

**TABLE OF CONTENTS**

[INTRODUCTION TO INFECTIOUS DISEASE/PANDEMIC PLANNING 4](#_Toc190347315)

[HOW TO USE THE INFECTIOUS DISEASE/PANDEMIC ANNEX INSTRUCTIONS 4](#_Toc190347316)

[COVER PAGE INSTRUCTIONS 5](#_Toc190347317)

[SECURITY AND PRIVACY STATEMENT 5](#_Toc190347318)

[PROMULGATION STATEMENT 6](#_Toc190347319)

[RECORD OF CHANGES 6](#_Toc190347320)

[RECORD OF DISTRIBUTION 6](#_Toc190347321)

[TRAINING, EXERCISE, AND ENGAGEMENT ACTIVITY 7](#_Toc190347322)

[INTRODUCTION 7](#_Toc190347323)

[PURPOSE 7](#_Toc190347324)

[SCOPE 7](#_Toc190347325)

[SITUATIONS AND ASSESSMENTS 7](#_Toc190347326)

[PLANNING ASSUMPTIONS 8](#_Toc190347327)

[ROLES AND RESPONSIBILITIES 8](#_Toc190347328)

[INFECTIOUS DISEASE/PANDEMIC PREPAREDNESS 9](#_Toc190347329)

[Infectious Disease/Pandemic Planning Teams 9](#_Toc190347330)

[Partnership with Local Health Department 9](#_Toc190347331)

[Mental and Behavioral Health Preparedness 10](#_Toc190347332)

[Nursing Staff Preparedness 10](#_Toc190347333)

[Information Technology Preparedness 11](#_Toc190347334)

[Communications Preparedness 11](#_Toc190347335)

[Students with Disabilities Access and Functional Needs Preparedness 12](#_Toc190347336)

[Training and Exercises 12](#_Toc190347337)

[INFECTIOUS DISEASE/PANDEMIC RESPONSE 13](#_Toc190347338)

[Activating the Infectious Disease/Pandemic Annex 13](#_Toc190347339)

[Communications Considerations 13](#_Toc190347340)

[Continuity of School Nutrition 13](#_Toc190347341)

[Use of School Resources 14](#_Toc190347342)

[Mental and Behavioral Health 14](#_Toc190347343)

[School Closure 15](#_Toc190347344)

[In-Person Learning During an Infectious Disease Outbreak or Pandemic 16](#_Toc190347345)

[INFECTIOUS DISEASE/PANDEMIC RECOVERY 18](#_Toc190347346)

[Restoring the Learning Environment 19](#_Toc190347347)

[Mental and Behavioral Health Recovery 19](#_Toc190347348)

[Recovering School Assets 19](#_Toc190347349)

[After Action Reporting 19](#_Toc190347350)

[ANNEX DEVELOPMENT AND MAINTENANCE 20](#_Toc190347351)

[APPENDICES 20](#_Toc190347352)

# INTRODUCTION TO INFECTIOUS DISEASE/PANDEMIC PLANNING

This Arizona Department of Education’s *Infectious Disease/Pandemic Annex Instructions* document is constructed to be utilized in conjunction with the *School/District Infectious Disease/Pandemic Annex* *Template*. The Template and Instructions are also designed to provide Arizona schools or school districts with tools to develop their own Infectious Disease/Pandemic Annex. When a school or school district develops this document, it should be considered an Annex to the school or district’s Emergency Operations Plan (EOP). It should integrate with the EOP and address potential scenarios such as school closures, remote learning, and staff deployment.

A school or district’s infectious disease/pandemic plan outlines actions to reduce the impact of an outbreak, epidemic, or pandemic. The plan will help schools and districts plan for what to do before, during, and after an infectious disease event or pandemic. Schools and districts should also consider collaborating with local health departments, hospital systems, and other local healthcare partners to reduce risk to student and staff health and well-being by leveraging resources and expertise. A strong public health and healthcare relationship can also identify and address community health needs and facilitate access to critical healthcare services within the school environment.

This plan should be adaptable to different types of infectious diseases and potential pandemic scenarios and detail strategies to prevent or minimize the spread of illness, such as proper hygiene practices, disinfecting procedures, and monitoring student health. The template and guidance also include communication strategies to inform parents, staff, and students about the ongoing response and recovery and necessary precautions.

# HOW TO USE THE INFECTIOUS DISEASE/PANDEMIC ANNEX INSTRUCTIONS

The Template and Instructions include levels 1, 2, and 3 headings. Starting with the level 1 heading titled, “SECURITY AND PRIVACY STATEMENT”, the headings in this *Infectious Disease/Pandemic Annex Instructions* are intended to be the headings in the actual *School/District Infectious Disease/Pandemic Annex*.

Getting Started:

* Open these two documents:
  + *Infectious Disease/Pandemic Annex Instructions (this one)*
  + *School/District Infectious Disease/Pandemic Annex Template*
* It will be helpful for the plan writer to have this document open on one computer monitor/screen while completing the template document on another computer monitor/screen.

General guidance on using this *Infectious Disease/Pandemic Annex* ***Instructions****:*

* The text under each of the level 1, 2, or 3 headings provides a brief description of the information that should be captured in the plan section, and in some cases, provides step-by-step instructions for completing the sections.
* Be sure to verify the appropriateness of the existing narrative in the template with the school or district leadership or other officials.

General guidance on using the *School/District Infectious Disease/Pandemic Annex* ***Template***:

* All gray boxes are designed to type the name of the school or school district into the field. The gray boxes will disappear once text is typed into the box.
* The template includes brackets around suggested information but must be customized to the corresponding school or district.
* Change the cover page to match the date and branding and logos from your school or district.
* Change the page headers to include the name of the school or school district.
* Change the font and colors throughout the Annex to match the branding and logos from your school or district.
* Only level 1 and 2 headings are linked to the Table of Contents. Ensure you refresh the Table of Contents before finalizing the document.
* The school or school district plan writer may wish to add or remove narrative as appropriate. They may also add additional sections and appendices as necessary to ensure the content and intent are appropriate for the school or school district.
* If additional figures, charts, and tables are added, ensure:
  + Figures are labeled and Alt Text is included for screen readers.
  + Charts and Tables are labeled and in sequential order as they appear in the document.

# COVER PAGE INSTRUCTIONS

Section Instructions

* Delete the text box and replace it with your school or district logo.
* Fill in the gray box with the name of the school or school district.
* Fill in the brackets with either school or district.
* Remove the word “Template” from the Annex name.
* Replace the date field with the date of your Annex finalization.
* Add school or district branding to the Annex as appropriate.

# SECURITY AND PRIVACY STATEMENT

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Ensure the security designation as written in the Template is congruent with the security designation of the school or school district’s EOP and other emergency response plans.
* Fill in the appropriate leadership position within the school/districts in the last sentence that addresses distribution of the annex.

# PROMULGATION STATEMENT

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Ensure the signatories as outlined in the Template are congruent with policies requiring plan signatures.
* Once the Annex has been finalized, engage the individual intended for signature to sign and date the Annex.

# RECORD OF CHANGES

Section Instructions

* Fill in the gray box with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Ensure the table column headings include information that is typically included in other emergency response plans appropriate to the school or school district.

# RECORD OF DISTRIBUTION

Section Instructions

* Fill in the gray box with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Ensure the table column headings include information that is typically included in other emergency response plans appropriate to the school or school district.

Hints and Tips

Sharing the school or school district *Infectious Disease/Pandemic Annex* with key partners and other stakeholders ensures transparency, trust, and collective action, which are essential in effectively managing an infectious disease or pandemic scenario. The school or school district may want to consider sharing the annex with the following stakeholders:

* Parents and Guardians
* Teachers and administrators
* Support staff
* Local health department contacts
* Emergency response teams such as local emergency management, law enforcement, fire departments, and emergency medical services
* School boards or district leadership
* Healthcare providers
* Community organizations that may assist with supplies, meals, or other resources

# TRAINING, EXERCISE, AND ENGAGEMENT ACTIVITY

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Ensure the table column headings include information that is typically included in other emergency response plans appropriate to the school or school district.
* Ensure school or district agreement and commitment to the statement about engaging with organizations that represent people with disabilities and other access and functional needs (DAFN).

# INTRODUCTION

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

# PURPOSE

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Fill in the brackets with either school or district.

# SCOPE

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Fill in the brackets with the municipality where the school or district is located and the correct wording, either school or district.

# SITUATIONS AND ASSESSMENTS

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Fill in the brackets with the correct wording, either school or district.
* Fill in the brackets with the key partners or stakeholders involved in the threat/hazard analysis and the potential risk (i.e., probability and potential consequences or CPRI score) of an infectious disease outbreak, epidemic, or pandemic.
* Fill in the brackets with the tool used to conduct the threat/hazard analysis, either the Hazard Assessment Worksheet or Calculated Priority Risk Index Calculation Sheet.

Hints and Tips

* Planners can reference the following ADE district and school threat/hazard analysis resources and tools:
  + [Threat and Hazard Identification and Risk Assessment (THIRA) Guide](https://www.fema.gov/sites/default/files/2020-04/CPG201Final20180525.pdf)
  + [Calculated Priority Risk-Index (CPRI) Calculation Sheet](https://www.azed.gov/sites/default/files/2024/07/CPRI%20Calculation%20Sheet.xls)
  + Calculated Priority Risk Index (CPRI), [Categories and Risk-Levels, definitions page](https://www.azed.gov/sites/default/files/2019/04/Calculated%20Priority%20Risk%20Index%20Definitions.pdf?id=5cafc39b1dcb2511e88cfe5e)
  + Hazard Assessment Worksheet, Appendix A in the EOP [Appendix "A" - Supporting Documents](https://www.azed.gov/sites/default/files/2024/07/2024_EOP%20%E2%80%93%20APPENDIX%20%E2%80%9CA%E2%80%9D%20RESPONSE%20AND%20DEPARTMENT%20CHECKLISTS.docx)
* A school or district may have reviewed a jurisdiction’s (e.g., municipal or county) hazard risk analysis in the process of completing their threat/hazard analysis. These agencies can be noted as a key partner/resource in the process.
* If your threat/hazard analysis separates out infectious disease outbreak, epidemic, and pandemic separately, add additional text in the annex template to describe that and include the risk level (i.e., probability and potential consequences or CPRI score) of each type of infectious disease event.

# PLANNING ASSUMPTIONS

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* It is appropriate to delete or add planning assumptions relevant to the school or district’s circumstances at the time the template is being completed.

# ROLES AND RESPONSIBILITIES

Section Instructions

* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* It is appropriate to edit (i.e., change wording, add, remove, combine or separate out) the school position titles and district departments to align with the specific school or district.
* It is appropriate to change, delete, or add specific roles and responsibilities based on the specific needs, roles, and responsibilities within the school or district.
* Additional tables could be added to document roles and responsibilities of other organizations critical to the school’s or district’s response to an infectious disease event.

# INFECTIOUS DISEASE/PANDEMIC PREPAREDNESS

**Introduction Paragraphs**

Section Instructions

* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

## Infectious Disease/Pandemic Planning Teams

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Fill in the brackets with the specific parent teacher organization positions involved in preparedness planning, if applicable.
* Fill in the brackets with the external partner organization representatives involved in preparedness planning, if applicable.
* Fill in the brackets with the frequency of planning team meetings.

Hints and Tips

* Planners can reference the following resources and tools for developing planning teams:
  + [Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [The Guide for Developing High-Quality School Emergency Operations Plans (School Guide)](https://rems.ed.gov/docs/School_Guide_508C.pdf)
  + [The Role of Districts in Developing High-Quality School Emergency Operations Plans (District Guide)](https://rems.ed.gov/docs/District_Guide_508C.pdf)
  + [Building Multi-Disciplinary Core Planning Teams](https://rems.ed.gov/TrainingPackage.aspx)

## Partnership with Local Health Department

Section Instructions

* Fill in the brackets with the appropriate local health department.
* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Ensure the local health department is informed of and agrees to the outlined roles and responsibilities.

Hints and Tips

* Planners can reference the following resources and tools for partnering with local health departments:
  + [4 Tips to Help Schools Prepare for the Next Pandemic](https://www.edweek.org/leadership/4-tips-to-help-schools-prepare-for-the-next-pandemic/2023/07)
  + [Strengthening Community Partnerships with Local Public Health through Regional Pandemic Influenza Exercises](https://pmc.ncbi.nlm.nih.gov/articles/PMC2848276/)
  + [Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [Local Health Department Immunization Partnerships: Lessons to Carry Forward From the COVID-19 Pandemic](https://www.naccho.org/blog/articles/local-health-department-immunization-partnerships-lessons-to-carry-forward-from-the-covid-19-pandemic)

## Mental and Behavioral Health Preparedness

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for mental and behavioral health preparedness:
  + [A.R.S. §15-120](https://www.azleg.gov/ars/15/00120.htm)
  + [Project A.W.A.R.E.](https://www.azed.gov/wellness/projectaware)
  + [Arizona Health Care Cost Containment System: Suicide Prevention Training for Schools](https://www.azahcccs.gov/Members/BehavioralHealthServices/suicideprevention/training_for_schools.html)
  + [Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [Arizona Department of Education PREPaRE model](https://www.azed.gov/wellness/sep/the-prepare-model)
  + [Coping with Stress During Infectious Disease Outbreaks](https://store.samhsa.gov/product/coping-stress-during-infectious-disease-outbreaks/sma14-4885)
  + [Planning for Outbreaks, Epidemics, and Pandemics](https://www.cdc.gov/orr/school-preparedness/infection-prevention/planning.html)
  + [Supporting Efforts to Create a Public Health, Medical, and Mental Health Annex as Part of Your Emergency Operations Plan](https://rems.ed.gov/resources/specific?topic=health)
  + [Arizona District and School Emergency Preparedness and Response Competencies, Mental and Behavioral Health Support Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y

## Nursing Staff Preparedness

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Fill in the brackets with the appropriate local health department.

Hints and Tips

* Planners can reference the following resources and tools for nursing staff preparedness:
  + [Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [Planning for Outbreaks, Epidemics, and Pandemics](https://www.cdc.gov/orr/school-preparedness/infection-prevention/planning.html)
  + [Supporting Efforts to Create a Public Health, Medical, and Mental Health Annex as Part of Your Emergency Operations Plan](https://rems.ed.gov/resources/specific?topic=health)
  + [Understanding the Role of School Nurses in Supporting School safety before, during, and after an emergency](https://rems.ed.gov/webinarDetail?id=70)
  + [Arizona School Nurse Access Program](https://www.azed.gov/wellness/arizona-school-nurse-access-program-asap)
  + [National Association of School Nurses](https://www.nasn.org/covid19ref/home)
  + [School Nurses Association of Arizona](https://snoa.org/)

## Information Technology Preparedness

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.
* Fill in the brackets with the appropriate learning management system.

Hints and Tips

* Planners can reference the following resources and tools for information technology preparedness:
  + [Pandemic Tools That Are Here to Stay](https://www.edweek.org/technology/pandemic-tech-tools-that-are-here-to-stay/2022/03)
  + [Keeping Students Safe Online](https://www.ed.gov/teaching-and-administration/safe-learning-environments/school-safety-and-security/keeping-students-safe-online)
  + [The Role of Technology in Education, Post Pandemic](https://elearningindustry.com/the-role-of-technology-in-education-post-pandemic)
  + [Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [Planning for Outbreaks, Epidemics, and Pandemics](https://www.cdc.gov/orr/school-preparedness/infection-prevention/planning.html)
  + [Using the Five Preparedness Missions to Help Ready Your District and School for Emergencies](https://rems.ed.gov/docs/Resources/Preparedness_Mission_Areas_Resource_List_508C.pdf)
  + [Preparing for Infectious Disease: Department of Education Recommendations to Ensure the Continuity of Teaching and Learning for Schools K-12 During Extended Student Absence or School Dismissal](https://files.eric.ed.gov/fulltext/ED571865.pdf)
  + [Arizona District and School Emergency Preparedness and Response Competencies, Cybersecurity Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y

## Communications Preparedness

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for communications preparedness:
  + [Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [Planning for Outbreaks, Epidemics, and Pandemics](https://www.cdc.gov/orr/school-preparedness/infection-prevention/planning.html)
  + [Using the Five Preparedness Missions to Help Ready Your District and School for Emergencies](https://rems.ed.gov/docs/Resources/Preparedness_Mission_Areas_Resource_List_508C.pdf)
  + [Preparing for Infectious Disease: Department of Education Recommendations to Ensure the Continuity of Teaching and Learning for Schools K-12 During Extended Student Absence or School Dismissal](https://files.eric.ed.gov/fulltext/ED571865.pdf)
  + [Arizona District and School Emergency Preparedness and Response Competencies, Emergency Communications Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y
  + [4 Tips to Help Schools Prepare for the Next Pandemic](https://www.edweek.org/leadership/4-tips-to-help-schools-prepare-for-the-next-pandemic/2023/07)
  + [The Guide for Developing High-Quality School Emergency Operations Plans (School Guide)](https://rems.ed.gov/docs/School_Guide_508C.pdf)
  + [The Role of Districts in Developing High-Quality School Emergency Operations Plans (District Guide)](https://rems.ed.gov/docs/District_Guide_508C.pdf)

## Students with Disabilities Access and Functional Needs Preparedness

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for DAFN preparedness:
  + [Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)
  + [ADE Access Functional Needs Guidance Documents for Emergency Response Plans](https://www.azed.gov/wellness/docsforemergencyresponseplans)
  + [REMS Ensuring Access and Functional Needs are Met Before, During, and After Emergency Incidents](https://rems.ed.gov/Resources/Specific?Topic=AFN)
  + [ADE Planning for Students with Disability and Other Access and Functional Needs](https://www.azed.gov/wellness/sep/emergency-operations-continuity-operations-planning)
    - Individual Emergency Safety Plan (IESP) for Elementary School
    - Individual Emergency Safety Plan (IESP) for Middle and High School

## Training and Exercises

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for training and exercises:
  + [Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/media/AZED%20Minimum%20Requirements%20-%202024%20FINAL.pdf)
  + [Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)
  + [Arizona Department of Education, Drills and Exercises: Guidelines for Schools](https://www.azed.gov/sites/default/files/2024/07/School%20Preparedness%20Drills%20and%20Exercise%20Document.pdf)

# INFECTIOUS DISEASE/PANDEMIC RESPONSE

## Activating the Infectious Disease/Pandemic Annex

Section Instructions

* Fill in the gray box with the name of the school or school district.

## Communications Considerations

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., platforms, languages).
* Add or remove bullet points as necessary when filling in the lists. The template offers three bullet points in lists, but your plan could include more or less bullet points in each list.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for communication response actions:
  + [REMS Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [ADE Emergency Operations Plan (EOP) Development Guidance](https://www.azed.gov/wellness/sep/emergency-operations-continuity-operations-planning)
  + [Arizona District and School Emergency Preparedness and Response Competencies, Emergency Communications Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y

## Continuity of School Nutrition

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., distribution locations, time frames, routes, vendors, etc.).
* Add or remove bullet points as necessary when filling in the lists. The template offers three bullet points in lists, but your plan could include more or less bullet points in each list.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for continuity of school nutrition:
  + [Arizona District and School Emergency Preparedness and Response Competencies, Continuity of Operations Planning Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y
  + [REMS Ensuring Continuity of Feeding and Food Distribution During the COVID-19 Pandemic](https://rems.ed.gov/docs/ContinuityFeeding_Presentation_508C.pdf)
  + [USDA Food and Nutrition Service, Meal Service During Unanticipated School Closures](https://www.fns.usda.gov/cn/meal-service-during-unanticipated-school-closures)

## Use of School Resources

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., intergovernmental agreements, and location of policy on community use of school resources).
* Add or remove bullet points as necessary when filling in the lists. The template offers three bullet points in the list, but your plan could include more or less bullet points in the list.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

## Mental and Behavioral Health

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Rows can be added to Table 14 if there are additional mental and behavioral health response components for the school or district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for mental and behavioral health response:
  + [Arizona District and School Emergency Preparedness and Response Competencies, Mental and Behavioral Health Support Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y

## School Closure

Section Instructions

* Fill in the gray box with the name of the school or school district.

**Continuity of Learning**

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., IT equipment, learning management platforms, video conferencing platforms).
* Add or remove bullet points as necessary when filling in the lists. The template offers three bullet points in the lists, but your plan could include more or less bullet points per list.
* Rows can be added to Table 16 as new strategies and emerging practices are developed.
* Rows can be added to Table 17 as new technology resources are available.
* Rows can be added to Table 18 as new strategies and emerging curriculums are available and put into practice.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for continuity of learning:
  + [Arizona District and School Emergency Preparedness and Response Competencies, Continuity of Operations Planning Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y
  + [U.S. Department of Education Continuity of Learning](https://www.ed.gov/teaching-and-administration/safe-learning-environments/covid-19/continuity-of-learning)

**Authorities**

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Rows can be added to Table 19 as new statutes or authorities are approved.

**Students with Disabilities and Other Access and Functional Needs**

Section Instructions

* Fill in the gray box with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., adaptive technology, community partners).
* Add or remove bullet points as necessary when filling in the lists. The template offers three bullet points in the lists, but your plan could include more or less bullet points per list.
* Rows can be added to Table 20 as new strategies are recommended and put into practice.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for DAFN response guidance:
  + [Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)
  + [ADE Access Functional Needs Guidance Documents for Emergency Response Plans](https://www.azed.gov/wellness/docsforemergencyresponseplans)
  + [Arizona District and School Emergency Preparedness and Response Competencies, Community Preparedness and Resilience Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y
  + [REMS Ensuring Access and Functional Needs are Met Before, During, and After Emergency Incidents](https://rems.ed.gov/Resources/Specific?Topic=AFN)

## In-Person Learning During an Infectious Disease Outbreak or Pandemic

Section Instructions

* Fill in the gray box with the name of the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for general guidance on in-person learning during an infectious disease outbreak or pandemic:
  + [CDC Archive, Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](https://archive.cdc.gov/www_cdc_gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html)
  + [Arizona District and School Emergency Preparedness and Response Competencies, Continuity of Operations Planning Competenc](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)y

**Non-Pharmaceutical Interventions**

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., hand sanitizing stations).
* Add or remove bullet points as necessary when filling in the list. The template offers three bullet points in the list, but your plan could include more or less bullet points in the list.
* Rows can be added to Table 21 as new strategies are recommended and put into practice.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools on non-pharmaceutical interventions:
  + [American Academy of Pediatrics, Managing Infectious Diseases in Schools](https://www.aap.org/en/patient-care/school-health/managing-infectious-diseases-in-schools/?srsltid=AfmBOorz-6EFr9AdGNdtBSBxEKEizY6ing7-fp8LUoVtEav91rHRBK0V)
  + [CDC Archive, Operational Guidance for K-12 Schools and Early Care and Education Programs to Support Safe In-Person Learning](https://archive.cdc.gov/www_cdc_gov/coronavirus/2019-ncov/community/schools-childcare/k-12-childcare-guidance.html)
  + [CDC, School Preparedness, Additional Strategies that May Be Used to Minimize Infectious Disease Transmission in Schools during Times of Elevated Illness Activity](https://www.cdc.gov/orr/school-preparedness/infection-prevention/strategies.html)
  + [CDC School Preparedness, Everyday Actions for Schools to Prevent and Control the Spread of Infections](https://www.cdc.gov/orr/school-preparedness/infection-prevention/actions.html)

**Cleaning and Disinfection**

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools on cleaning and disinfection:
  + [CDC Water, Sanitation, and Environmentally Related Hygiene, How to Clean and Disinfect Early Care and Education Settings](https://www.cdc.gov/hygiene/about/how-to-clean-and-disinfect-early-care-and-education-settings.html)
  + [CDC Water, Sanitation, and Environmentally Related Hygiene, How to Clean and Disinfect a Facility](https://www.cdc.gov/hygiene/about/when-and-how-to-clean-and-disinfect-a-facility.html)

**School Nurses, Health Office Staff, and Reporting**

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Fill in the brackets with the correct information (e.g., public health reporting system, isolation areas).
* Add or remove bullet points as necessary when filling in the lists. The template offers three bullet points in the lists, but your plan could include more or less bullet points per list.
* Rows can be added to Table 23 as new response strategies are required.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools on school nurses during an infectious disease or pandemic:
  + [National Library of Medicine, School Nurse and COVID-19 Response](https://pmc.ncbi.nlm.nih.gov/articles/PMC9088665/)
  + [CDC, School Preparedness, Preventing Spread of Infections in K-12 Schools](https://www.cdc.gov/orr/school-preparedness/infection-prevention/index.html)
  + [REMS, Resources on Understanding the Role of School Nurses in Supporting School Safety Before, During, and After an Emergency](https://rems.ed.gov/docs/Role_of_School_Nurses_Resources_508C.pdf)

**Environmental Controls**

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Rows can be added to Table 24 as new environmental controls are required.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools on environmental controls:
  + [CDC, School Preparedness, Additional Strategies that May Be Used to Minimize Infectious Disease Transmission in Schools during Times of Elevated Illness Activity](https://www.cdc.gov/orr/school-preparedness/infection-prevention/strategies.html)
  + [National Institute of Health, The Science Behind Safe School Re-Opening: Leveraging the Pillars of Infection Control to Support Safe Elementary and Secondary Education During the COVID-19 Pandemic](https://pmc.ncbi.nlm.nih.gov/articles/PMC7989186/)

**Administrative Controls**

Section Instructions

* Fill in the brackets with either the correct wording, either school or district.
* Rows can be added to Table 25 as new administrative controls are required.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools on administrative controls:
  + [American Academy of Pediatrics, Managing Infectious Diseases in Schools](https://www.aap.org/en/patient-care/school-health/managing-infectious-diseases-in-schools/?srsltid=AfmBOorz-6EFr9AdGNdtBSBxEKEizY6ing7-fp8LUoVtEav91rHRBK0V)
  + [CDC, School Preparedness, Additional Strategies that May Be Used to Minimize Infectious Disease Transmission in Schools during Times of Elevated Illness Activity](https://www.cdc.gov/orr/school-preparedness/infection-prevention/strategies.html)
  + [National Institute of Health, The Science Behind Safe School Re-Opening: Leveraging the Pillars of Infection Control to Support Safe Elementary and Secondary Education During the COVID-19 Pandemic](https://pmc.ncbi.nlm.nih.gov/articles/PMC7989186/)

# INFECTIOUS DISEASE/PANDEMIC RECOVERY

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Fill in the brackets with either the correct wording, either school or district.

## Restoring the Learning Environment

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for this section:
  + [REMS Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [U.S. Department of Education Returning to School landing page](https://www.ed.gov/teaching-and-administration/safe-learning-environments/covid-19/returning-school)

## Mental and Behavioral Health Recovery

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for this section:
  + [Arizona Health Care Cost Containment System, Suicide Prevention Training for Schools](https://www.azahcccs.gov/Members/BehavioralHealthServices/suicideprevention/training_for_schools.html)
  + [National Council for Mental Well Being, Mental Health First Aid](https://www.mentalhealthfirstaid.org/)
  + [REMS Pandemic Planning: Developing an Infectious Disease Annex](https://rems.ed.gov/docs/PandemicFactSheet_508C.pdf)
  + [The National Education Association, Student and Educator Mental Health](https://www.nea.org/student-success/great-public-schools/student-educator-mental-health)
  + [The National Child Traumatic Stress Network](https://www.nctsn.org/)
  + [Trauma and Learning Policy Initiative (TLPI)](https://traumasensitiveschools.org/)

## Recovering School Assets

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

## After Action Reporting

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district. Remove any statements, concepts, and/or strategies that do not apply to the school or school district.

Hints and Tips

* Planners can reference the following resources and tools for this section:
  + [Arizona Department of Education, Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/media/AZED%20Minimum%20Requirements%20-%202024%20FINAL.pdf)
  + [Arizona Department of Education, Drills and Exercises: Guidelines for Schools](https://www.azed.gov/sites/default/files/2024/07/School%20Preparedness%20Drills%20and%20Exercise%20Document.pdf)
  + [Arizona Department of Education, Implementation Guidance: Arizona Minimum Requirements for School Emergency Operations Plans](https://www.azed.gov/sites/default/files/2024/10/MR%20Implementation%20Guidance%20for%20Schools%202024%201_0.pdf)
  + [REMS, After-Action Reports: Capturing Lessons Learned and Identifying Areas of Improvement](https://rems.ed.gov/docs/AfterActionReportsFactSheet_508C.pdf)
  + [REMS, Using the Five Preparedness Missions to Help Ready Your District and School for Emergencies](https://rems.ed.gov/docs/Resources/Preparedness_Mission_Areas_Resource_List_508C.pdf)

# ANNEX DEVELOPMENT AND MAINTENANCE

Section Instructions

* Fill in the gray boxes with the name of the school or school district.
* Edit content as appropriate to the school or school district.
* Determine and fill in the brackets of the frequency of when the annex will be reviewed and updated.
* Ensure school or district agreement and commitment to the statements about when changes or revisions in the plan will be made.

Hints and Tips

* ADE recommends an annual review and update of the school/district Emergency Operations Plan and its related annexes. See the following documents for additional plan review and update guidance:
  + [Arizona Minimum Requirements for School Emergency Operations Plans, August 2024](https://www.azed.gov/sites/default/files/media/AZED%20Minimum%20Requirements%20-%202024%20FINAL.pdf)
  + [2024 Emergency Operations Plan Development Guidance](https://www.azed.gov/wellness/sep/emergency-operations-continuity-operations-planning)
  + [2024 ADE Emergency Operations Plan Template, Section I - Basic Plan Template](https://www.azed.gov/wellness/sep/emergency-operations-continuity-operations-planning)
  + [Arizona District and School Emergency Preparedness and Response Competencies, November 2023](https://www.azed.gov/sites/default/files/2024/02/ADE%20Competencies%20Final%2011.15.23.pdf)

# APPENDICES

There are three appendices to the annex template:

* Appendix A: Authorities
* Appendix B: References
* Appendix C: Acronyms

In general, these appendices can remain as written. These appendices were developed to accommodate all authorities, references, and acronyms that support the Annex content. If the planner adds authorities, references, or acronyms, they should be added accordingly to the appendices.