering Program Principles**

Sheltering activities should provide positive experiences for both clients and the Red Cross workforce. Clients are always the priority, our Red Cross workers are appreciated and cared for, and the sheltering program is continuously improved.

The sheltering program goals are to improve the quality of the shelter client and workforce experience, ensure that sheltering services are accessible to everyone who seeks assistance, and deliver them consistently across the country.

*In a successful shelter, our clients would say:*

1. I can access the shelter and all services provided.
2. My immediate needs are met, and I receive services where and when I need them.
3. I feel safe, secure, and comfortable.
4. I am treated with respect and dignity.
5. I am able to stay with the people I came with.
6. I feel enabled and supported to make the best decisions for myself and my family, including care and support for my children and those that depend on me.

7. I understand how to receive care for my animal.
8. I can connect with my family and friends.
9. I have the information I need to begin my recovery.
10. I am connected to my community's resources. I do not have to do my recovery alone.

*In a successful shelter, our workers would say:*

1. I treat all clients and fellow workers with respect and dignity.
2. I feel safe, secure, and comfortable.
3. I understand the mission and program services I deliver.
4. I make the needs of our clients a priority.
5. I have the training, resources, and referral information I need to help clients and respond to community members seeking information.
6. I am empowered to make decisions, meet clients' immediate needs, and help clients begin their recovery.
7. I understand the reporting structure, how to get my questions answered, and how to request support.
8. I have an effective supervisor who helps me do my job and looks after my well-being.
9. My work is appreciated, I am treated with respect, and my needs are addressed.
10. I have expanded my sheltering abilities, feel integral to the mission of the Red Cross, and want to support sheltering in the future.

## Activity – Case Study

You have been assigned to be a shelter worker at a shelter facility just outside of the city limits of Springfield, about 40 miles from your home.

Some facts about Springfield include:

- There are approximately 150,000 residents.
- The median income is \$35,000 with a 3% homeless population.
- There is a large population of retirees.
- There are some minority groups who may speak Arabic, Spanish, or Chinese.



Your shelter facility is located the farthest from the damage. It is a high school. The short-term sheltering capacity is 300 people. The school has a full-service kitchen; however, the kitchen and cafeteria staff are not available to the shelter. There are no separate generators for the building, which is not a problem since the building has not lost power.

# Unit 2: What Shelters are Like and How They are Organized

---

## Different Types of Shelters

The Red Cross operates and supports a variety of types of shelters, including:

- Local evacuation center (e.g., apartment fire refuge)
- Respite Center (e.g., warming center, cooling center, first-responder rest center)
- Hurricane or Wildfire Evacuation Center
- Family Assistance Center (e.g., for families of individuals in aircraft or train accident)
- Congregate Shelter (location for clients to live temporarily and receive services for transition to new housing)
- Mega Shelter (a very large shelter; often in a convention center or sports area)
- Staff Shelter (lodging/feeding/relaxation shelter for Red Cross workers when commercial lodging is not available)

## Functions and Services in Shelters

The primary functional tasks that need to be carried out in shelters and often have a designated location inside the shelter are:

- Reception
- Registration
- Information Area
- Dormitory
- Feeding
- Supply Management

Shelter workers also support the work of service providers:

- Disaster Health Services
- Disaster Mental Health
- Disaster Spiritual Care
- Shelter Resident Transition
- Client Casework
- Governmental and community service partners



## Activity

- On your table is a plain piece of newsprint.
- In your table group, appoint a recorder and a presenter.
- Refer to your case study. Referencing the case study and thinking about the facilities in your community:
  - Brainstorm ideas as to what types of buildings (library, gym, civic center, etc.) would be ideal for each type of shelter.
  - Put the headings following headings on your newsprint and list the facilities in your region that you would use: Evacuation Shelter, Long Term Shelter, Family Assistance Center, Staff Shelter, etc.

## Shelter Workers

A disaster may result in the opening of one or hundreds of shelters. Each shelter is connected to the Sheltering Manager at the Disaster Relief Operation (DRO) headquarters or the Sheltering Coordinator at a District, a smaller geographical area within the DRO. Each shelter will normally have the following workforce. The exact numbers vary depending upon the type of shelter and number of clients:

### ***Shelter Manager/Site Supervisor***

The Shelter Manager oversees dormitory, feeding, provision of emergency supplies, and individual and mass care services required for clients in a shelter and normally serves as service delivery site manager. A shelter manager provides supervision and administrative support at a shelter facility and is ultimately accountable for all activities and all workers within a shelter.

### ***Shelter Shift Supervisor***

A Shelter Shift Supervisor represents and acts on behalf of the Shelter Manager, supervising basic operations of the shelter while the Shelter Manager conducts other duties. A Shelter Shift Supervisor is designated for each shift and acts in the capacity of the Shelter Manager during their absence.

### ***Shelter Supervisor***

Shelter Supervisors oversee and assist workers assigned to specific shelter tasks. The types and numbers of supervisors are determined by the size and complexity of shelters. These might include day and night dormitory supervisors, supervisors for separate dormitories, a welcome/registration supervisor, a feeding supervisor, a shelter resident transition casework supervisor, and a partner services supervisor. Shelter Supervisors report to the Shelter Shift Supervisor and depending on the complexity of the function they are overseeing, may have one, multiple, or no shelter service workers reporting to them.

### ***Shelter Service Workers***

Shelter service workers complete tasks necessary for shelter operations and interacts with clients to ensure their needs are met. A worker is responsible for supporting the day-to-day activities within a shelter under the direction of a specified supervisor. Although a worker may be asked to primarily perform a specific function, they may be asked to help with other tasks. Shelter service workers must always be mindful of meeting an individual client's needs.

### ***Specialized Workers***

Specialized workers are also often assigned to or visit shelters to address client needs and provide services. These include personnel from:

- Disaster Health Services
- Disaster Mental Health
- Disaster Spiritual Care
- Shelter Resident Transition
- Client Casework
- Sheltering Support Group
- Life Safety and Asset Protection
- Logistics Shelter Support Team

Workers from some partners that commonly serve clients in shelters:

- Federal Emergency Management Agency (FEMA)
- Housing and Urban Development (HUD)
- Veterans Administration (VA)
- State, county/parish, and tribal social service agencies

# Unit 3: Shelter Phases and the Work of Shelter Service Workers

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## Operational Tasks for Shelter Service Workers

Red Cross shelter service workers carry out whatever tasks need to be completed to support clients, but they may be assigned to primary tasks under the direction of a supervisor while in a shelter.

**The three phases** in which shelter service workers work in shelters are:

- **Opening**
- **Operating**
- **Closing**

**Opening** phase tasks involve setting up the shelter:

- Unloading and unpacking supplies
- Setting up tables, desks, and chairs in locations for reception, registration, dormitory, feeding, entertainment, provision of client services
- Assembling and locating cots where directed
- Posting signs for clients (shelter rules, schedule, directions to locations and services)

**Operating** phase tasks for shelter service workers include:

- Reception
- Dormitory registration
- Interacting with clients
- Food service
- Collecting and reporting operational information using forms
- Providing information to clients
- Moving and inventorying supplies
- Cleaning the shelter
- Anything that needs to get done

## Information Gathering

Most shelter tasks have a few forms to complete and information to report. Examples: *Shelter Shift Inspection Form* and *Shelter Log Form*.

The information is used to help the Red Cross provide stellar client service, maintain situational awareness and shelter operations, and ensure the shelter has the supplies it needs.

**Closing** phase tasks involve breaking down the shelter. These include:

- Packing supplies and equipment
- Folding tables, desks, and chairs and returning to original locations
- Removing shelter signs
- Disassembling, cleaning, and packing cots
- Facility cleanup
- Identifying damage that occurred during our use

# Unit 4: Carrying Out Tasks in the Shelter Operation

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## Job Induction

A job induction introduces you to the shelter, other workers, and your supervisor, as well as assigns the work you will be doing. As described in the Sheltering Program Principles, a job induction is vital for the success of each worker and the shelter operation.

During a job induction, you can expect to:

- Learn about the shelter site.
- Discuss your skills and strengths.
- Have expectations set.
- Be assigned a supervisor.
- Receive and review your work assignment.
- Exchange contact information.
- Establish a work schedule.

## **A Sample Day in a Shelter** *(these will vary depending on the DRO)*

|            |   |
|------------|---|
| 6:00 a.m.  | Night Shift serves breakfast  |
| 6:45 a.m.  | Day shift arrives at shelter (signs in)/Night Shift departs shelter (signs out)   |
| 7:00 a.m.  | Stand-up shift briefing with Shelter Manager/Day Shift Supervisor                 |
| 7:15 a.m.  | Work activities begin   |
|            | Breakfast clean up  |
|            | Reception/registration area organizes/reviews paperwork                           |
|            | Shelter cleanup   |
| 11:30 a.m. | Lunch service preparations and cleaning   |
| 12:00 a.m. | Lunch served  |
| 1:00 p.m.  | Lunch clean up  |
| 5:30 p.m.  | Dinner preparations and cleaning  |
| 6:45 p.m.  | Night shift arrives at shelters (signs in); Day shift departs shelter (signs out) |
| 7:00 p.m.  | Stand-up shift briefing with Night Shift Supervisor                               |
| 7:15 p.m.  | Dinner clean up   |
|            | Shelter clean up  |
| 10:30 p.m. | Lights out  |
|            | Night watch and quiet tasks   |

## Operational Task Checklists/Reminders

It is useful to take a copy of these checklists/reminders to your first shelter deployments to help complete tasks you are assigned correctly.

### ***Shared General Tasks Checklist/Reminders***

- ☐ Conduct shelter set up. This task is shared by all workers on site at opening.
- ☐ Perform cot cleaning, disassembly, and repacking. This task is shared by all workers during operation and at closing.
- ☐ Complete the *Shelter Shift Inspection Form*. This form is completed at the beginning of each shift to ensure the condition, safety, and cleanliness. The form established items that must be cared for on the shift. The Shift Supervisor may assign this inspection to any worker. The completed form is placed in the Shelter Logbook.
- ☐ Complete the *Shelter Log Form*. This form is used to record work that needs to be done and significant events occurring in the shelter. All shelter workers may make entries and review the Shelter Log.
- ☐ Conduct shelter breakdown and repacking.
- ☐ Ask your supervisor for guidance whenever you are uncertain about anything.

### ***Reception Checklist/Reminders***

- ☐ Set up the entry to the shelter so those arriving must be greeted and admitted by the reception worker.
- ☐ Set up reception area so individuals can comfortably wait until they are served.
- ☐ Post signs about shelter rules, service animals, directions to services, etc. in the reception area.
- ☐ Answer questions about services available at the shelter. Direct people to other community resources when appropriate. Make sure you get a list of places you can refer people for other types of services.
- ☐ Direct newly arriving clients needing a place to stay to the registration desk.
- ☐ Sign in clients needing non-dormitory services and direct them to the services area.
- ☐ Use the *Shelter Staff Sign-In Form* for arriving Red Cross and other workers assigned to the shelter (Event Based Volunteers, Community Emergency Response Team Members, Medical Reserve Corp, etc.). Direct them to report to the Shift Supervisor.
- ☐ Use the *Shelter Visitor Sign-In Form* for arriving persons authorized to visit the shelter. Check their identifications if not uniformed. These include fire inspectors, public health inspectors, law enforcement, elected officials, emergency managers or media. Ask these people to wait while you get a Supervisor to assist them.

- ☐ Contact a supervisor if a visitor asks if a particular individual is a client at the shelter. Tell them you cannot reveal that information and that you can contact a supervisor to help them.
- ☐ As dormitory clients leave and return, have them sign out and sign in using the *Shelter Client Sign-In Form*. This assists us if the shelter leadership or service providers are trying to locate them.
- ☐ Greet and thank anyone offering donations. If the shelter is accepting unsolicited donations, ensure they are the type of items that can be accepted. If the shelter is not accepting donations or the items are not suitable for acceptance, refer them to a location where such items are being accepted.
- ☐ Ask your supervisor for guidance whenever you are uncertain about anything.

### ***Dormitory Registration Checklist/Reminders***

- ☐ Welcome the client and visually assess whether they or any member of the family is injured or too distraught to be registered. Call the Disaster Health Service or Disaster Mental Health worker to assist.
- ☐ Begin registering the client using the *Shelter Dormitory Registration* form. If they answer they have immediate needs in the first two questions, take care of them before continuing.
- ☐ If a client indicates a non-immediate need, place an entry in the *Shelter Referral Log Form* for follow up.
- ☐ Provide the welcome letter to the client.
- ☐ If the shelter is operating a storage room for client goods, explain the storage rules and work with them to complete the *Shelter Client Storage Agreement*. Help or get another worker to put the goods in the storage area.
- ☐ Do not allow anyone other than Red Cross staff to view client records. If law enforcement or any other official seeks to do so, tell them you are not authorized to do so but will call a Supervisor to help them.
- ☐ Ask your supervisor for guidance whenever you are uncertain about anything.

### ***Dormitory Checklist/Reminders***

- ☐ Post signs stating shelter rules and schedule, and directing clients to the feeding area, toilets, showers, and other services.
- ☐ Set up the cots as directed by the supervisor in accordance with standard layout practices.
- ☐ Keep the dormitory safe and the type of place you would feel comfortable having your family stay in an emergency.
- ☐ Only dormitory clients and shelter workers are permitted into the dormitory.



- ☐ Interact regularly with all clients to determine and fulfill needs, raise morale, and start moving them toward recovery.
- ☐ Make sure emergency exits are not used except in case of emergency.
- ☐ Monitor emergency exit aisles and access to fire extinguishers to ensure they are not blocked.
- ☐ Monitor clients to ensure they are complying with shelter rules. Report violations to the Dormitory Supervisor.
- ☐ Clean the dormitory regularly by picking up trash on the floor, emptying trash cans, mopping up spills and disinfecting surfaces and door handles.
- ☐ Night shift workers are responsible for the final daily cleaning of the shelter, preparing for the next day as directed, lights out, and keeping a safety watch on the dormitory throughout the night.
- ☐ Ask your supervisor for guidance whenever you are uncertain about anything.

### ***Feeding Checklist/Reminders***

- ☐ Set up snack table, food service area, and dining area using table and chairs (these are generally available from facility).
- ☐ Clean and sanitize all feeding surfaces and dining areas regularly, including before and after each meal.
- ☐ Wash and sanitize your hands before restocking the snack table or serving snacks or meals.
- ☐ Serve snacks, beverages, and meals using gloves and a hat or hairnet.
- ☐ Immediately report special dietary needs to the Supervisor assigned to the feeding activities.
- ☐ Count and report meals and snacks served, feeding supplies used, and remaining supplies in the process directed.
- ☐ Ask your supervisor for guidance whenever you are uncertain about anything.

### ***Information Areas Checklist/Reminders***

- ☐ Set up the area with a table and board or wall on which information can be posted.
- ☐ Post a sign to indicate the Information area location.
- ☐ Post the updates on the disaster and relief operations. These should be updated at least daily.
- ☐ Post location for other services offered in the shelter.
- ☐ Post shelter schedule and rules.

- ☐ Place lists and fliers of available community resources/services on the table for clients to take or browse.
- ☐ Provide information on reunification services, including Safe and Well and messages from friends and family.
- ☐ Oversee any computers and other communication devices that may be provided for use of clients.
- ☐ Answer questions. Find answers you do not know.
- ☐ Be prepared to assist non-English speakers and individuals with visual and hearing impairments.
- ☐ Ask your supervisor for guidance whenever you are uncertain about anything.

### ***Supply Tasks Checklist/Reminders***

- ☐ All workers may be asked to help with the tasks involved in supplying the shelter, depending upon their physical abilities.
- ☐ Help unload supplies and equipment from vehicles.
- ☐ Unpack bulk supplies.
- ☐ Move supplies where needed on the shelter site.
- ☐ Inventory supplies using the *Shelter Inventory* form.
- ☐ Pack supplies and equipment when the shelter is closing.
- ☐ Help load supplies and equipment when the shelter is closing.

### **Activity – Feeding**

You will work in your table groups.

- Determine a presenter and a recorder.
- Using the 2<sup>nd</sup> sheet of newsprint, answer the following questions as a group and record answers on the newsprint:
  1. What food items should be considered for a feeding area located in the reception area? What items should be avoided (if possible) and why?
  2. What items should be considered for a feeding area or snack table within the shelter (outside of the reception-but not in the dormitory). What items should be avoided and why?
  3. What items would be permitted in the dormitory area? What items should be avoided and why?

# Unit 5: Making the Commitment to Shelter Clients

---

## Sheltering Commitment

Our commitment as shelter workers is to take care of the sheltering needs of people affected by disaster. We are committed to providing shelter on an interim basis while our clients arrange for their recovery or until they are able to return home. We demonstrate this commitment in our *Sheltering Program Principles*.

## Activity

In your table group, once again select a recorder and a presenter. Use the last newsprint to record your group's answers.

1. Brainstorm ideas for the following scenario:  
You had to open a “no notice” shelter due to a quick and sudden storm that forced the evacuation of an entire neighborhood. The neighborhood consists of young families with children. The weather is awful with rain and blowing wind. When your team pulls up to the identified building, you discover a large group of evacuees standing on the porch of the building.
2. On the newsprint, make the headings:
  - a. TO DO
  - b. WHAT WE NEED
3. Brainstorm and make a list of items for each category.

# Appendix1: Forms You May Be Asked to Fill Out

---

Shelter service workers need to be able to fill out the following forms that they may be called upon to completed as part of their assignments:

- Shelter Staff Sign-In Form
- Shelter Inventory Form
- Shelter Shift Inspection Form
- Shelter Log Form
- Shelter Client Sign-In Form
- Shelter Visitor Sign-In Form
- Shelter Dormitory Registration Form
- Shelter Referral Log Form
- Shelter Client Storage Agreement

Samples of the forms are found on the following pages.

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# Shelter Inventory Form

## Shelter Inventory

Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_ Shelter Name/Location: \_\_\_\_\_

| Property Owner  | Inventory Period   | Area(s) Inventoried  |
|---|--|--|
| <input type="checkbox"/> Red Cross<br><input type="checkbox"/> Facility<br><input type="checkbox"/> Other | <input type="checkbox"/> Opening<br><input type="checkbox"/> Operating<br><input type="checkbox"/> Closing | <input type="checkbox"/> All<br><input type="checkbox"/> Dormitory<br><input type="checkbox"/> Other _____ |
|   |  | <input type="checkbox"/> Registration<br><input type="checkbox"/> Feeding                                  |

[illegible]

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DCS JT RES Shelter Inventory Form V.1.0 2016.07.18

# Shelter Shift Inspection Form

## Shelter Shift Inspection

Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_ Shelter Name/Location: \_\_\_\_\_

|   |                  |
|---|------------------|
| Shift: <input type="checkbox"/> Day <input type="checkbox"/> 2 <sup>nd</sup> <input type="checkbox"/> Night | Inspection Time: |
| Shift Supervisor:   |                  |
| Inspector:  |                  |

[illegible]

## Shelter Log Form

| <b>Shelter Log</b> <input type="checkbox"/> General Log <input type="checkbox"/> Manager Log |  |   |
|--|--|---|
| Date: _____ Incident/DR#: _____ Shelter Name/Location: _____                                 |  |   |
| Date & Time<br>Name  | Log Entry<br><i>(Use additional lines as needed)</i> | Follow-Up<br>Action   |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |
|  |  | <input type="checkbox"/> Required<br><input type="checkbox"/> Completed |

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DCS JT RES Shelter Log V.1.0 2016.07.18
1



# Shelter Client Sign-In Form

**Shelter Client Sign-in**

Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_ Shelter Name/Location: \_\_\_\_\_

| Date | Name | Time In | New or Returning   | Time Out | Temporary or Final Exit  | Contact Information | Notes |
|------|------|---------|--|----------|--|---------------------|-------|
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |
|      |      |         | <input type="checkbox"/> New<br><input type="checkbox"/> Returning |          | <input type="checkbox"/> Temporary<br><input type="checkbox"/> Final |                     |       |

Calculator

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# Shelter Dormitory Registration Form

## Shelter Dormitory Registration

Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_ Shelter Name/Location: \_\_\_\_\_

### Observations:

1. Does the client or a family member appear to be in need of immediate medical attention, appear too overwhelmed or agitated to complete registration, or a threat to themselves or others?
2. Does the client have a service animal, use a wheelchair/walker, or demonstrate any other circumstance where it appears they may need help in the shelter?

### Questions:

1. Is there anything you or a member of your family needs right now to stay healthy while in the shelter? If not, is there anything you know you will need in the next 6-8 hours?
2. Do you/family member have a health, mental health, disability, or other condition about which you are concerned?

### HOUSEHOLD INFORMATION

|                           |  |   |  |   |  |  |  |
|---------------------------|--|---|--|---|--|--|--|
| Family Name (Last Name):  |  | # Family members registered:  |  |   |  |  |  |
|                           |  | 0-3yrs:    3-7yrs:    8-12yrs:    13-18yrs:    19-65yrs:    65+yrs: |  |   |  |  |  |
| Pre-disaster Address:     |  |   |  | Post-disaster Address (if different):                                 |  |  |  |
| Primary Phone:            |  | Other Phone:  |  | Email:  |  |  |  |
| Primary Language:         |  |   |  | If Not English, Family Member Present Who Speaks English:             |  |  |  |
| Method of Transportation: |  |   |  | If Personal Vehicle, Lic. Plate #/State (for security purposes only): |  |  |  |

### INDIVIDUAL FAMILY MEMBER INFORMATION (for additional names, use back of page)

| Name (Last, First) | Age | Gender (M/F) | Arrival Date | Rm./Cot | Volunteer? (y/n) | Departure Date | Departure Notes: |
|--------------------|-----|--------------|--------------|---------|------------------|----------------|------------------|
|                    |     |              |              |         |                  |                |                  |
|                    |     |              |              |         |                  |                |                  |
|                    |     |              |              |         |                  |                |                  |
|                    |     |              |              |         |                  |                |                  |
|                    |     |              |              |         |                  |                |                  |
|                    |     |              |              |         |                  |                |                  |
|                    |     |              |              |         |                  |                |                  |

☐ Yes ☐ No    Someone in the household is required by law to register with a state or local government agency.  
☐ Yes ☐ No    Someone in the household is a veteran or active military.  
☐ Yes ☐ No    I agree to have my information shared with other agencies providing disaster relief services.

By signing here, I acknowledge that the information on this form is accurate, I have initialed the three statements above, and I have read/been read and understand the *Shelter Client Welcome Handout*:

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Shelter Worker Name/Signature: \_\_\_\_\_

DCS JT RE5 Shelter Dormitory Registration Form V.1.0 2016.07.18

# Shelter Referral Log Form

## Shelter Referral Log

Date: \_\_\_\_\_ Incident/DR#: \_\_\_\_\_ Shelter Name/Location: \_\_\_\_\_

| Date & Time | Client Name | Client Contact Information | Client Need | Referral To   |
|-------------|-------------|----------------------------|-------------|---|
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |
|             |             |                            |             | <input type="checkbox"/> Health Services<br><input type="checkbox"/> Mental Health<br><input type="checkbox"/> Spiritual Care<br><input type="checkbox"/> Shelter Manager |

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DCS JT RES Shelter Referral Log V.1.0.2016.07.18

# Shelter Client Storage Agreement



## Shelter Client Storage Agreement

|   |  |                         |  |        |  |
|---|--|-------------------------|--|--------|--|
| Date:   |  | DR#:                    |  | Cot #: |  |
| Shelter name:   |  | Storage room location:  |  |        |  |
| Client name:  |  |                         |  |        |  |
| Name of one additional person who may access belongings (optional): |  |                         |  |        |  |
| Mobile phone number:  |  | Alternate phone number: |  |        |  |

Accepted by: \_\_\_\_\_ (Red Cross Rep)

### Number / Types of Items Stored:

|                    | Boxes | Plastic Tubs | Bags | Other: (describe) |
|--------------------|-------|--------------|------|-------------------|
| Number:            |       |              |      |                   |
| Describe contents: |       |              |      |                   |

### Terms

1. The American Red Cross has arranged for storage space to meet the needs of shelter clients who do not have other storage options. The Red Cross cannot guarantee that stored items will be protected from theft, loss, or damage. By placing items in storage, you agree that the American Red Cross is not responsible for theft, loss, or damage to items in storage, regardless of the cause.
2. Storage is available for shelter clients only. If not staying at the shelter, you may not use storage space.
3. You agree not to store any of the following:
  - Wet items, weapons, drugs, alcohol, flammable items, illegal items, or items that may create a threat to health or safety of shelter workers or occupants;
  - Valuable items such as jewelry, money, heirlooms, electronic devices, or legal documents;
  - Perishable food; open food items
  - Pets or other animals.
4. You agree that the Red Cross may inspect your stored items to ensure compliance with these terms or to address issues regarding health, safety, or the law.
5. You agree to remove your belongings from storage when you check out of the shelter. If the shelter closes, you will need to remove your items
6. Items left in storage when checking out of the shelter / shelter closes are disposed of without recourse.

|                  |
|------------------|
|                  |
| Client Signature |

*Sheltering: Please see the Caring for Client Belongings Tip Sheet for information on using this form when storing client belongings. Place this form in the Registration Book with the client's record.*

RES Shelter Client Storage Agreement V.1.0 2019.12.23

# APPENDICES

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- ☐ Appendix 1: Board Policy 500 – Emergency Response Procedures and Exercises
- ☐ Appendix 2: First Emergency Evacuation Drill Requirement
- ☐ Appendix 3: SOP1200-027 – Campus Security
- ☐ Appendix 4: Serious Incident Report
- ☐ Appendix 5: After-Action Report
- ☐ Appendix 6: Emergency Response Exercise Log
- ☐ Appendix 7: Annual ERP Review Checklist
- ☐ Appendix 8: Annual Site Plan Review

## Appendix 1: Board Policy 500

---

### Board Policy 500

|  |                             |                               |
|--|-----------------------------|-------------------------------|
| Descriptor Term:                                       | Descriptor Code:<br>500     | Issued Date:<br>Nov. 26, 2013 |
| <b>EMERGENCY RESPONSE<br/>PROCEDURES AND EXERCISES</b> | Rescind:<br>BP 505 & BP 510 | Issued:                       |

---

### BOARD POLICY

In the event of an emergency at any school, the Emergency Response Procedures shall contain responses to all incidents as governed by Standard Operating Procedures issued by the Superintendent.

Each school will conduct monthly Exercises to test procedures, as established and approved by the Superintendent. A safety advisory committee comprised of representatives from school and community stakeholders will meet quarterly to evaluate Exercises and complete an annual review of the schools Emergency Response Plans.

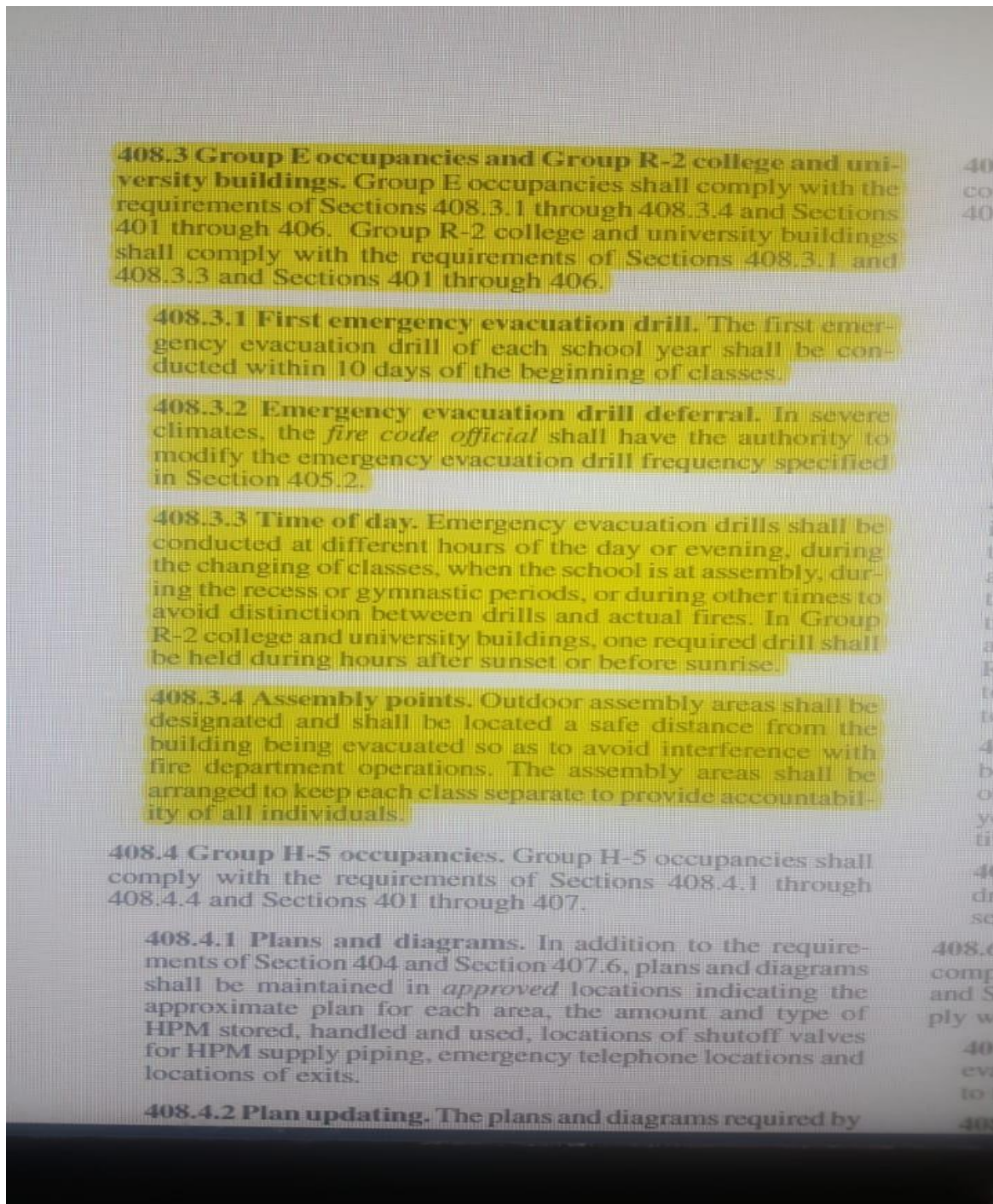
The Superintendent *shall* establish and issue the Standard Operating Procedures no later than sixty (60) days after the passing of this policy.

ADOPTED: Board of Education 4/24/73

REVISED: 11/26/13

## Appendix 2: First Emergency Evacuation Drill Requirement

The following screen image is the excerpt of Chapter 18.04 Fire Code relative to first emergency evacuation drill for building or structure for education. Schools are required to conduct its first emergency evacuation drill within 10 days of the beginning of classes.









# DEPARTMENT OF EDUCATION OFFICE OF THE SUPERINTENDENT

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**K. Erik Swanson, Ph.D.**  
Superintendent of Education

## STANDARD OPERATING PROCEDURE

**SOP#: 1200-027**

**SUBJECT:** Campus Security

**INQUIRIES:** Student Support Services Division, District Student Conduct Committee

### REFERENCES:

- I. APPLICABILITY:** For all schools within the Guam Department of Education
- II. PURPOSE:** The purpose of this document is to establish a clear and concise guide for school personnel, staff, and students to follow in order to maintain a safe and secure learning environment.

### III. PROCEDURES:

School administrators must ensure that their campuses are secure and free from intruders at all times. In order to accomplish this mission, administrators are to follow these procedures:

1. School may assign a staff member to the designated entrance point of the campus (front gate) and may secure the campus gate after students and school personnel have entered by the start time for the school to establish one entry and exit point for the campus.
2. All individuals seeking to enter the campus must present a valid photo identification (Driver's License, Guam Identification Card, etc.) and present to the staff member assigned at the designated entrance point of the campus.
3. If a school assigns a staff member at the entrance point of the campus, a logbook shall be maintained documenting all visitors entering the school. Each entry on the logbook must include the visitor's name, date and time of the visit, make and color of vehicle, and purpose of visit.
4. The staff member designated at the entrance point of the campus shall direct the individual to the Main Office.
5. All visitors must sign-in upon arrival and sign-out at when leaving the campus at the Main Office to ensure accurate tracking for security purposes.
6. Upon signing-in, the office staff member will issue a Visitor's Pass, worn visibly at all times during the visit on school grounds. The visitor pass must return the pass upon sign-out.

7. An employee of the school may escort the visitor to their destination.
8. If a visitor wishes to remove a student from campus, the visitor must present a valid photo ID, and school staff shall verify the student's emergency contact on PowerSchool that the individual is the parent/legal guardian or the individual is an emergency contact. The visitor shall follow the sign-out process.
9. If the individual is not on the student's emergency contact, the school administrator shall verify the individual has a written authorization from the student's parent or legal guardian. The school administrator may contact the parent/guardian to validate the written authorization. The visitor shall follow the sign-out process.
10. In the event that someone attempts to enter the campus by force, immediately notify the school administrator and contact the Guam Police Department.

**IV. RESPONSIBILITIES:**

1. The Deputy Superintendent, Educational Support and Community Learning is responsible for ensuring school principals comply with this SOP.
2. It is the responsibility of school principals to enforce include this SOP.

**V. INTERNAL CONTROL:** Deputy Superintendent, Educational Support and Community Learning

**VI. TRAINING:** School administrators must inform all students, parents, faculty, and staff of the procedures for campus security.


**VII. PENALTY:** Failure to adhere to this SOP by school personnel may result in disciplinary action in accordance with the DOE Personnel Rules & Regulations.

**VIII. EFFECTIVE DATE:** This SOP is effective upon date of approval and signature.

**IX. CHANGE(s):** The review of the SOP will be annually and changes shall be effectuate by the Superintendent of Education.

☒ APPROVED

☐ DISAPPROVED

  
-----  
**K. ERIK SWANSON Ph.D.**  
**Superintendent of Education**

  
-----  
**DATE**

## Appendix 4: Serious Incident Report

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# Serious School Incident Report

Guam Department of Education

(Updated 6/14/24)

*This report, completed by the school administrator, is a document used to record and document a serious school incident that occur within the school premises or during school-related activities. The report is intended for internal and investigative purposes and provides detailed account of the incident, including the date, time, location, and circumstances surrounding the event. It should include information on the individuals involved, including students, staff, and visitors, as well as any injuries or damage sustained. The report should also outline any actions taken by school staff in response to the incident, including any first aid provided, emergency services called, and investigations initiated or recommended. The school shall complete the report timely and email to the DSESL no later than 24 hours of incident. The report shall not be maintained in the student's cumulative folder. Rather, it shall be confidentially stowed in a designated file in the school principal's office in anticipation of litigation. School should not release the School Incident Report to anyone. The only exceptions are: 1) an individual employed by a Protection and Advocacy (P&A) entity, having launched a form P&A Investigation, 2) an individual with a court or legislative subpoena, or 3) a GDOE Employee on a need-to-know basis (for ameliorating the situation, with approval from the school administrator). Should any time a person from the public, including a parent/guardian, request a report of a serious school incident, the school administrator should contact the DSESL for further instructions. Refer to SCPM SOP1200-018: Reporting a School Incident for further guidance.*

|  |
|--|
| <b>Name of school in which the report is being made:</b> |
|--|

|   |
|---|
| <b>Name and Signature of person completing this form:</b> |
|---|

|              |
|--------------|
| <b>Date:</b> |
|--------------|

## Serious School Incident

|                                   |
|-----------------------------------|
| <b>Date and time of incident:</b> |
|-----------------------------------|

|   |
|---|
| <b>Name/s of person/s involved in the incident:</b> |
|---|

|                                 |
|---------------------------------|
| <b>Description of incident:</b> |
|---------------------------------|

|                                   |
|-----------------------------------|
| <b>Date and time of incident:</b> |
|-----------------------------------|

|   |
|---|
| <b>Name/s of person/s involved in the incident:</b> |
|---|

|                                 |
|---------------------------------|
| <b>Description of incident:</b> |
|---------------------------------|

## Report to hospital, medical clinic, GPD, GFD, CPS, or other government entity

|                              |
|------------------------------|
| <b>Incident Reported to:</b> |
|------------------------------|

|              |
|--------------|
| <b>Date:</b> |
|--------------|

|  |
|--|
| <b>How (this form, in person, email, phone):</b> |
|--|

## Follow Up Action

|  |
|--|
| <b>Description of actions to be taken:</b> |
|--|

## Appendix 5: After Action Report

**After Action Report** – The report shall be completed all incidents in which the emergency response plan was activated. The report shall be submitted to DSESCL.

| GUAM DEPARTMENT OF EDUCATION<br>SCHOOL/CENTRAL OFFICE THREAT – AFTER ACTION REPORT |   |     |     |     |             |
|--|---|-----|-----|-----|-------------|
| Name of School / Central   |   |     |     |     |             |
| Date of Threat   |   |     |     |     |             |
| Type/Method of Threat  |   |     |     |     |             |
| Threat Level after Risk Assessment Matrix (RAM) completed                          | <input type="checkbox"/> 1 – 10: Low <input type="checkbox"/> 11 – 19: Medium <input type="checkbox"/> 20 or Higher: High |     |     |     |             |
| Time Threat Received   |   |     |     |     |             |
| Time All Clear   |   |     |     |     |             |
| Arrival of Gov't Officials   | GDOE<br><br>ERT   | GPD | GFD | GHS | GIAA Police |
| GPD Case Number  |   |     |     |     |             |
| Status of Case<br>Culprit(s) Identified  | <input type="checkbox"/> Open <input type="checkbox"/> Closed   |     |     |     |             |
| Additional Details   |   |     |     |     |             |
| Sustain<br>(Continue)  |   |     |     |     |             |
| Improvements<br>(Areas to Change)  |   |     |     |     |             |
| Recommendations<br>(How To Improve)  |   |     |     |     |             |

## Appendix 6: Emergency Response Exercise Log

**Emergency Response Exercise Log** – Board Policy 500 requires monthly exercises to test their emergency procedures. School/Division leaders shall map out all exercises using this form and submit to the DSESL at the beginning of each school year. An evacuation exercise is required no later than 10 days after the first day of classes.

**School/Division  
Name:**

[illegible]

## Appendix 7: Annual ERP Review Checklist

**Annual ERP Review Checklist** – Use this document as a guideline to develop and review your Emergency Operation Site Plan.

| Y                        | N                        | UNK                      | NIMS COMPLIANCE  |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The central office has adopted the Incident Command System (ICS) as the management system to be used to manage emergencies   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | All personnel assigned responsibilities within the ICS structure or activated during an emergency shall complete FEMA Independent study courses, ICS 100, ICS 200 and ICS 700 & 800 (300/400 are recommended but not required)   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | The site emergency response plan conforms to the formatting of the DOE Office Emergency Response Plan Template that can be downloaded at: <a href="http://www.gdoe.net">http://www.gdoe.net</a>  |
| Y                        | N                        | UNK                      | INTRODUCTION:  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Table of contents  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Current plan reviewed and submitted to the DSESCL  |
| Y                        | N                        | UNK                      | PURPOSE:   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the purpose of the emergency response plan   |
| Y                        | N                        | UNK                      | SITUATION:   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the size and location of your facility in acres and the number, general size, and use of each of the buildings   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | State the number of employees normally on hand, and any scheduled daily differences in population  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Complete a hazard analysis of the office grounds, buildings and surrounding community to identify any natural or human related hazards - Infrastructure Visualized Program (IVP) Vulnerability Assessment, if available.   |
| Y                        | N                        | UNK                      | DIRECTION AND CONTROL:   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Create an Incident Command System (ICS) for your site which will include a chain of command and alternates to implement and carry out the plan. At a minimum include the following: <b>1.</b> Incident Commander, <b>2.</b> Public Information Officer, <b>3.</b> Safety Officer, <b>4.</b> Liaison Officer and <b>5.</b> Operations Section |



|                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Designate primary and alternate on-site and off-site relocation/assembly areas/Command Post locations   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identify persons, by title and agency, who will be notified during an emergency   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Describe the warning signals or commands that alert staff and employees to emergency responses;<br>1. Evacuation<br>2. Reverse evacuation<br>3. Lockdown/Shelter in place<br><b>No Code Words</b>                   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Designate primary and alternate evacuation routes and assembly areas  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Designate primary and alternate on and off-site relocation sites and other necessary sites (and how personnel would be moved or transported)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide a resource inventory of emergency items available – communication equipment, first aid, medical, firefighting equipment, lighting, etc.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Post an Office Emergency Response Plan in each office or assembly area.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Each office should have a battery powered radio in case of power failure  |
| <b>Y</b>                 | <b>N</b>                 | <b>UNK</b>               | <b>PLAN DEVELOPMENT AND MAINTENANCE:</b>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provide an annual review of plan, attachments, responses, and needs. Update whenever necessary  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Invite the Safe Offices Planning Team ( <i>GFD, GPD, HSL and GPHSS as needed</i> ) to assist in plan development, training, exercises, and revision   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Conduct annual training of all staff regarding warning/response signals, evacuation routes, assembly areas, emergency procedures, and chain of command (ICS)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Annually review your Incident Command System with staff and train those who have assigned responsibilities  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | At least once annually practice one of the listed emergency response exercises <ul style="list-style-type: none"> <li>• Reverse evacuation</li> <li>• Lockdown or Shelter in place</li> <li>• Evacuation</li> </ul> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | One office employee will participate in multi-hazard crisis training annually.  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | An electronic copy of the plan will be posted on the department's secured site  |

| Y                        | N                        | UNK                      | MISCELLANEOUS:   |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ICS structure and responsibilities   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Contact rosters with phone numbers   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Supplies/equipment identified/staged as needed (e.g., wheelchair/plan to evacuate those with mobility challenges)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Community emergency numbers, e.g.<br>1. General emergency number – 911<br>2. Ambulance<br>3. Poison Control Center (GMH)<br>4. Local hospital (GMH)<br>5. Police Dept. (GFD)<br>6. Fire Dept. (GPD)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Map of evacuation route(s) and assembly areas and command post(s)  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Site plan or blueprint of the facility and floor plan(s) of the building(s) showing location of water and gas shut off points, heat plants, boilers, generators, flammable liquid storage, other hazard materials storage, firefighting equipment placement, first aid facilities, exits, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Lists with the name, title, address, telephone number, and organizational responsibilities for emergency operations  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Sample statements/letters for use in notifying faculty, employees and media about emergency  |

| Area | Comments |
|------|----------|
|      |          |

|                                 |  |
|---------------------------------|--|
| <b>Safety Committee Review:</b> |  |
|---------------------------------|--|

|                                    |                       |                       |                       |
|------------------------------------|-----------------------|-----------------------|-----------------------|
| <b>School Principal/Central IC</b> |                       | <b>Safety Liaison</b> |                       |
| Date:                              | Name/Title/Signature: | Date:                 | Name/Title/Signature: |

## Appendix 8: Annual Emergency Site Plan Review

**Annual Emergency Site Plan Review.** Each Emergency Response Plan must be reviewed at least once each year. It is recommended that this review be conducted prior to the start of each office year. Additionally, the plan must be reviewed anytime weaknesses in the plan are identified during a drill, exercise or an actual emergency event. Offices should include their local emergency response, emergency management, and public health agencies in the review process.

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Review plan for compliance with the GHS minimum requirements. Minimum Requirements Checklist.   |
| <input type="checkbox"/> | Review ICS assignments and responsibilities, update as needed.  |
| <input type="checkbox"/> | Ensure NIMS compliance for all personnel assigned responsibilities in the ICS structure.  |
| <input type="checkbox"/> | Review on and off site assignments and staging areas. Make contact with any identified off site locations to ensure permission to use those locations is still in effect. |
| <input type="checkbox"/> | Review existing emergency procedures. Are the procedures adequate to address identified hazards/threats? Have new hazards/threats developed that you must plan for?       |

**Notes:**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

|                                   |   |
|-----------------------------------|---|
|                                   | <b>Command Section: Incident Commander</b><br><b>The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.</b>  |
| <b>Responsibilities:</b>          | Ensure the safety of personnel and others on site. Lead by example: your behavior sets tone for personnel.  |
| <b>Start-up Actions</b>           | <ul style="list-style-type: none"><li>▪ Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet).</li><li>▪ Assess the type and scope of emergency.</li><li>▪ Determine the threat to human life and structures.</li><li>▪ Implement the emergency plan and hazard-specific procedures.</li><li>▪ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.</li><li>▪ Activate functions and assign positions as needed.</li><li>▪ Fill in the Incident Assignments form.</li><li>▪ Appoint a backup or alternate Incident Commander (as described in the emergency plan).</li></ul>  |
| <b>Ongoing Operational Duties</b> | <ul style="list-style-type: none"><li>▪ Continue to monitor and assess the total office situation:<ul style="list-style-type: none"><li>▫ View the site map periodically for search and rescue progress and damage assessment information.</li><li>▫ Check with chiefs for periodic updates.</li><li>▫ Reassign personnel as needed.</li></ul></li><li>▪ Report (through Communications) to the IC on the status of personnel and facility, as needed (Site Status Report).</li><li>▪ Develop and communicate revised incident action plans as needed.</li><li>▪ Begin personnel release when appropriate.</li><li>▪ Authorize the release of information.</li><li>▪ Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.</li><li>▪ Plan regular breaks for all staff and volunteers. Take care of your caregivers!</li><li>▪ Remain on and in charge of your facility until redirected or released by the IC.</li></ul> |
| <b>Closing Down:</b>              | <ul style="list-style-type: none"><li>▪ Authorize deactivation of sections, branches, or units when they are no longer required.</li></ul>  |

### **Command Section: Incident Commander**

- At the direction of the IC, deactivate the entire emergency response. If the fire department or other outside agency calls an “all clear,” contact the district before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Announce the termination of the emergency and proceed with recovery operations if necessary.

### **Command Post Equipment/ Supplies**

- Building maps
- Master keys
- Contact rosters
- Forms
- Emergency Response Plan
- Tables and chairs (if Command Post is outdoors)
- Vests (if available)
- ICS Job description clipboards
- Command Post tray (pens, etc.)
- Office district radio
- Two-way radios
- AM/FM radio (battery)
- Bullhorn

### **Command Section: Safety Officer**

|                            |  |
|----------------------------|--|
| <b>Responsibilities:</b>   | The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.   |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"><li>▪ Check in with the Incident Commander for a situation briefing.</li><li>▪ Obtain necessary equipment and supplies from Logistics.</li><li>▪ Put on a position identifier, such as a vest, if available.</li><li>▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:<ul style="list-style-type: none"><li>▫ Messages received.</li><li>▫ Action taken.</li><li>▫ Decision justification and documentation.</li><li>▫ Requests filled.</li></ul></li></ul>                                 |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▪ Monitor Exercises, exercises, and emergency response activities for safety.</li><li>▪ Identify and mitigate safety hazards and situations.</li><li>▪ Stop or modify all unsafe operations.</li><li>▪ Ensure that responders use appropriate safety equipment.</li><li>▪ Think ahead and anticipate situations and problems before they occur.</li><li>▪ Anticipate situation changes, such as cascading events, in all planning.</li><li>▪ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.</li></ul> |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"><li>▪ When authorized by the Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li><li>▪ Return equipment and reusable supplies to Logistics.</li></ul>   |
| <b>Equipment/Supplies</b>  | <ul style="list-style-type: none"><li>▪ Vest or position identifier, if available</li><li>▪ Hard hat, if available</li><li>▪ Clipboard, paper, pens</li><li>▪ Two-way radio, if available</li></ul>  |

## Command Section: Public Information Officer (PIO)

|                            |  |
|----------------------------|--|
| <b>Personnel:</b>          | Available staff with assistance from available volunteers  |
| <b>Policy:</b>             | <p>The public has the right and need to know important information related to an emergency/disaster at Central Office <b><i>as soon as it is available.</i></b></p> <p>The PIO acts as the official spokesperson for the office site in an emergency situation. If an office district PIO is available, he/she will be the official spokesperson. An office site-based PIO should be used only if the media is on campus and the district PIO is not available.</p> <p>News media can play a key role in assisting the office in getting emergency/ disaster-related information to the public (families).</p>   |
| <b>Start-Up Actions:</b>   | <p>Information released must be consistent, accurate, and timely.</p> <ul style="list-style-type: none"><li>▪ Determine a possible “news center” site as a media reception area (located away from the Command Post and employees). Get approval from the Incident Commander.</li><li>▪ Identify yourself as the PIO (by vest, visor, sign, etc.)</li><li>▪ Consult with the district PIO to coordinate information release.</li><li>▪ Assess the situation and obtain a statement from the Incident Commander. Tape record it if possible.</li><li>▪ Advise arriving media that the site is preparing a press release and the approximate time of its issue.</li><li>▪ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.</li></ul>          |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▫ Keep up to date on the situation.</li><li>▫ Statements must be approved by the Incident Commander and should reflect:<ul style="list-style-type: none"><li>▫ Reassurance (EGBOK— “Everything’s going to be OK.”)</li><li>▫ Incident or disaster cause and time of origin.</li><li>▫ Size and scope of the incident.</li><li>▫ Current situation—condition of office site, evacuation progress, care being given, injuries, etc. Do not release any names.</li><li>▫ Resources in use.</li><li>▫ Best routes to the office, if known and if appropriate.</li><li>▫ Any information the office wishes to be released to the public.</li></ul></li><li>▫ <b>Read</b> statements if possible.</li><li>▫ When answering questions, be complete and truthful, always considering confidentiality and emotional impact.</li></ul> |

## **Command Section: Public Information Officer (PIO)**

Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid using the phrase “no comment.”

- Remind office staff and volunteers to refer *all* questions from the media or waiting parents to the PIO.
- Update information periodically with the Incident Commander.
- Ensure that announcements and other information are translated into other languages as needed.
- Monitor news broadcasts about the incident. Correct any misinformation heard.
  
- Ensure that monthly tests of the Power Announcement Alert system are conducted and that all personnel contact information is updated.
  
- Send alerts using Swift K-12 as approved by IC
  
- Coordinate with the Joint Information Center for a coordinated release

### **Closing Down:**

- At the Incident Commander’s direction, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

### **Equipment/ Supplies**

- 
- Public information kit consists of:
  - ID vest
  - Battery-operated AM/FM radio
  - Paper/pencils/marketing pens
  - Scotch tape/masking tape
  - Scissors
  - Office site map(s) and area maps
    - 8-1/2 x 11 handouts
    - Laminated poster board size for display
- Forms:
  - Disaster Public Information Release Work Sheet
  - Sample Public Information Release



### **Command Section: Liaison Officer**

|                            |  |
|----------------------------|--|
| <b>Responsibilities:</b>   | The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the office district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.  |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"><li>▪ Check in with the Incident Commander for a situation briefing.</li><li>▪ Determine your personal operating location and set it up as necessary.</li><li>▪ Obtain the necessary equipment and supplies from Logistics.</li><li>▪ Put on a position identifier, such as a vest, if available.</li><li>▪ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.</li></ul> |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▪ Brief agency representatives on the current situation, priorities, and incident action plan.</li><li>▪ Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plans.</li><li>▪ Provide periodic update briefings to agency representatives as necessary.</li></ul>  |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"><li>▪ At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.</li><li>▪ Return equipment and reusable supplies to Logistics.</li><li>▪ Close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li></ul>   |
| <b>Equipment/Supplies</b>  | <ul style="list-style-type: none"><li>▪ Vest or position identifier, if available</li><li>▪ Two-way radio, if available</li><li>▪ Clipboard, paper, pens</li></ul>   |

|                            |   |
|----------------------------|---|
|                            | <b>Operations Section: Operations Section Chief</b><br>The Operations Chief manages the direct response to the disaster, which can include:   |
| <b>Responsibilities:</b>   | <ul style="list-style-type: none"> <li>▪ Site Facility Check/Security</li> <li>▪ Search and Rescue</li> <li>▪ Medical</li> <li>▪ Student Care</li> <li>▪ Student Release</li> </ul>   |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"> <li>▪ Check in with the Incident Commander for a situation briefing.</li> <li>▪ Obtain necessary equipment and supplies from Logistics.</li> <li>▪ Put on a position identifier, such as a vest, if available.</li> </ul>  |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"> <li>▪ Assume the duties of all operations positions until staff are available and assigned.</li> <li>▪ As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.</li> <li>▪ If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.</li> <li>▪ Coordinate search and rescue operations if it is safe to do so. Appoint an S&amp;R Team Leader to direct operations, if necessary.</li> <li>▪ As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.</li> <li>▪ Inform the Planning Section Chief of operations tasks and priorities.</li> <li>▪ Make sure that Operations staff is following standard procedures, using appropriate safety gear, and documenting their activities.</li> <li>▪ Schedule breaks and reassign staff within the section as needed.</li> </ul> |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"> <li>▪ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.</li> <li>▪ Return equipment and reusable supplies to Logistics.</li> <li>▪ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li> </ul>   |
| <b>Equipment/Supplies</b>  | <ul style="list-style-type: none"> <li>▪ Vest or position identifier, if available</li> <li>▪ S&amp;R equipment</li> <li>▪ Two-way radio</li> <li>▪ Job description clipboard, paper, pens</li> <li>▪ Maps:             <ul style="list-style-type: none"> <li>▫ Search and rescue maps</li> <li>▫ Large site map</li> </ul> </li> <li>▪</li> </ul>   |

## Operations Section: Search and Rescue Team Leader

|                            |   |
|----------------------------|---|
| <b>Safety Rules:</b>       | <p><b>Use the buddy system: Assign a minimum of 2 persons to each team.</b></p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. <b>Follow all operational and safety procedures.</b></p>  |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"><li>▪ Obtain all necessary equipment from container. (See list below.)</li><li>▪ Obtain a briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.</li><li>▪ Assign teams based on available manpower, minimum 2 persons per team.</li></ul>   |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▪ Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.</li><li>▪ Record names and assignments before deploying teams.</li><li>▪ Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.</li><li>▪ Remain at the Command Post in radio contact with S&amp;R Teams.</li><li>▪ Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When a room is reported clear, mark a "C" on the map.</li><li>▪ If injured employees are located, consult the Operations Section Chief for response. Utilize Transport teams, or send a First Aid Team.</li><li>▪ Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.</li><li>▪ Keep radio communication brief and simple. No codes.</li></ul> <p>+ <b>Remember:</b> if you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"><li>▪ Record the return of each S&amp;R team. Direct them to return equipment and report to Logistics for additional assignment.</li><li>▪ Provide maps and logs to the Documentation Unit.</li></ul>   |
| <b>Equipment/Supplies</b>  | <ul style="list-style-type: none"><li>▪ Vest, hard hat, work and latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.</li><li>▪ Campus two-way radio and clipboard with job description and map indicating the search plan.</li><li>▪ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.</li></ul>  |

## Operations Section: Search and Rescue Teams

|                            |  |
|----------------------------|--|
| <b>Safety:</b>             | <p><b>Use the buddy system: Ensure that each team has been assigned a minimum of 2 persons.</b></p> <p>Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.</p> <p><b>Follow all operational and safety procedures.</b></p>  |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"><li>▪ Obtain all necessary equipment from the container. (See list below.)<br/><b>You must wear sturdy shoes and long sleeves.</b> Put batteries in the flashlight.</li></ul> <p>Check in at the Command Post for assignment.</p>  |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▪ Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut off gas or extinguish fires if possible.</li><li>▪ Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings. <b>If you are in doubt about your safety, DO NOT ENTER!</b></li><li>▪ If the building is safe to enter, search the assigned area (following the map) using an orderly pattern. Check all rooms. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, complete the slash to form an "X" on the door. Report by radio to the Command Post that room has been cleared (e.g. "Room A-123 is clear.").</li></ul> <p>+ <b>Remember:</b> If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.</p> |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"><li>▪ When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of employees or staff. Follow directions from the Command Post.</li><li>▪ Record the exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post.</li><li>▪ Keep radio communication brief and simple. Do not use codes.</li><li>▪ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.</li></ul>  |
| <b>Equipment/ Supplies</b> | <ul style="list-style-type: none"><li>▪ Vest, hard hat, work and latex gloves, and whistle with master keys on a neck lanyard. One member of the team should wear a first aid backpack.</li><li>▪ Campus two-way radio and clipboard with job description and map indicating the search plan.</li><li>▪ Bucket or duffel bag containing goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.</li><li>▪ <b>Please refer to Appendix B for the form to identify CERT Search and Rescue Teams.</b></li></ul>  |

## **Operations Section: Medical Team Leader**

|                            |   |
|----------------------------|---|
| <b>Responsibilities:</b>   | <p>The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.</p>   |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"><li>▪ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.</li><li>▪ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.</li><li>▪ Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from employees and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.</li><li>▪ Assess available inventory of supplies and equipment.</li><li>▪ Review safety procedures and assignments with personnel.</li><li>▪ Establish a point of entry ("triage") into the treatment area.</li><li>▪ Establish "immediate" and "delayed" treatment areas.</li><li>▪ Set up a separate psychological first aid area if staff levels are sufficient.</li></ul>  |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▪ Oversee the assessment, care, and treatment of patients.</li><li>▪ Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.</li><li>▪ Make sure that accurate records are kept.</li><li>▪ Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.</li><li>▪ If needed, request additional personnel from Logistics.</li><li>▪ Brief newly assigned personnel.</li><li>▪ Report deaths immediately to the Operations Section Chief.</li><li>▪ Keep the Operations Section Chief informed of the overall status.</li><li>▪ Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.</li><li>▪ Stay alert for communicable diseases and isolate appropriately.</li><li>▪ Consult with the Student Care Director regarding health care, medications, and meals for employees with known medical conditions (e.g., diabetes, asthma, etc.).</li></ul> |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"><li>▪ At the Incident Commander's direction, release medical staff who are no longer needed. Direct staff members to sign out through Timekeeping.</li><li>▪ Return equipment and reusable supplies to Logistics.</li><li>▪ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.</li></ul>  |
| <b>Equipment/Supplies</b>  | <ul style="list-style-type: none"><li>▪ First aid supplies. (See the list on the following page.)</li><li>▪ Job description clipboards</li><li>▪ Stretchers</li><li>▪ Vests, if available</li></ul>   |

### **Operations Section: Medical Team Leader**

- Tables and chairs
- Staff and student medication from the Health Office
- Forms:
  - Notice of First Aid Care
  - Medical Treatment Victim Log
- Masking tape
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps

#### **Recommended First Aid Supplies:**

- 4 x 4" compress: 1000 per 500 employees
- 8 x 10" compress: 150 per 500 employees
- Kerlix bandaging: 1 per student
- Ace wrap: 2-inch: 12 per campus  
4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each of sm, med, lg.
- Steri-strips or butterfly bandages: 50/campus
- Aqua-Blox (water) cases (for flushing wounds, etc.):  $0.016 \times$   
employees + staff = # cases
- Neosporin: 144 squeeze packs/campus
- Hydrogen peroxide: 10 pints/campus
- Bleach: 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100  
employees
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 employees
- Latex gloves: 100 per 500 employees
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus
- 2" cloth: 24 per campus
- Dust masks: 25 per 100 employees
- Disposable blanket: 10 per 100 employees
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pair

### Operations Section: Medical Team

**Personnel:**  
**Responsibilities:**  
**Start-Up Actions:**

First-aid trained staff and volunteers

Use approved safety equipment and techniques.

- Obtain and wear personal safety equipment including latex gloves.
- Check with the Medical Team Leader for assignment.
- Administer appropriate first aid.
- **Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to the Medical Team Leader.
- If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference—**do not send any records with the victim.**
- A student's emergency card must accompany each student removed from campus to receive advanced medical attention. Send an emergency out-of-area phone number, if available.

**Operational Duties:**

#### **Triage Entry Area:**

The triage area should be staffed with a minimum of two trained team members, if possible.

- One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess if not tagged.
- Second team member logs victims' names on form and sends the forms to the Command Post as completed.

#### **Treatment Areas ("Immediate and Delayed")**

Treatment areas should be staffed with a minimum of two team members per area, if possible.

- One member completes secondary head-to-toe assessment.
- Second member records information on the triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead

When using the two-way radio, do not use the names of the injured or dead.

**Closing Down:**

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

**Equipment/Supplies**

- First-aid supplies (See the list on the following page.)
- Job description clipboards
- Stretchers
- Vests, if available
- Tables and chairs

### **Operations Section: Medical Team**

- Staff and student medication from health office
- Forms:
  - Notice of First Aid Care
  - Medical Treatment Victim Log
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps



### **Operations Section: Employee Care**

|                            |   |
|----------------------------|---|
| <b>Personnel:</b>          | Administrators, division heads and staff as assigned.   |
| <b>Responsibilities:</b>   | Ensure the care and safety of all employees on campus except those who are in the medical treatment area.   |
| <b>Start-Up Actions:</b>   | <ul style="list-style-type: none"><li>▪ Wear an identification vest, if available.</li><li>▪ Take a job description clipboard and radio.</li><li>▪ Check in with the Operations Section Chief for a situation briefing.</li><li>▪ Make personnel assignments as needed.</li><li>▪ If evacuating:<ul style="list-style-type: none"><li>▫ Verify that the assembly area and routes to it are safe.</li><li>▫ Count or observe the classrooms as they exit, to make sure that all classes evacuate.</li><li>▫ Initiate the set-up of portable toilet facilities and hand-washing stations.</li></ul></li></ul>   |
| <b>Operational Duties:</b> | <ul style="list-style-type: none"><li>▪ Monitor the safety and well-being of the employees and staff in the assembly area.</li><li>▪ Administer minor first aid as needed.</li><li>▪ When necessary, provide water and food to employees and staff.</li><li>▪ Make arrangements for portable toilets if necessary, ensuring that employees and staff wash their hands thoroughly to prevent disease.</li><li>▪ Make arrangements to provide shelter for employees and staff.</li><li>▪ Arrange activities and keep employees reassured.</li><li>▪ Update records of the number of employees and staff in the assembly area (or in the buildings).</li></ul> |
| <b>Closing Down:</b>       | <ul style="list-style-type: none"><li>▪ Direct all requests for information to the PIO.</li><li>▪ Return equipment and reusable supplies to Logistics.</li><li>▪ When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.</li></ul>  |
| <b>Equipment/Supplies</b>  | <ul style="list-style-type: none"><li>▪ Vest</li><li>▪ Clipboard with job description</li><li>▪ Ground cover, tarps</li><li>▪ First aid kit</li><li>▪ Forms:<ul style="list-style-type: none"><li>▫ Employee Accounting</li><li>▫ Notice of First Aid Care</li></ul></li><li>▪ Office two-way radio</li><li>▪ Water, food, sanitation supplies</li></ul>  |

# **CENTRAL OFFICE EMERGENCY OPERATIONS SITE PLAN**

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# **CENTRAL OFFICE EMERGENCY OPERATIONS SITE PLAN**



## **Guam Department of Education**

Physical Address: *501 Mariner Avenue (Tiyan) Barrigada, Guam*

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## Overview

This Guam Department of Education (GDOE) requires the central office and all 39 schools to develop an Emergency Operations Site Plan (EOSP). The Central Office EOSP guides employees and others in responding swiftly and effectively during emergencies, ensuring safe evacuation, quick access to rescues efforts, minimizing impacts and risks, and restoring normal operations as soon as possible.

### **The EOSP shall be used together with the GDOE Emergency Response Plan (ERP).**

The Central Office EOSP provides designated assignments for staff and responders, emergency notification protocol to community, defined evacuation routes for safe and efficient evacuation of occupants, and establish staging areas for organizing resources.

## Situation

The Guam Department of Education – Central Office is located on *501 Mariner Avenue (Tiyan) in Barrigada, Guam*. The central office is the administrative hub of the education department that oversees the public schools. The functions of the office includes implementation of educational policies and procedures, management of school resources, support for schools, and ensure compliance with educational regulations. On any given workday, there are about 500 employees reporting to work duty at the central office. The number of visitors and those participating in trainings, meetings, and other department events vary daily.

There are three buildings on site: Buildings A, B, C, and two warehouses, Property Management & Receiving, and Facilities & Maintenance.

- Building A, primarily for Finance & Administrative Services (FAS) and Information System, is the first building on the right upon entering 501 Mariner Avenue.
- Building B is located immediately after Building A, and is a three-story structure. Building B houses most offices, divisions, and projects: Superintendent, Legal Counsel, Internal Audit, Federal Programs, Compliance, Educational Support & Community Learning, Research, Planning, & Evaluation, Student Support Services Division, Payroll, Procurement, Child Nutrition Program, Food & Nutrition Program, Personnel Services Division, Curriculum & Instruction Improvement Division, Chamoru Studies and Special Projects, Head Start and Special Education.
- Building C is immediately parallel to Buildings A and B. Building C is a two-story structure. J.P. Torres Central Success Academy is located on the second-floor and the bottom floor includes the extension of Curriculum & Instruction Improvement Division.
- The two warehouses: Property and Facilities & Maintenance are neighboring to each other and perpendicular to Building B.
- The central office has three designated parking stalls. Parking is located by Building A, nearest to Mariner Avenue, between Building A-B and C, rear of Building B, and on Mariner Avenue nearest to Building C.

- The central office is immediately across to Guam Environmental Protection Agency, and adjacent to the Guam Trades Academy.
- Tiyan High School connects by a walking gate and parking gate by Building C.

## **Planning Assumptions**

- The central office personnel understands that an emergency or disaster may occur, with little or no warning, at any time.
- **Employees must reference the ERP immediately when an emergency occurs to ensure a coordinated and effective response, maintain safety, and follow established procedures.**
- The central office personnel understands that the department will implement the Incident Command System (ICS) when responding to an emergency incident.
- The central office recognizes that an emergency or disaster are multifaceted and vigorous, and therefore, existing plans must be flexible and may require adaption to meet the requirements of the situation.
- The central office is exposed to various hazards and incidents defined as “annex” in the Emergency Response Plan (ERP), which necessitate coordinating operations and resources.
- It is possible that incidents occurring on site could affect surrounding community. Therefore, it is critical that the central office prepare for and carry out disaster response and initial recovery operations in conjunction with local partners. The department maintains relationships with Guam Homeland Security/Office of Civil Defense, Guam Police Department, and Guam Fire Department.

## **Evacuation Area/Assemble Area**

### **Primary Location:**

Guam Environmental Protection Agency Park Lot,

Address: 3304 Mariner Ave #17, Barrigada, 96913, Guam

Phone Number: +1 671-588-4751

### **Secondary Location:**

Salvation Army

Address: 155003 Corsair St, Barrigada, 96921, Guam

Phone Number: +1 671-477-9872

## **Emergency Notification Procedure**

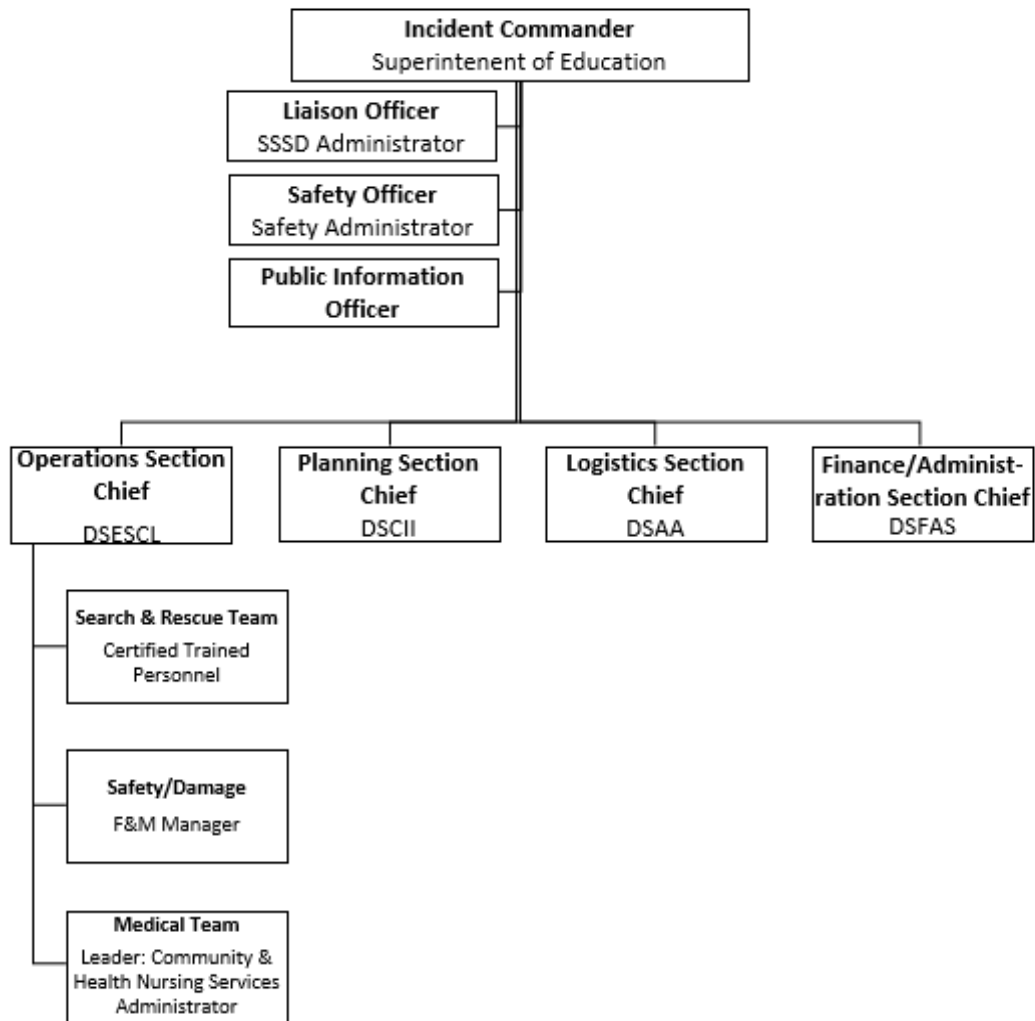
The emergency notification alert will come from the Incident Commander who is the Superintendent of Education or designee.

1. The Superintendent of Education or designee shall notify deputy superintendents who will inform their respective division heads and section leaders, who shall disseminate information to employees as appropriate.

2. The Public Information Officer is responsible to issue the alert simultaneously as the deputy superintendents via:
  - Telephone via School Messenger to business phone lines assigned to personnel,
  - Text via School Messenger to employee cell phone numbers,
  - Email via School Messenger to employee issued emails.
3. Fail-Over Number: The Central Office failover line is 671-475-0457, which is located in the Superintendent's Office.

## Central Office ICS Structure

Refer to the ERP for responsibilities.





## Central Office ICS Assignments

| Command Staff                    |                             |                             |
|----------------------------------|-----------------------------|-----------------------------|
| Position                         | Primary                     | Alternate                   |
| Incident Commander               | Superintendent of Education | Deputy Superintendent, ESCL |
| Safety Officer                   | Safety Officer              | Safety Officer Designee     |
| Public Information Officer (PIO) | Public Information Officer  | PIO Designee                |
| Liaison Officer                  | SSSD Administrator          | SSSD Administrator Designee |

| General Staff                  |                             |                                  |
|--------------------------------|-----------------------------|----------------------------------|
| Position                       | Primary                     | Alternate                        |
| Operations Chief               | Deputy Superintendent, ESCL | SSSD Administrator               |
| Planning Chief                 | Deputy Superintendent, C&I  | Assistant Superintendent, SPED   |
| Finance & Administration Chief | Deputy Superintendent, FAS  | Comptroller                      |
| Logistics Chief                | Deputy Superintendent, AA   | Facilities & Maintenance Manager |

| Response Activity Coordinators |                    |                          |
|--------------------------------|--------------------|--------------------------|
| Position                       | Primary            | Alternate                |
| RAC                            | SSSD Administrator | SSSD Program Coordinator |

| Emergency Response Teams     |   |                                   |
|------------------------------|---|-----------------------------------|
| Position                     | Primary   | Alternate                         |
| Safety & Damage              | Facilities & Maintenance Manager                  | CIP Personnel                     |
| Search & Rescue              | CERT  | CERT                              |
| Medical/First Aid-CPR        | Community & Health Nursing Services Administrator | First Aid/CPR Personnel           |
| Critical Incident Debriefing | SSSD School District Psychologist                 | SSSD School District Psychologist |
| Employee Care                | Division Heads                                    | Division Heads                    |

## Emergency Contact Numbers

| <b>Public Safety &amp; Government Agencies</b> | <b>Phone Number</b> |
|--|---------------------|
| General Emergency                              | 911                 |
| Guam Airport Police                            | +1 671-646-0308/21  |
| Central (Sinajana) Police Precinct             | +1 671-475-8541/2   |
| Barrigada Fire Station                         | +1 671-734-2264     |
| Guam Homeland Security/Office of Civil Defense | +1 671-475-9600     |
| Guam Memorial Hospital Authority (GMHA)        | +1 671-647-2230     |
| GMHA Poison Center                             | +1 671-647-2281     |
| DPHSS Health Services                          | +1 671-735-7110/17  |
| Guam Environmental Protection Agency           | +1 671-588-4751     |

| <b>GDOE Command, General Staff, Response Team Leads</b> | <b>Phone Number</b>  |
|---|----------------------|
| Superintendent of Education                             | +1 671-475-0462      |
| Deputy Superintendent, ESCL                             | +1 671-300-1631      |
| Deputy Superintendent, CI&II                            | +1 671-300-1247      |
| Deputy Superintendent, AA                               | +1 671-300-1352      |
| Deputy Superintendent, FAS                              | +1 671-475-0238      |
| SSSD Administrator                                      | +1 671-475-0504      |
| Safety Officer/Capital Improvement Projects             | +1 671-300-1579      |
| Public Information Officer                              | +1 671-300-1677      |
| Facilities and Maintenance                              | +1 671-300-2466/2467 |
| Community Health Nursing Services Administrator         | +1 671-300-1637      |
| Division of Special Education Transportation            | +1 671-300-1322      |
| Food and Nutrition Administrator                        | +1 671-300-2491      |
| District School Psychologist                            | +1 671-475-0504      |

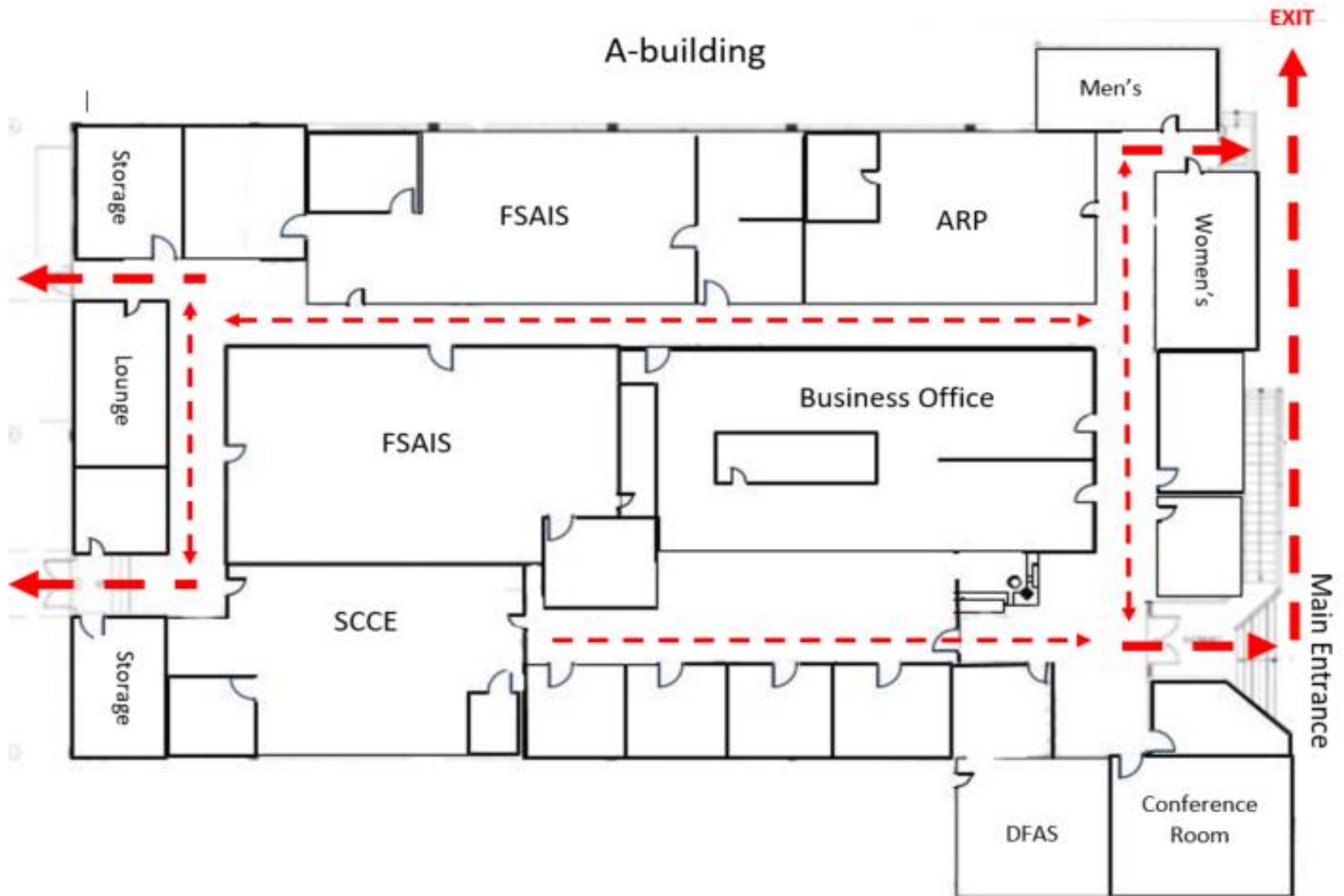
## Central Office Staging Sites

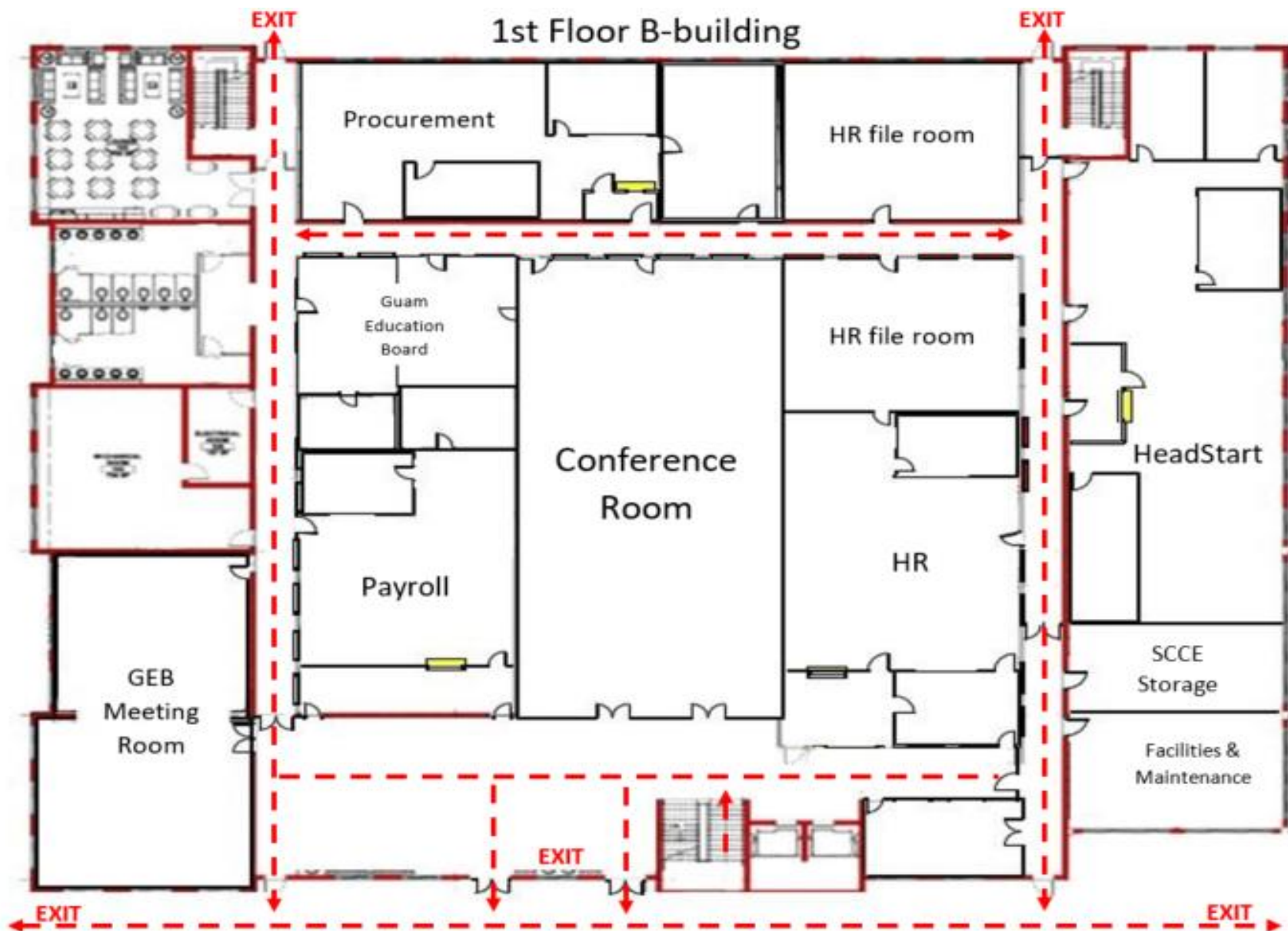
| On-Site Locations and Staging Areas |                                       |                                    |
|-------------------------------------|---------------------------------------|------------------------------------|
| Location                            | Primary Staging Area                  | Secondary Staging Area             |
| On-Site Command Post                | Superintendent's Office               | Deputy Superintendent, AA Office   |
| Triage/First Aid Station            | 1 <sup>st</sup> Floor Conference Room | GEB Conference Room                |
| Law Enforcement Staging             | Open Area by warehouses               | Parking Lot in front of Building A |
| Fire Staging                        | Parking Lot in front of Building A    | Parking Lot in front of Building B |
| Public Works Staging                | Tiyan High School                     | Tiyan High School                  |

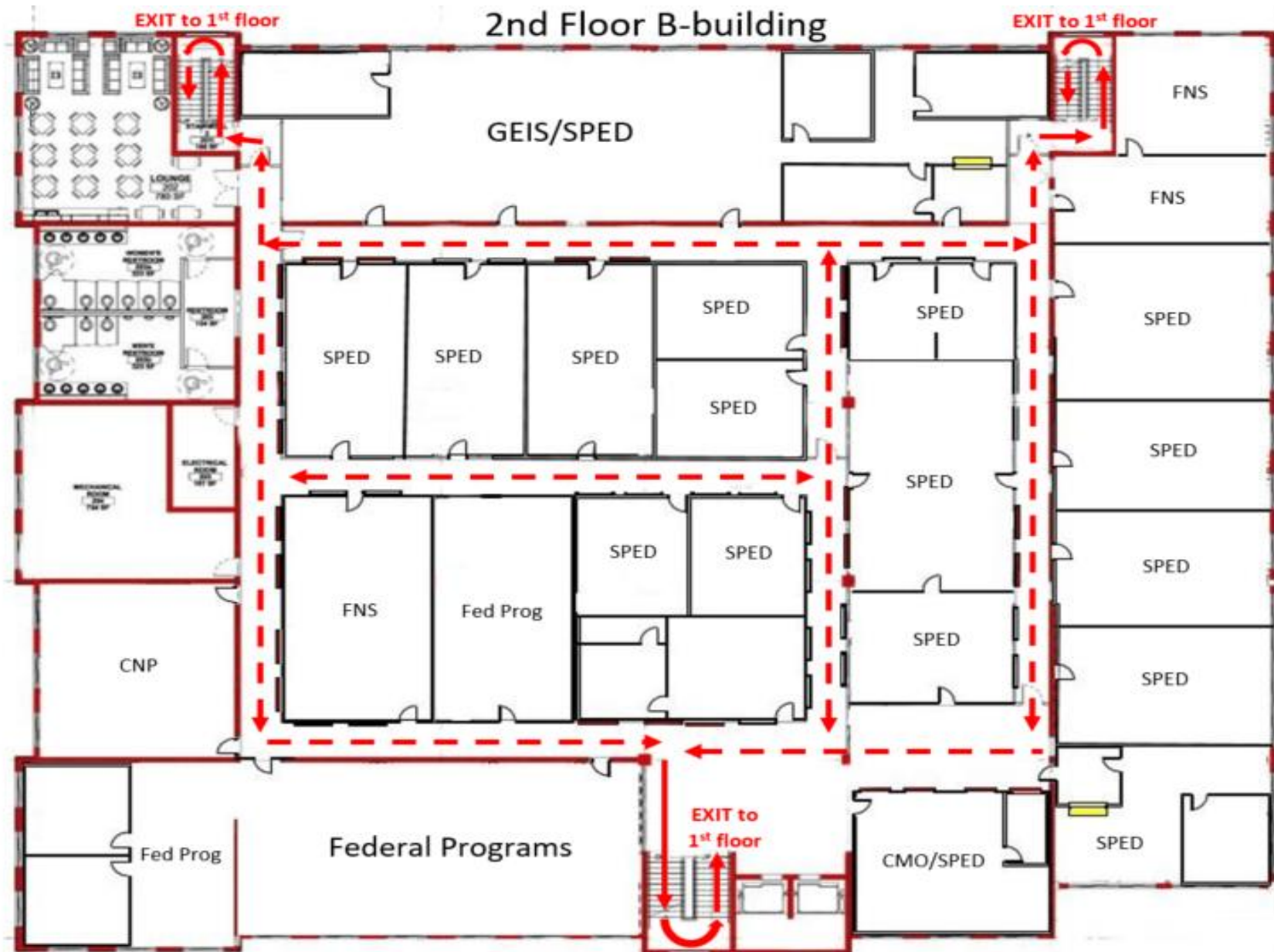
| Off-Site Locations and Staging Areas |  |                                 |
|--------------------------------------|--|---------------------------------|
| Location                             | Primary Staging Area                       | Secondary Staging Area          |
| Off-Site Command Post                | EPA  | Tiyan High Gymnasium            |
| Triage/First Aid Station             | EPA  | Salvation Army                  |
| Law Enforcement Staging              | Parking Area in front of EPA               | Tiyan High School Parking Lot   |
| Fire Staging                         | Parking Area in front of EPA               | Tiyan High School Parking Lot   |
| Public Works Staging                 | Parking Area in front of Tiyan High School | Field/Grass Area across GPD/THS |
| Utilities Staging                    | Parking Area in front of Tiyan High School | Field/Grass Area across GPD/THS |

## **Evacuation Maps**

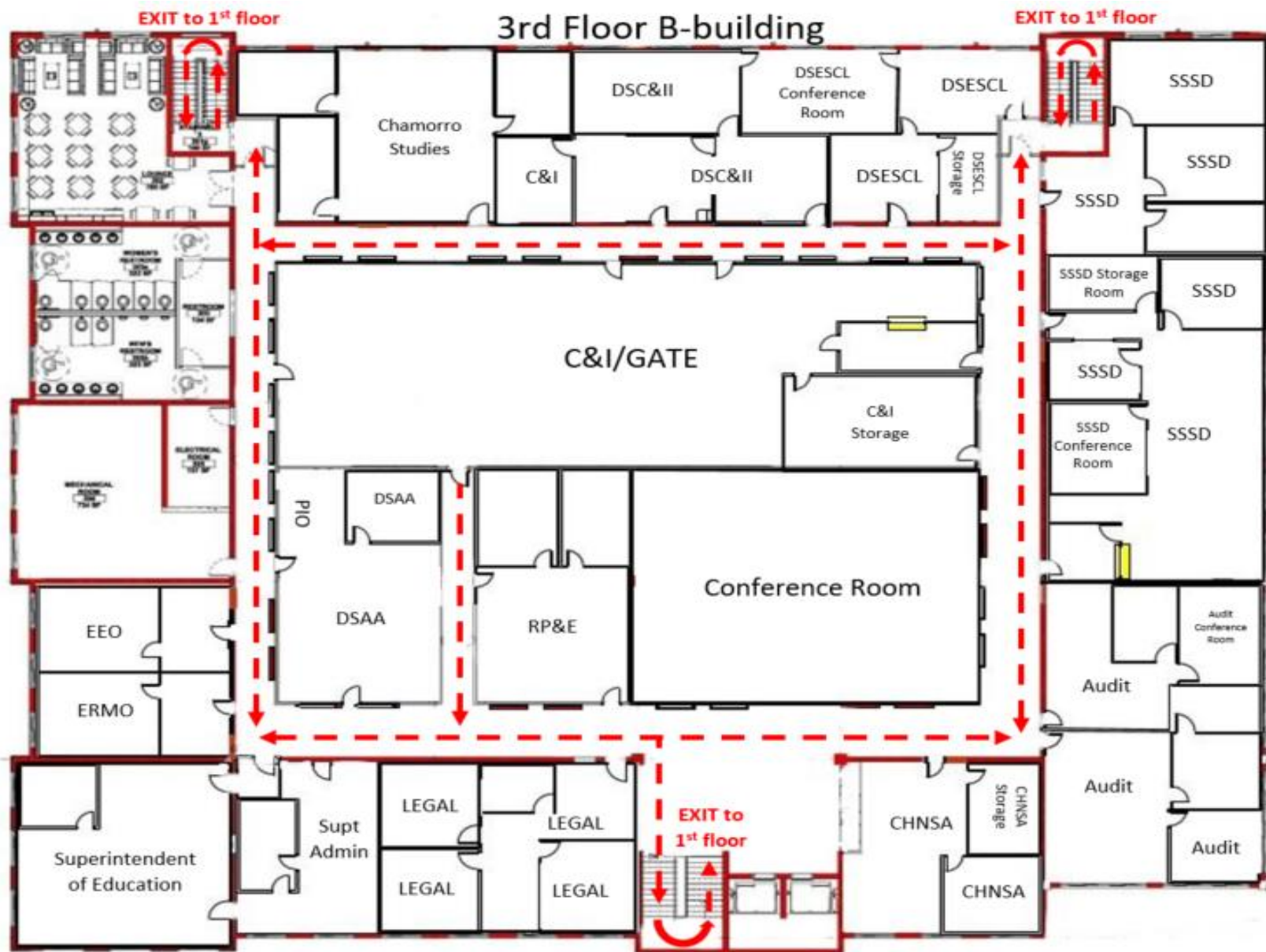
- **A-Building**
  - Deputy Superintendent, Finance & Administrative (DFAS) Office
  - Business Office
  - ARP Office
  - Financial, Student, Administration Information System (FSAIS)
  - School Climate & Cultural Engagement Project Office
- **B-Building: 1<sup>st</sup> Floor**
  - Facilities & Maintenance Office
  - Head Start Program
  - Human Resources (HR) Division
  - Conference Room
  - Payroll Office
  - Guam Education Board (GEB) Office
  - Procurement Office
  - GEB Conference Room
- **B-Building: 2<sup>nd</sup> Floor**
  - Division of Special Education (SPED)
  - Compliance Monitoring Office (CMO/SPED)
  - Federal Programs Division
  - Food and Nutrition Services (FNS) Division
  - Child Nutrition Program (CNP)
- **B-Building: 3<sup>rd</sup> Floor**
  - Community Health & Nursing Services Administration (CHNSA) Office
  - Internal Audit Office
  - Student Support Services Division (SSSD)
  - Conference Room
  - Curriculum and Instructional Improvement (CI&II)
  - Deputy Superintendent, Educational Support & Community Learning (DSESCCL) Office
  - Deputy Superintendent, Curriculum and Instructional Improvement (DSCI&II) Office
  - Legal Office
  - Deputy Superintendent, Assessment & Accountability (DSAA) Office
  - Chamorro Studies Division
  - Superintendent of Education
  - Employee Relations Monitoring Office (ERMO)
  - Equal Employee Opportunity (EEO) Office
- **Receiving Warehouse 1**
- **Facilities & Maintenance Warehouse 2**
- **J.P. Torres Success Academy**





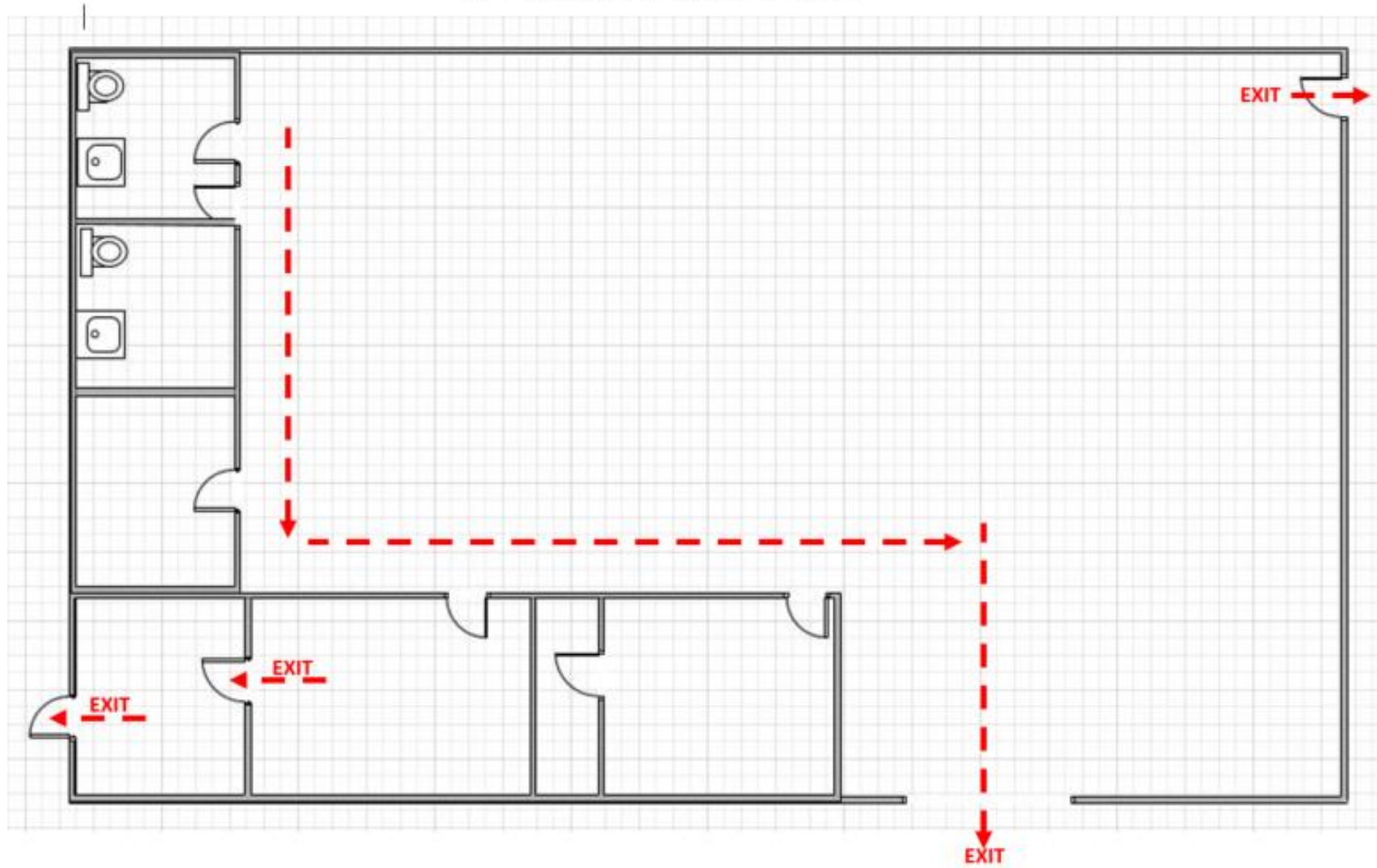




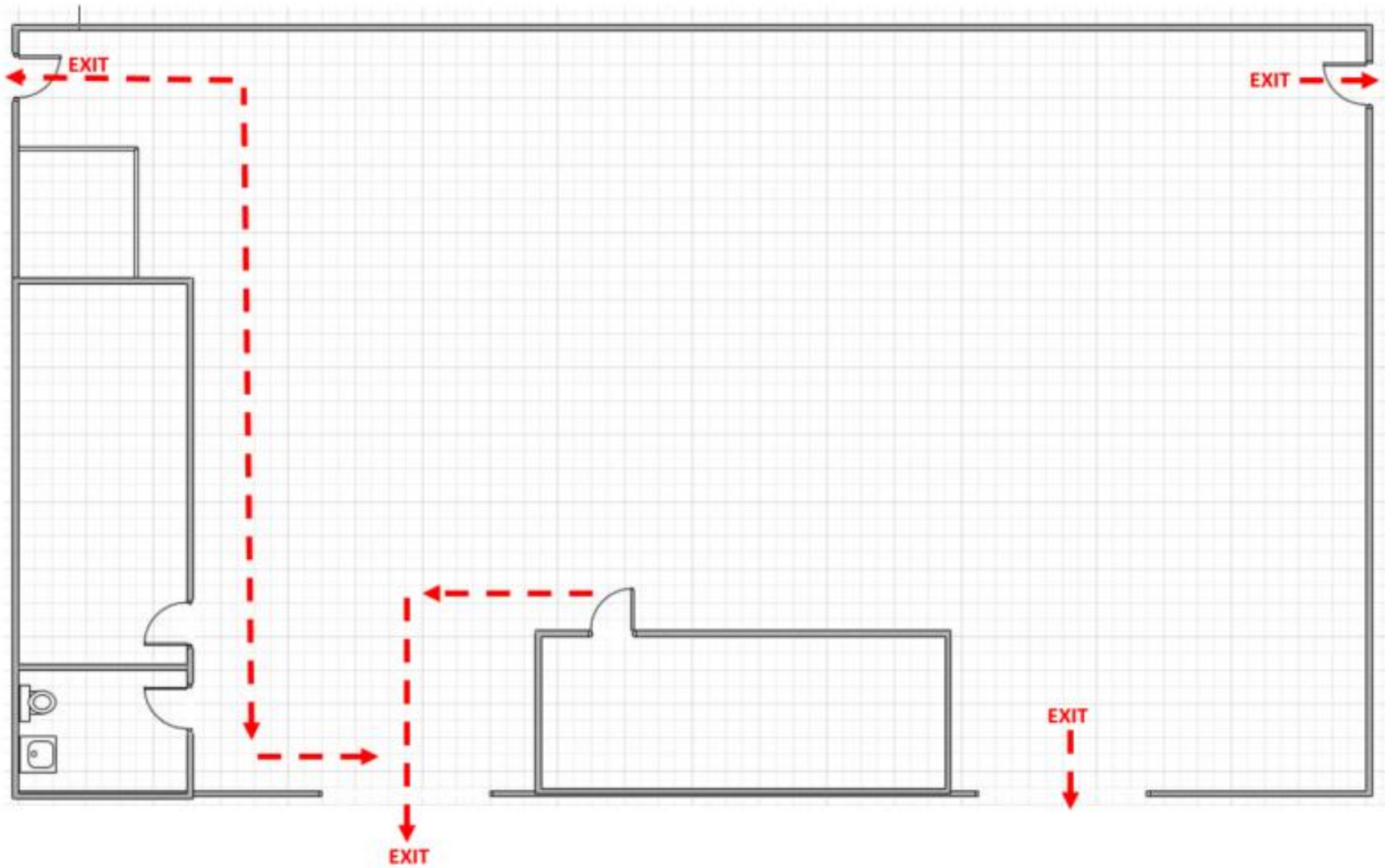




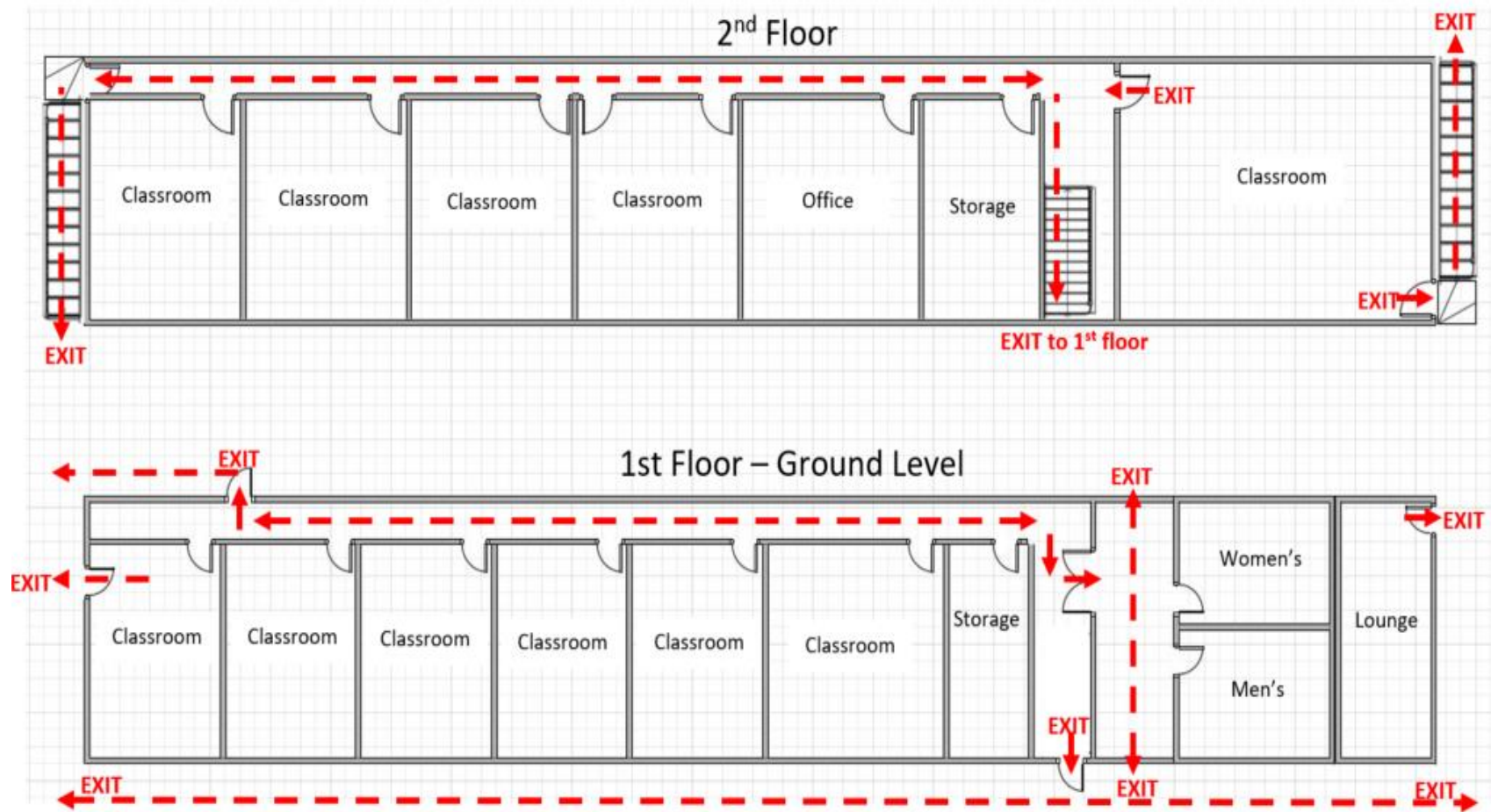
## Receiving Warehouse #1



## F&M Warehouse #2



## JP Torres Central Success Academy

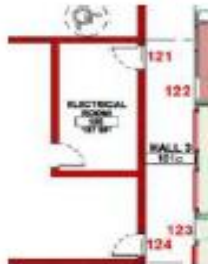


## Building B Fire Alarm Panel Instructions & Screen Images

HOW TO SILENCE ALARM NEW GDOE HQ

THERE ARE TWO ALARM CONTROL PANELS

ONE IN THE FIRST FLOOR ELECTRICAL ROOM



AND OTHER BY ENTRANCE TO PERSONNEL



-AT THE FIRE ALARM PANEL SHOULD LOOK LIKE BELOW





-IN ORDER TO PRESS ANY THE ALARM SILENCE OR PANLE SILENCE YOU WOULD NEED TO BE IN ACCES  
LEVEL 2

-PRESS ANY OF THE ARROW

THE PANEL SHOULD LIGHT UP AND ASK FOR YOU TO ENTER ACCESS LEVEL 2 PASSWORD

PRESS THE RIGHT ARROW LABLED 2 FIVE TIMES AS SEEN BELOW



-NOW THAT YOU ARE IN ACCESS LEVEL 2 AS SEEN BELOW



YOU CAN PRESS ALARM SILNCE OR PANEL SILENCE

SO THE ALARM IS THE ONE WITH THE LOUD NOISE GOING OFF WITH BLINKING LIGHTS THROUGH OUT THE BUILDING

THE PANEL SOUNDER IS THE PANEL AS SEEN ABOVE

-NOW THAT YOU ARE IN ACCESS LEVEL 2 AS SEEN BELOW



YOU CAN PRESS ALARM SILENCE OR PANEL SILENCE

SO THE ALARM IS THE ONE WITH THE LOUD NOISE GOING OFF WITH BLINKING LIGHTS THROUGH OUT THE BUILDING

THE PANEL SOUNDER IS THE PANEL AS SEEN ABOVE



-AFTER SILENCING THE ALARM OR PANEL PLEASE BE SURE TO PRESS RESET



-AFTER PRESSING ALARM OR PANEL SILENCE BESURE TO CHECK WHERE THE ISSUE IS AS BY READING THE LCD SCREEN

-STATEMENTS EXAMPLES FIRE ON FLOOR 3 ROOM 301

OR DETECTOR NOT WORKING ETC



-ONCE ALL IS CLEAR BE SURE TO PRESS EXIT



-AS YOU SEE BELOW THE ACCESS 2 WORDING IS NO LONGER THERE

